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Selection Criteria for the Coaches of Iran National Basketball Team: A Model Based on Gender Perspectives

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Abstract:

The purpose of this study was to identify the most important criteria to choose qualified coaches for the national Basketball team of Iran and prioritize them based on the perspective of four different groups of men and women including sport experts, managers, Basketball coaches and elite players. Method used in this research was descriptive and survey kind. Among the limited number of population with 214 subjects, 135 persons were randomly selected due to the Morgan table. Two different questionnaires were distributed; first one for the assessment of demographic characteristics and the second one consisted of eight coaching criterion with 64 sub-factors that were asked over in form of a sentence. Finally and after collecting the questionnaires, 110 samples were qualified for further investigation. These data were analyzed with both descriptive statistics and inferential statistics including Kolmogorov-Smirnov test, Friedman test for finding the priority of criteria and analysis of variance test (ANOVA), using SPSS software. According to descriptive findings collected from 110 people, the population consists of 50 male (mean 45.5%) and 60 female (mean 54.5%). The results also showed that among the eight main criteria, 'personality and cognitive features of a coach' with mean rank of 6.35 is the most important factor ($X^2= 61.39, p<0.01$). It was also noticeable that male and female participants in this study had similar standpoints on the first six priorities, and the significant difference was obvious only on the last two items, where the highlights of the model for choosing national basketball coaches stands based on gender differences of the subjects.

Keywords: Prioritization, selection criteria, coaching, basketball

1. Introduction

Nowadays sports has transformed into one of the chief phenomenon in the fields of culture, politics and economy. Sports have diverse functions. Some of them are social, physical, psychological, cognitive, and emotive. Social function of sports among other functions has a distinctive status and is actually the base of other relevant factors. The sociality of sport signifies that there are problems in the inner parts of the sports, which concern humans with different soul-based, mental, and physical capability together having disparate interests and motivations. Sports also have dissimilar dimensions including the diversity of sport fields, the sport type (team-based or individual ones), the scientific basis of different sports, and the technical aspects. One of the key variables in the sphere of sports especially from the social point of view is the role of a coach with highlighted responsibilities in team-based courses. Marshall (2006) have expressed their views in the outcomes of their research that the coaches of individual-based courses have less responsibility as compared with team-based coaches. Team's success and failure is one of the most important factors in coaches' evaluation criteria, and effective coaching is closely related to the victory (Gearity, 2012). Setting objectives for the successes of the team, selection of players and their arrangement in their suitable playing posts, variegated planning, appropriate scheduling, monitoring the manner of task fulfillments with regard to feedbacks, correction of the feeble points during work trend, proffering suitable strategies at appropriate times and other changes in the coaching responsibilities have transfigured the process of coaching from an educational training category to an educational training-managerial category (Szabo, 2012). Every coach has a philosophy and process by which they believe will heed results. Every coach therefore has a certain set of techniques and skills they teach their athletes. However, each athlete that makes a national team comes with their own set of skills. A national team coach must take the athlete's current skills and integrate them into an effective tactical and strategic plan to maximize the athlete's strengths and limit the athlete's liabilities.

Huseinagic and Hodzic (2009) performed a research in Tuzla-Herzegovina and pointed to team-based coaching as the leadership of social groups. Their questionnaire measured factors such as viewing cases, selective priorities, inciting (relationship with people), political comprehension, elation resistance and charisma, risk-taking, flexibility and quandaries

resolving. Based upon what was said and considering the fact that coaching is an inseparable part of the sports sphere, the need to carry out special researches while accentuating the identification of selection paradigms of apt coaches is an essential requirement. Hence, the researchers of the sports field and sciences must focus some of their endeavors on finding talents in coaches of diverse sports fields especially team-based ones. Considering this fact, the extant research has been conducted on a vast basis upon the prioritization of specifications and skills of coaching in the field of basketball so that it may have fruitful corollaries for those who are keen on coaching in this sphere.

Given enough reasons for the importance of coaching and selecting a qualified coach due to its role in the success of sports teams, identifying proper selection criteria for choosing coaches, will help in selecting the right people.

2. Literature Review

Coaching is one of the jobs affiliated with teaching and education. Besides parents, teachers and coaches are the most responsible creatures for education and training. Teaching and Coaching are similar responsibilities, with some difference. In coaching, the close relation between the coach and the player is stronger than the teacher and the student. Despite the mentioned difference, coaches spend more time with their players and have more effects on them. As noted by Cote and Gilbert (2009) coaches, like teachers, do not work in isolation; their effectiveness depends on individual and group interactions. To be successful, coaches have to interact regularly with their athletes, assistant coaches, parents, and other professionals. For any coach the challenge of controlling a group of young athletes can be intimidating, the strategies that form part of the process are called behaviour management. Behaviour management is a broad term used to encompass all of the strategies or activities that a person could help to use for motivating and focusing a playing group. This is very different to just simple negative reinforcement (Riches, 2013).

