

IDENTIFYING OCCUPATIONAL COMPETENCIES OF NATIONAL AND INTERNATIONAL TAEKWONDO COACHES OF ISLAMIC REPUBLIC OF IRAN

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Abstract. The present study aimed to identify occupational competencies of taekwondo coaches of Iran. The study performed repeatedly using combined qualitative and quantitative exploration methods and in two stages. The samples consisted of managers, experts, coaches and Taekwondo athletes with a sample size of 177 individuals. The survey questionnaire, was the Mansfield questionnaire (1996) and consists of two parts: The first part including coaches' indicators and the second part related to demographics of the community. The results showed that the overall eligibility criteria of Taekwondo instructor's lies in 10 groups are as follows: Techniques and Characteristics of coaching, managerial and leadership competencies, humanity skill, demographics and individual competencies, personality traits and social features.

Keywords: professional competence, coaches, Taekwondo

1 Introduction

Nowadays human resources is considered as one of the most important factors in advancing and improving the productivity of organizations. Experts believe that human sources in organizations are more effective in the foundation, maintenance and development of performance levels and completing the mission of the organization, and improvement of the quality and productivity relates to human factors involved in the growth and evolution of the organization. Therefore, investments in the areas of talent identification, selection and implementation of appropriate human resources jobs at different levels of the organization, monitoring performance and human resource skills and guidance is essential (Saadat, 2000). Today, as to the success of an organization is directly related to the performance of its employees and staff selection and the development of an organization is identified with the quality and performance of its employees and naturally, coaches and physical education trainers are considered as a functional group of employees (Automotive Industry, 1983). There is no doubt that the selection of the entitled person for an organizational position is very difficult. In some jobs the working relationship is such that individuals only requires a limited set of qualifications in order to hold the job. In some jobs the individual knowledge and experience is of great importance while in others the work experience and qualifications are more important and in some other jobs the behavioral traits and personality is more important. However, we need a selection criteria to choose a right one for a job. These criteria can be of different degrees of significance or importance, or having the same degree. As there are different criteria in the assessment of any individuals, so specific criteria should be considered for selecting a person. In this regard, it is difficult to select coaches in sports. A coach must go through several features including knowledge and expertise, experience and coaching experience, great personality, good communication skills and motivational (Seyed Javadein, 2002). There is no consensus on the definition of merit, but according to its definition, it seems as an umbrella that covers anything which directly or indirectly have an impact on job performance. In the other words, competency shows a picture of a grown individual with required qualifications for doing a job. In fact, competency has a systematic approach to employees' which includes all those traits, characteristics, skills and attitudes related to effectiveness in carrying out the duties and responsibilities (Morgeson et al., 2009). There are different