Coaching behavior reflects a set of values about coaching, sport and human relationships more generally. This set of values or values framework has been termed as 'coaching philosophy' (Lyle 2002). According to his studies, sport coaching is a culturally acknowledged practice of leadership in sport that is intended to facilitate individuals/teams to improved performance in sport competition. Sport's coaching is a process, the effect of which is dependent on the integration of the whole being greater than the sum of its parts. Grant (2003) suggests that a comprehensive definition for personal or life coaching is a collaborative solution-focused, results-oriented systematic process, used with normal, non-clinical populations, in which the coach facilitates the enhancement of the client's life experience and performance in various domains (as determined by the client), and fosters the self-directed learning and personal growth of the client. Morgan Wootten as one of the best Basketball coaches in UCLA¹ noted in his book that although the coaching philosophy is based on technical aspects, we should not forget about the educational, ethical and religious matters. Coaching philosophy comes from our player hood and finds its identity during the years of coaching. This philosophy shows your affirmation, whether winning in a game is your goal or being the winner in your whole life. Mike Smith (2005) has defined some feature of effective coaching and the most important one is as follow: 'Have coaching philosophy. Know what you want from your coaching both in respect of values and of aims.' Pointing to the nature of an educational works, the interaction between the teacher and the learner and the environments vary from one sport to the other. However, due to some characteristics, they can be divided in to individual and team sports; ball games and sports without the ball; aquatic and land sports etc. On the other hand, coaches can be classified due to their level of coaching. Some criteria that affect these stages are the age of learners, competition level, coaching certificates, coaching knowledge and educational degrees. For facilitating the coaching levels, Trudel and Gilbert (2006) proposed their classification on three specific coaching contexts including recreational sport, developmental sport, and elite sport.

Continued development for coaches is another important factor classified by NASPE²(2013). This classification has three levels including beginner, intermediate and elite coaches. Coaches who are classified as 'beginner' coaches are those who are either brand-new to coaching or to coaching a particular sport. 'Intermediate' coaches are those who have had some coaching experience and are ready to gain more knowledge and skill working with a particular age group or sport. 'Elite' coaches are those who have been coaching for a long period and are ready to pass along their knowledge to younger coaches. NASPE has discussed these levels of coaching in five sport fields including Youth/Community sport, Club sport, Interscholastic sport, Collegiate sport, and High-Performance sport. Pointing to this research, the high-performance sport field can be used for national sport teams. In this respect and due to the results of NASPE, beginner coaches should have more than 5 years of experiences; an Intermediate coach is likely to have coached for more than 8 years, but needs more knowledge to improve his/her coaching practices; and elite coaches are those with more than 12 years of experiences.

'Coaching Style' is also the other significant issue to discuss. Coaching is a bilateral process, consisted of the learner and the educator. Choosing the coaching style depends on the coach's abilities and on the learner's age and sport discipline (individual or team sports). More important is the effects of coaching style in decision making, which determines the players role and responsibilities. According to Martens (2012), we can classify coaching styles in three distinct including autocratic, participative and delegated coaching. In autocratic coaching style, the coach acts as a commander. The players should obey the coach and respect the commands. This style believes that the coach is completely aware of what he says due to the experiences, knowledge and abilities he has. Delegated Coaches are less likely to make decisions. They just give the ball to their players and ask them to play. In this style, the coach gives no educational hints to the learners with less influence on them and just interferes in some essential disciplinary manners. This style of coaching is for

¹ University of California , Los Angeles (UCLA)

²National Association for Sport and Physical Education of USA (NASPE)

those coaches who are lazy to fulfill their responsibilities as an educator or they are even not aware of it. Finally, in the participative coaching style, coaches ask their athletes to take part in decision-making. These coaches are aware of their duties as the main leader, but they also know that by giving this opportunity to their players, athletes will feel more responsible as a team member.

Coaching skills and characteristics are intricate and extensive. According to Lai and Palmer (2019), coaching is so complicated because coaches deal with many people having different physical and mental abilities; and it is extensive due to different responsibilities that coaches should fulfill such as educating, organizing, directing and decision making in competitions etc. In another work on what coaches should know and be able to do, NASPE establishes eight domains with 40 standards, accompanied by benchmarks, that provide direction for coaching educators, sport administrators, coaches, athletes, parents and the public. These domains are philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communication, sport skills and tactics, administration, and evaluation.

Pointing to the research by Marshall (2006) demographical characteristics of coaches are also important. This domain consists of the coach's age, height and weight, personal appearance, clothing and equipment, educational degree and general wisdom, religion, race, marital status, unacceptable accent or non-native language, eloquence and speaking abilities, and lastly impressing a positive scheme of him/herself among the athletes. Kappenberg (2008) identifies the role of coach engagement in the success of coaching. Laske (1999) suggested coach characteristics such as personality factors as predictors of coaching effectiveness. However, limited evidence exists on the role of coach personality in coaching success (Stewart et al., 2008). Accordingly, the coach characteristics of learning goal orientation, pre-training motivation, feedback receptivity, and developmental self-efficacy are recognized as important predictors of coaching effectiveness.

Regarding the Coach Selection Procedures (2020) by the National Olympic and Paralympic Committee of USA for their Taekwondo team, selecting coaches is a difficult task. The primary purpose of the coach selection process is to ensure that the High Performance team has an objective process by which coaches can be selected for securing the best possible results. A secondary purpose is to create institutional memory within the organization so that when transitions occur it can be done as smoothly and objectively as possible. In addition, principles such as integrity, reliability, continuity and ethical behavior are as important as other factors. In this Scheme, 16 fields are under consideration including the technical acumen, sport specific experience, contemporaneous, certification, licensing, team work, rules and regulations adherence, rules and regulations enforcement, knowledge of international rules and procedures, positive contributor, communication skills, motivational skills, organization/institutional merit, coaching merit, knowledge and understanding of athletes, and talent and skills integration with tactical planning and adjustments.

Coaching model and conceptual framework is the final topic to be discussed. As mentioned by Lyle (2002) in his book, the outcomes of the sport's coaching process are observable in athlete's performances and athlete-coach behaviors. However, the coaching process itself is a construct, an abstraction. The purpose of this abstraction (the conceptual framework) is to provide a mechanism for the better understanding of the observable practice. A model is usually used to describe the components of the phenomenon and the relationship between the components. A model is a representation of the relational aspects of (usually) complex phenomena by using symbols or simplified descriptions that help to conceptualize the phenomenon itself. A key feature of modeling shows that it normally embraces a set of assumptions about performance, performance enhancement, social interaction and the coaching role. Inevitable (although this is a criticism), the model is stronger in structure than function. In other words, demonstrating the model in action is problematical. The key stages in the model are initiation, goal setting, strategic planning, regulation, preparation, and competition.

To sum up, most researches in this field concentrate on the coaching expertise knowledge or coaching experiences and their leadership techniques that coaches mainly use. However, the main objective of this research is giving a model for national basketball coaches, due to previous researches that emphasize on different characteristics and criteria of coaching, and putting them in a correct priority before designing any model based on the perspectives of male and female participants in this study.

3. Methodology

Method used in this research was descriptive and survey kind. Two different questionnaires were used for collecting data and were distributed among four groups of physical education experts, sport managers, basketball elite players, and coaches (Table 1). PE experts were members of Physical Education departments in universities and mostly active in basketball field including members of the scientific board or free members whom teaches basketball courses. Sport managers in this study are those who have essential roles in selection of coaches of national and provincial or super league teams such as staff and committee members of the Federation, club managers and those responsible in basketball boards in propounded provinces. Coaches were active in three different levels including the national, provincial and super league and the definition of elite players in this research are those at the national level or the MVP players of the different clubs in the super league cup.

Research Sample	Total Population	Percentage
Physical Education Experts	40	19
Sport Managers	50	23
Basketball Elite Players	60	28
Coaches	64	30
Total	214	100

Table 1: Population Estimate and Percent Chosen

Considering the fact that the statistical population of this research consisted of four groups, the method of sampling limited society was used to determine the volume of the statistics community (formula N) and the sampling was done randomly. Since the population consisted of 214 subjects, 135 persons were randomly selected due to the Morgan table.

The research variables were chosen after plenty of studies. More than 100 factors for choosing coaches are identified by different researchers and according to delphi method, 64 items were selected for this study and finally divided in to eight main categories of criteria (Table 2).