models for competency, in which some emphasize on the general abilities and the quality of human resources, while the other models emphasize on the technical skills of human resources. Mansfield in 1996 in an article entitled 'preparation of competency models', in the Journal of Human Resource Management expressed their views in the form of the two categories (Newsom et al., 2004). Goleman and Buyatzis (2002) classify competencies in two categories, individual competencies and social competencies (Vaikramasing and Zaviza, 2008). Determination of managerial competencies and effective leadership in the British Royal Navy with four "Competency Cloud" under the heading of competencies perception, aligning, interactive and successful entrepreneur with a solid base (Young and Doloyk, 2009). After the flourishing of several studies on the human resource competencies by Ulrich and colleagues and offering multiple models in this field in 2007, the research group continued on focusing on the importance of competencies related to individual and organizational performance and proposed a dynamic model in the human resource departments in which coaches are expected to play the roles of each of the six domains of competency including, pragmatic, credible, culture and change agent, talent manager/designer of organization, architects of strategic and allied business and operational execution (Ulrich et al., 2008). Goudarzi and Farahani (2003) argue, it would be so desirable if designer provide evaluation criteria to determine the success of program and select the suitable plan after implementation of the first evaluation. For example Shafiee (2007) stated that in order to choose a coach, we cannot only rely to staff selection criteria apply in administrative posts, as the factors leading to the success and effectiveness of a coach and in turn the success of a country's national team is far beyond this criteria. A successful coach should have some unique features. These characteristics can be considered in personality, interpersonal, technical and social knowledge management fields. Selection of coach is a difficult and controversial work in sports. A coach must have several attributes including knowledge, experience, coaching experience, great personality, good communication skills and motivation. Henry et al in their research entitled "ranking of selection criteria of Iranian National Football Team" showed that there is a significant different between the coach selection criteria in four characteristics of, personality, technical, humanity-emotional and managerial. According to the obtained results and based on the ranking of each of the indices the proposed frameworks can be considered as a rules for selection of suitable coach for the Iranian National football team in different age groups. Martens (2004) identifies 15 feature some for choosing of coach which include: knowledge of sports coaching, sports science knowledge, motivation and skills of communication and motivation, evaluation of their own work as well as athletes, organize and plan and evaluation. But, some organizations have several standards for coaches, for example, the National Standards for Physical Education and Sport Sciences coaches from the perspective of the National Association of United States (NASPE) (2009) include: coaching philosophy and ethics, safety and injury prevention, physical condition, growth and development, teaching and social interaction, sports skills and tactics, organization and management. There is no framework and rule for choosing a coach in Iran which has led the concerned authorities have no convincing answer for disqualification and evaluate factors of coach selection (Nasiri, 2008). Koenigsfeld et al (2012) designed a model for competency of private club managers. They investigated 58 index in 10 dimension through exploratory and. The results of confirmatory analysis verified 51 indices in 10 dimensions of competency including , golf, maintenance of facilities, human resources, leadership, interpersonal, beverages and food, public affairs, sports and recreation centers, accounting, marketing and strategic management. Shamsudin and Chutipattana (2012) also investigated determinants factors of managerial competencies in a group of Thai primary care managers aiming to identify the most important managerial

competencies and the relationship between motivation and personality. The obtained results identified six key competencies, including leadership, management, diagnosis, planning and evaluation, health promotion and disease prevention, information management, collaboration and communication. Also, both the character and motivation had an impact on managerial competencies. Santos (2010) in a study entitled "The coaches' perceptions of their professional competencies" collected the results of the self-assessment of 343 coaches. Competencies related to annual programming (3.58), Competencies of recognition of the training and competition situation (4.07) and personal training and coaching competencies (3.69) were as the three general competencies review in this study. The National Association of Physical Education and Sport Sciences of the United States (2012) on a instructions of coach qualifications indicates the importance of coaches such that: coaches have a profound impact on our youth. Thus, high expectations are set for them from public. So if they get money or simply be a volunteer, they are responsible in the performance of professional coaching principles. There is no doubt that the process of selecting people for different jobs is closely related to the effectiveness and productivity of the organization. To select a particular position, having a series of features associated with the job is essential in volunteers. If the heads of organization have required criteria for the selection of personnel in obtaining a particular post they can use these pre-determined criteria to select people (Saadat, 2000) which is tangible in today's environment and organizations in such a way that the environment is faced with continuous changes And business managers are faced with globalization, rapid technological change and competition based on merit their and need to acquire competencies appropriate to the new situation (Vitala, 2005). Managers also can lead to valuable successes and for their organization. They have an important role toward the excellence of the organization with their strategic planning, resource allocation, organizing employees, leadership, management, evaluation and control of performance, (Armstrong, 2008). Designing competency model, is among the methods which has been created for continuous adaptation of modern organizations with the changeable working environment. On the other hand if we investigate system of human resource of organizations it is obvious that in most cases there is no relation and continuity between its different sub systems such as education, evaluation of performance and ... which lead to failure of human resources. One of the best and most appropriate approaches to achieve coherence between the processes, is to involve the competency approach in human resource management. The competency model can be applied to human resources as a way to integrate the different measures. It can be said that in this approach, competency is the core of all human resources activities. In National Sports Team where representatives of a country participate in international competitions coaches are considered as a key factor in the success of the national team. We have always seen that coaches have changed the status of a team and have replaced defeat with victory have or vice versa with their decision, which shows the importance of the selection of a competence coach for sport teams. Because coaches, are the managers who utilize a same science and the art of management in leading a team and tries hard for a long period for success and because he benefits all his power and expertise to maximize the students physical and mental capacities, it seems that he requires to be experienced in different fields of technical, expertise, mentality, humanity and sociality and have to use all his power to serve his sport organization. The researcher aims to grade the level of importance of these indices based on the previous studies and the obtaining the comments of specialists and finally codify the required indices for the selection of the national and international coaches of these research. These problem lead to