The research instruments consisted of two questionnaires granted to subjects voluntarily for data gathering. The first questionnaire collected demographic data of the research population, in which personal characteristics were gathered such as the educational level, age, occupation, sports background, coaching level, the current responsibility in any team, managerial background in a club, etc. The second questionnaire entitled "The determination of the touchstones of the national team coaches" contained a number of the characteristics, which were mentioned for the selection of national coaches. Respondents to the questionnaires were asked to choose the level of significance of each feature on a 5-level scale (very important, important, in-between, least important, unimportant) compiled with 64 yardsticks for coach selection as predicative sentences. It should be noted that the validity and reliability of these questionnaires were previously estimated in similar researches in other sports fields (Shafiee, 2006).

Eventually, the questionnaires were distributed during the super league matches among the samples in five provinces of Tehran, Esfahan, Fars, Kermanshah, and Bandar Abbas. From 135 papers, 110 questionnaires were collected with valuable information for further analysis. These data were analyzed with both descriptive statistics such as mean, standard deviation, table of frequency, distribution table and diagrams; and inferential statistics including Kolmogorov-Smirnov test to check the normality of data, Friedman test for finding the priority of criteria and analysis of variance test (ANOVA) to find the answers of research questions, using SPSS software.

Selection Criteria for Choosing Basketball Coaches	
A	Personality and Cognitive Traits
1	Keep calmness and maintain composure in dealing with athletes during training sessions and competitions
2	Initiative and creativity in executing training programs
3	High confidence in coaching
4	Hard working and perseverance to achieve goals set
5	Seeking spirit of success when facing difficulties and hardships
6	Considering positive features and attributes of individuals (positive thinking)
7	Confidentiality in keeping shared secrets
8	Avoid self-centeredness, selfishness and egoism
9	Honesty in words and behavior with athletes, colleagues and organizational staff
10	Having commitment to responsibility and taken liabilities
B	Social Characteristics
11	Being strict in pursuing athletes to do exercises and team activities accurately
12	Punctuality of coach in attending training sessions
13	Being respected by athletes, staff and other people
14	Respect cultures and social traditions
C	Emotional and Humanistic Characteristics
15	Using appropriate literacy and words in communicating with colleagues, organizational staff, and athletes
16	Not using insulting and abusive words with athletes
17	Having good manner and good behavior with athletes (humanistic behavior)
18	Having good public relation and skills to have effective communication with athletes, colleagues and staff in order to transfer personal approaches and ideas
19	Having intrinsic interest on the coaching profession and inner enthusiasm to render services
20	Ability to motivate athletes to achieve their maximum ability
21	Encouraging athletes to use mental relaxation techniques before competitions
22	Helping athletes to gain mental concentration during practice sessions and competition

23	Familiarity with methods to reduce stress and the ability to use them when athletes are stressful
D	Scientific Knowledge and Expertise
24	Having comprehensive knowledge of sport's techniques and the ability to teach them step by step
25	Having full knowledge of tactics, strategies and team systems and the ability to analyze them for the athletes
26	The ability to use his/her knowledge in practice
27	Familiarity with the principles of first aid and sports injuries and ability to take proper action in time of injury
28	Having knowledge of how players learn in different age levels
29	Familiarity with knowledge of sports sciences (physiology, anatomy and exercise science)
30	Having the highest level of coaching certificate approved by the national Federation
31	Up-to-date knowledge in the field of new findings and studies and usage of information technology
32	Design and implementation of training patterns that suits the needs of athletes
33	Teaching ability of transferring important concepts to all age groups
34	Coaching capability to deal with athletes of different age groups
E	Managerial Skills
35	Scheduling appropriate exercises and training programs to achieve the highest eligibility of players
36	Using the most effective leadership styles and management approaches for guiding the athletes
37	The exact timing of implementation of specified activities in each exercise session
38	Ability to create team discipline during practice and competition
39	Defining responsibilities and duties for each athlete
40	Ability to use proper decision-making and decisive methods when problems occur
41	Having supervision and direct control on player's performance in accordance with determined goals and objectives
42	Using the power of personal charisma to influence athletes and create interest in them
43	Evaluation of athletes and their own performance at the end of each exercise session
44	Evaluation of athletes and their own work at the end of each training season
45	Documentation of activities and coaching experiences
46	Ability to create a shared vision for the organization, colleagues and athletes
47	Using appropriate punishment methods to prevent the repetition of an inappropriate response
48	Use of rewards for making an appropriate response more likely to repeat
49	Giving appropriate feedbacks to team members in proper times
50	Scouting ability of athlete's selection in order to form the team and lead them
F	Basketball Sport Skills
51	Proficiency in performing techniques and sport skills
52	Membership backgrounds in club or provincial teams
53	Membership backgrounds in national teams
54	Having significant playing records (MVP, the best rebounder, assist etc.) in national or international competition
55	Having good physical condition for administering exercise sessions and competitions
G	Past Records of Coaching
56	Having successful experience of coaching in provincial teams or high ranked clubs
57	Past records in training and introducing elite players to the national team
58	Having title and documents in authentic intra-national competition as a coach
59	Having title and documents in authentic international competition as a coach
60	Having background in a club, provincial or national teams as an assistant coach
H	Demographic and Personal Characteristics
61	The importance of coach's age for coaching the national team
62	The role of age and experience of the coach as a matter of success for the national team
63	Coach's appearance in face, body posture and charismatic behavior
64	Having the least academic university certificate for coaching the national team (Bachelor's degree or higher)