arise question that what has led to selecting a coach, thus it is essential to have an index for coach selection. All of the above mentioned specify the importance of having competencies for the coach and managers and it is essential to have such a nationally important major in universities and research centers and it should be considered for taekwondo. In these research we aim to collect the job competencies of taekwondo coach through the available literature and ranking each of the indices. Considering all of the above articles researcher aims to find the answer of this question: What is the required criteria for the male and female taekwondo coaches? And what pattern can be proposed for this purpose?

2 Research methodology

The study was performed in a combined qualitative and quantitative exploration in two phases successively. In this research job competency training method was used for designing local qualitative-quantitative. Thus, a group consisting of professionals and experts and certified trainers were employed for design of the model. In the qualitative section the study population included all sports management professors, coaches with national history, champions and senior managers of the Federation. In the quantitative section the size of this study was a total of 177 people, including: groups of specialists and experts in research, team coaches working in the Premier League and National team, team managers and active players. The survey questionnaire, was the Mansfield questionnaire (1996) and consists of two parts: The first part was the indices of the Iranian Taekwondo coaches' indices and second part was related to demographics of the community. The questions of the questionnaire was obtained through the available literature and discussion session with the experts of the field including the technical group (the active coach of national and premier league club teams) and managers (including Taekwondo Federation technical committee, all the members of the Technical Committee of the Federation, provincial authorities, staff and administrators of the taekwondo premier league teams) as well as reading books and scientific articles and internet. A preliminary questionnaire, was given to the sport specialist to determine the validity of the content and finally the research questionnaire was developed and distributed between samples. Delphi survey method was used for the validity of the contents of the questionnaire. The questionnaire was distributed among 20 qualified professionals. The participants were asked to express their idea about the contents as well as on the writing and the possible errors. After gathering data both the inferential and descriptive statistics were used to analyze the data. To analyze the information, descriptive statistics such as tables, charts, indices such as mean and standard deviation of the distribution center including standard deviation were used. In the inferential statistics confirmatory factor analysis and exploration, Kolmogorov Smirnov test for normality of data distribution and AMOS software for the modeling of structural equation was used.

3 Research findings

Table 1 presents descriptive findings on the demographic characteristics of the samples. According to the results, 60 percent of samples participated in this study are Taekwondo coaches, 20 percent are athletes, 10 percent are managers and 11% are specialists and experts in the field of coaching and taekwondo. According to the results of the research study, 30% of the samples were women and 70 percent were male. The results also showed that most respondents i.e. 45 had a bachelor's degree.

Table 1. Descriptive data on the demographic characteristics of the samples of the research

Samples of the Research	Frequency		% Frequency
Athlete	35	20	
Coach	106	60	
Manager	17	10	
Specialists	19	11	

Gender	Female	53	30
	Male	124	70
Education	Diploma and lower	40	23
	B.Sc.	80	45
	M.Sc. and higher	57	32

Either of the research instrument has designed to measure a particular variable which is known as the goal or structure variable. In relation to the types of validity, construct validity indicate that how the measuring utility measures a construct. Based on the assumptions, the researcher investigated the construct validity. Results showed that due to the nature of the confirmatory of the study, the internal consistency of the factors that were higher than 3.0, are selected as appropriate factors for variable competency indices of the national Taekwondo coaches. The results of factor analysis showed that all the parameters related to the competence of the National Taekwondo coaches, have an acceptable t values and are appropriate indices to be used to measure these variables. In this study, exploratory factor analysis was also used to identify the competencies of the national Taekwondo coaches. Thus before the factor analysis, in order to ensure adequate sample size, Kaiser- Meyer-Oklin measure of sampling adequacy (KMO) and for correlation of the variables Bartlett' Test of Sphericity were used respectively. According to the findings of the test the value of KMO was obtained as 0.894. This value ensures that the number of samples is adequate for factor analysis and performing the factor analysis is applicable for such a data and data can be reduced to a series of hidden factors. The results of Bartlett test (Sig=0.001, $\chi^2 = 14505.229$) shows a strong correlation between the variables, thus continuing and using of the other stage of factor analysis is