Table 2: Research Variables

4. Results and Discussion

Demographic characteristics of 110 respondents in four groups (sport experts, administrators and managers, Basketball coaches and elite players) were examined in ten different aspects including gender distribution, level of education, field of study, provincial distribution, age group, professional sport experiences, membership in national team, coaching experiences, level of coaching certificate and managerial experiences.

4.1 Gender Distribution

According to descriptive findings collected from 110 people, the population consists of 50 male participants (mean 45.5%) and 60 female (mean 54.5%). Percentile distribution among the population is showed in the below graph based on their gender.

4.2. Level of Education

The frequency for the level of education among the four groups of sport experts, administrators and managers, Basketball coaches and elite players is noted in table three. In this observation, 29.09% of the population had no university degree, mainly consisted of basketball players in the junior national teams. 42.73% had bachelor's degree and 28.18% had higher educations.

Level of Education	Coaches		Elite Players		Administrators		Experts		Total	
	f	%	f	%	f	%	f	%	f	%
High School / College	9	30	19	45.2	4	16	-	-	32	29.09
Bachelor's Degree	16	53.4	15	35.8	16	64	-	-	47	42.73
Master Degree / PhD	5	16.6	8	19	5	20	13	100	31	28.18
Total	30	100	42	100	25	100	13	100	110	100

Table 3: Level of Education

4.3. Field of Study

Table four emphasize on the number of experts among the statistical population who had studied 'Physical Education and Sport Sciences' as their university subject. The collected data shows that 48.2% had studied PE in universities and 51.8% of this group studied in other fields or have not yet entered universities due to their ages as high school students. It is necessary to mention that one of the samples from elite players did not answer to this question (2.3%).

Field of Study	Coaches		Elite Players		Administrators		Experts		Total	
	f	%	f	%	f	%	f	%	f	%
Physical Education	15	50	14	32.6	12	48	12	92.3	53	48.2
Other	15	50	27	65.1	13	52	1	7.7	57	51.8
Total	30	100	41	97.7	25	100	13	100	110	100

Table 4: Field of Study

4.4. Provincial Distribution

Pointing to the collected data, the highest percentage of participants live in the capital city of Tehran, consisted of with 33 samples (30%). The order for other provinces is Isfahan with 20 (18.2%), Kermanshah with 15 (13.6%), Fars with 14 (12.8%), Bandar Abb as with 13 (11.8%), provinces and the last 15 respondents (13.6%) did not answer to this question.

4.5. Age Groups

The total populations of 110 participants were divided in to six age groups. The mean age of population was 36.43 (SD = 1.27). The youngest sample was 16 years and the oldest were 74 years old.

Age Groups	Coaches		Elite Players		Administrators		Experts		Total	
	f	%	f	%	f	%	f	%	f	%
20 years old or less	-	-	11	26.2	-	-	-	-	11	10
21 – 30 years old	1	3.3	24	57.1	3	12	2	15.4	30	28.2
31 – 40 years old	8	26.7	6	14.2	2	8	9	69.2	25	21.8
41 – 50 years old	15	50	1	2.4	13	52	1	7.7	30	9.1
51 – 60 years old	6	20	-	-	3	12	1	7.7	10	9.1
More than 60	-	-	-	-	4	16	-	-	4	3.6
Total	30	100	42	100	25	100	13	100	110	100

Table 5: Age Groups

4.6. Professional Sport Experience

According to the collected data from the questionnaires, 27.3% of the population had no professional experiences and only 10% of the total had more than 16 years of professional

Years	Coaches		Elite Players		Administrators		Experts		Total	
	f	%	f	%	f	%	f	%	f	%
Not at all	2	6.7	15	35.7	6	24	7	53.8	30	27.3
1-5 years	9	30	14	33.3	8	32	4	30.8	35	31.8
6-10 years	7	23.3	8	19.1	8	32	2	15.4	25	22.7
15-11 years	7	23.3	2	4.76	-	-	-	-	9	8.2
16 years and more	5	16.7	3	7.14	3	12	-	-	11	10
Total	30	100	42	100	25	100	13	100	110	100

Table 6: Years of Professional Sport Experiences in Basketball

4.7. Membership in the National Team

According to the collected data from the questionnaires, 42.7% of the population had basketball experiences in the national teams, in which 10% of the total had more than 11 years of player hood in the national teams.

Years	Coaches		Elite Players		Administrators		Experts		Total	
	f	%	f	%	f	%	f	%	f	%
Not at all	18	60	17	40.47	16	64	12	92.3	63	57.3
1-5 years	4	13.3	19	45.23	6	24	1	7.7	30	27.3
6-10 years	2	6.7	2	4.76	1	4	-	-	5	4.5
15-11 years	6	20	4	9.52	1	4	-	-	11	10
16 years and more	-	-	-	-	1	4	-	-	1	0.9
Total	30	100	42	100	25	100	13	100	110	100

Table 7: Years of Membership in the National Team

4.8. Coaching Experiences

The collected data in table eight shows that only one person (3.3%) from the total population had no coaching experiences and 24.4% of the population spent more than 11 years of their life in coaching.

Years	Coaches		Elite Players		Administrators		Experts		Total	
	f	%	f	%	f	%	f	%	f	%
Not at all	1	3.3	20	47.6	5	20	3	23.1	29	26.4
1-5 years	2	6.7	19	45.43	1	4	2	15.4	24	21.8
6-10 years	7	23.3	2	4.76	6	24	3	23.1	18	16.4
15-11 years	4	13.3	1	2.4	6	24	3	23.1	13	11.8
16 years and more	16	53.3	-	-	7	28	2	15.4	26	23.6
Total	30	100	42	100	25	100	13	100	110	100

Table 8: Years of Coaching Experiences

4.9. Level of Coaching Certificates

According to the descriptive findings, 40% got their national, international and solidarity coaching certificates. 53.4% had first, second and third degree coaching certificates; and only two people (6.7%) from the total population of this research had no coaching certificates.

Certificate	Coaches		Elite Players		Administrators		Experts		Total	
	f	%	f	%	f	%	f	%	f	%
International	5	16.7	-	-	3	12	3	23.1	11	10
National	1	3.3	-	-	2	8	-	-	3	2.7
Solidarity	6	20	1	2.4	2	8	-	-	9	8.2
1 st degree	8	26.7	4	9.52	3	12	1	7.7	16	14.5
2 nd degree	6	20	12	28.57	7	28	5	38.5	30	27.3
3 rd degree	2	6.7	11	26.1	5	20	4	30.8	22	20
No certificate	2	6.7	14	33.3	3	12	-	-	19	17.3
Total	30	100	42	100	25	100	13	100	110	100

Table 9: Level of Coaching Certificates

4.10. Managerial Experiences

According to table ten that presents the managerial experiences of population, 23.1% of experts have 1-5 years of managerial experiences, as expected.

Years	Coaches		Elite Players		Administrators		Experts		Total	
	f	%	f	%	f	%	f	%	f	%
Not at all	22	73.3	40	95.2	8	32	10	76.9	80	72.7
1-5 years	3	10	1	2.4	7	28	3	23.1	14	12.7
6-10 years	4	13.3	1	2.4	3	12	-	-	8	7.3
15-11 years	-	-	-	-	-	-	-	-	-	-
16 years and more	1	3.3	-	-	7	28	-	-	8	7.3
Total	30	100	42	100	25	100	13	100	110	100

Table 10: Managerial Experiences

4.10.1. Inferential Findings

Data were analyzed with inferential statistics including Kolmogorov-Smirnov test to check the normality of data, Friedman test for finding the priority of criteria and analysis of variance test to find the answers of research questions, using SPSS software.

For making the collected data more practical, it was necessary to summarize all of them in one table. In order to develop a model for choosing proper basketball coaches for our national teams, the research group decided to rank the examined indexes and create a model that shows their priority. According to the main objective of this research, all the coaching indexes and criterions were ranked. These results confirmed that 'Personality and cognitive features' of a coach with mean rank of 6.35 is the most important factor.

Chi square	Degree of Freedom	Significant Level
61.39	7	0.001
5. Priority	Selection Criteria	Mean Rank
1	Personality and Cognitive Traits	6.35
2	Emotional and Humanistic Characteristics	5.94
3	Social Characteristics of Coaches	5.46
4	Managerial Skills	4.58
5	Scientific Knowledge and Expertise	4.4
6	Past Records of Coaching	3.6
7	Demographic and Personal Characteristics	2.87
8	Basketball Sport Skills	2.81

Table 12: Ranking the Benchmarks for Choosing Coaches of the National Basketball Teams

Descriptive statistics of each criterion is also necessary to support the researcher in forming a practical model. According to the collected information from questionnaires, 'Personality and cognitive Traits of coaches' has the highest mean (4.518) and 'Basketball Sport skills' has the lowest mean (3.745).

Selection Criteria	Statistics		
	f	mean	SD
1 Personality and Cognitive Traits	110	4.518	0.369
2 Emotional and Humanistic Characteristics	110	4.439	0.4008
3 Social Characteristics of Coaches	110	4.359	0.423
4 Managerial Skills	110	4.244	0.399
5 Scientific Knowledge and Expertise	110	4.211	0.422
6 Past Records of Coaching	110	3.998	0.573
7 Demographic and Personal Characteristics	110	3.777	0.685
8 Basketball Sport Skills	110	3.745	0.733

Table 13: Descriptive Analysis of the Research Components

The above-mentioned descriptive information of the research was also examined among the male and female subjects separately to test the gender perspectives. In this respect, significant differences are obvious in the last two criterions among male and female subjects. Among the male population, the chi square was 88.027 (degree of freedom=7); with significant level of $p < 0.01$. These records were different among female population and the chi square was 158.242.

Selection Criteria	Male			Female		
	f	mean	SD	f	mean	SD
Personality and Cognitive Traits	50	4.49	0.337	60	4.54	0.396
Emotional and Humanistic Characteristics	50	3.37	0.376	60	4.49	0.415
Social Characteristics of Coaches	50	4.32	0.414	60	4.38	0.432
Managerial Skills	50	4.25	0.356	60	4.23	0.434
Scientific Knowledge and Expertise	50	4.23	0.386	60	4.19	0.435
Past Records of Coaching	50	4.008	0.604	60	3.99	0.55
Demographic and Personal Characteristics	50	3.74	0.762	60	3.74	0.618
Basketball Sport Skills	50	3.75	0.797	60	3.8	0.682

Table 14: Gender Perspective on the Ranking of Selection Criteria

Since the researcher decided to design a model for choosing basketball coaches based on the viewpoint of four groups including basketball experts, coaches, administrators and elite players, the variables of the study were ranked and the result of inferential statistics has been presented in the below table.

Selection Criteria	Mean Rank	Weight	Mean of sub-criteria	Score of Criteria
	6.35	0.175	4.51	0.79
Personality and Cognitive Traits	5.94	0.164	4.43	0.72
Emotional and Humanistic Characteristics	5.46	0.151	4.35	0.657
Social Characteristics of Coaches	4.58	0.126	4.24	0.53
Managerial Skills	4.4	0.121	4.21	0.513
Scientific Knowledge and Expertise	3.6	0.099	3.99	0.397
Past Records of Coaching	2.87	0.079	3.77	0.299
Demographic and Personal Characteristics	2.81	0.077	3.74	0.293
Total	36.1	1	-	4.199

Table 15: Weight and Score of Selection Criteria for Choosing Coaches

5. Conclusion

The success of sports organizations and federations that are active in a specific sports field are often appraised by the accomplishments of their national teams. A large number of factors affect the achievement of sports teams. One such important and effective factor is the coach who can be one of the chief reasons for success or failure and must be selected with accuracy. Coaching is an educational-training-managerial category and therefore takes into account various dimensions. On other hand, sport organizations, such as clubs, federation, IOC and ministry of sport, which deal with basketball in some way, lack robust criteria for choosing coaches and therefore, face serious challenges.

Some researches support the idea that a coach needs to acquire sets of characteristics and skills to be considered effective and worthy of this responsibility. For example, Martens (2012) mentioned 15 characteristics that a coach ought to have; characteristics such as knowledge, familiarity with sport science, familiarity with communication skills, assessment, planning, organization, etc. Smith (2005) has presented nine characteristics for coaches in his book. Jelcic et al. (2007) has named five characteristics that play a role in the effectiveness and efficacy of coaches. These are competitiveness, self-confidence, communication, personality and kindness or compassion. Sabock et al. (2008) has studied coaching from a managerial perspective. Cote and Gilbert (2009) have changed Jelcic's five characteristics to four; competitiveness, self-confidence, communication, personality or compassion. Basketball Queensland (2019) discussed about the highly desirable criteria for selecting head coaches in eight items, emphasizing on current active coaches. Finally, NASPE (2013) has established 8 domains with 40 standards, accompanied by benchmarks that provide direction for coaching educators, sport administrators, coaches, athletes, parents and the public on what coaches should know and be able to do. These eight components are philosophy and morals, safety and prevention, coach fitness, development and growth, teaching and communication, tactics and sport skills, organization and management and the last one is assessment.

At present when a coach accepts responsibility for a basketball team there is no criteria to judge how successful this coach was. Watkins (2016) concluded that coaches should work as a team, have a specific program and understand their commitments clearly. This means that in appointing a coach they need to understand their commitments and obligations to their players, teams and the Cobras program. This includes, their dress, attendance, punctuality, commitments to the program and fellow coaches and other teams within the program other than their own and meeting their obligations and responsibilities such as working with children checks. Therefore, the researcher decided to design a

model for choosing basketball coaches based on the result of inferential statistics presented in table 15. On the other hand, having a strategy is the process you use to approach a problem. A model is a more abstracted way of schematizing a process, so your strategy could be generalized to solve similar problems in other fields. Models provide representations of scientific concepts that can make the ideas more understandable to learners (Huddle, White and Rogers, 2000). Modeling requires the user to make links between the model and the reality that is being modeled. This activity includes the assessment of the model itself and an evaluation of how the model maps to the scientific concepts represented. Consequently, models can play a significant epistemological and pedagogical role by providing learning opportunities. In research, models could be a relationship equation, a flow diagram, a fishbone diagram etc. The type of the model to be used for research or derived from research depends on the research question and the thought process of the researcher. Gilbert (2004) argued that a central role for models and modeling would greatly increase the authenticity of the science curriculum. Jean Chen et al. (2013) concluded that for having a professional development in Physical Education, it is necessary to introduce the sport education model to teachers in Taiwan. Previous researches show that having a model and framework, supports the success of an organization. Viewing systems from multiple perspectives, discovering causes and effects using model traceability and improving system understanding through visual analysis are the main advantages of a good model (Heuckmann et al., 2019).

All the above-mentioned findings, resulted in designing a model for choosing national Basketball team coaches based on the perspectives of gender. The participants of the study included both men and women who were basketball specialists. In some societies, like colleges and clubs and in some countries due to religious reasons, people prefer to have women coaches for women's teams and men coaches for men's teams. Due to this reason, the researcher has used the information of the study to design this coaching mode, one for each gender. In this model, research group have set a rank for each of the variables of the study to prioritize them.

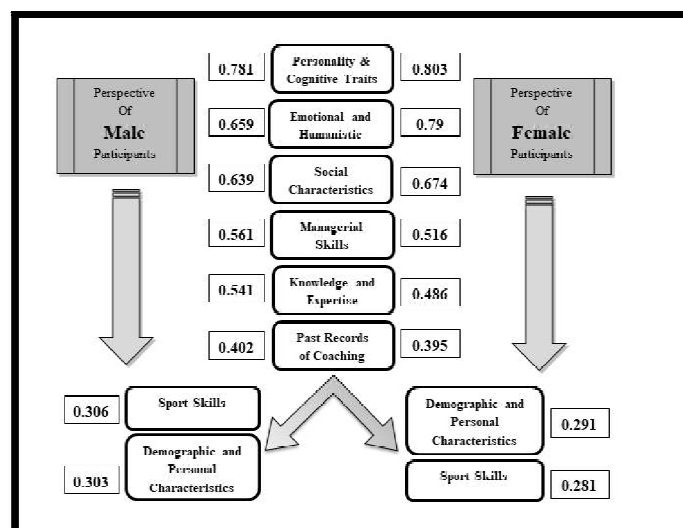


Figure 1: Model of Selection Criteria for Basketball Coaches Based on Gender Perspectives

Eventually, it can be notified that in this study the researcher has tried to gather criteria for choosing coaches from the perspective of male and female coaches, managers, elite players and sport experts. These factors were then ranked based on order of importance and finally a model is put forward for choosing coaches for national basketball teams. The findings of this study are considered important for and applicable in the Basketball Federation, Ministry of Sports, National Olympic Committee and other organizations that are involved in choosing coaches. Provinces and sports clubs can also use this framework. Using this framework can prevent lobbying and probable conflicts in sports federations when dispatching national teams to competitions and assessing the performance of the dispatched coaches to sport events are other results of this research. In addition, determining the necessary standards and characteristics of a basketball coach will help administrators to justify coaches with clear goals, perspectives and knowledge.

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