permissible. It was also observed that the variance of the variables are all greater than 0.5. So all the variables will remain in the analysis. The results of Eigen values, the percentage of variance and the cumulative percent of variance explained by each factor were obtained from the data set.

According to the Kaiser, only the factors with an Eigen value greater than 1 are selected and other factors are neglected. Thus according to the research it was found that the 100 variable of the research can be reduced to 10 variable and a new structure can be developed using the new factors. In the initial Eigen value analysis it was found that the share of either of the factors the contribution of each factor in explaining the variance of 100 variables related to the merits of different national coaches for Taekwondo is bearish. According to the variance of the data it was observed that the first factor has the largest share, 39.716, and the share of first to tenth factors are 4.776, 4.616, 3.446, 2.665, 2.464, 2.057, 1.894, 1.823 and 1.703 respectively. Cumulative variance of the 10 identified factor with an Eigen value greater than 1 explain 65.08 percent of 100 variables of coach selection competency. Based on the results of exploratory factor analysis and extraction of 10 factors in the questionnaire, the questions corresponding to the extracted factors are as follows:

Table 2. Description of the variables of the first factor (managerial and technical characteristics)

variable	Variable	Load Factor
Q8	The ability to control their players and psychological domination	0.606
Q24	Specialized ability to lead the team in the tournament and being successful	0.59
Q30	The ability to de-stress relaxation and relieve anxiety in athletes	0.536
Q31	Prevention and elimination of overtraining and plateaus run at athletes	0.629
Q38	Ability to motivate athletes in competitions	0.661
Q57	Knowledge of international laws and regulations of the competitions	0.637
Q58	Reading of the game and identify the strengths and weaknesses of their opponents and their own athletes	0.655
Q96	The ability to generate interest, enthusiasm in the athletes to learn and participate in exercises	0.748
Q97	The ability to reconstruct the physical and mental ability of the athletes after the race	0.567
Q98	The ability to use the most effective management practices for leadership of the athletes	0.829

According to the finding of the research 10 variables out of 100 variables lies in the first factor, (Table 6) and because most of the variables are related to skill of the coach in educating athletes and his ability during exercise and competition and after

competition and because the motivations and psychological issues of the athletes are examined, it is entitled as "coaching and technical competence". Each of the loadings factor of the variables have been reported in Table 2.

Table 3. Description of the variables of the second factor (managerial and technical characteristics)

variable	Variable	Load Factor
Q10	appropriate incentive to encourage and motivate athletes to progress	0.557
Q25	Consult with residents and coach assistant	0.544
Q32	The ability to promote the spirit of tolerance in defeat and victory	0.538
Q37	The ability to evaluate opponents	0.527
Q59	The ability to evaluate his own work and that of the athletes at the end of each practice session or race and fixing the problems	0.725
Q60	The ability to evaluate his own work and that of the athletes at the end of each season	0.644
Q61	Consultation with the players in the training, racing, nutrition and ...	0.644
Q88	Hold review meetings with the athletes	0.61
Q89	Creating discipline during workout	0.715
Q90	Explaining the duties of athletic	0.703
Q100	appropriate usage of feedback to improve players' mistakes	0.625

Based on the results it was found that 11 variables lie in the 2nd factor and as these are mostly related to the managing characteristics of the coach to self-evaluation and assessment of

the athletes it is referred to as "leadership competencies" (table 3).

Table 4. Description of the variables of the 3rd factor (Programing competencies)

variable	Variable	Load Factor
Q 33	Documenting the activities and experiences of coaching	0.549
Q34	The ability to make short-termed plan	0.657
Q35	The ability to make medium-term plan	0.589
Q36	The ability to develop long-term plan	0.538
Q62	The ability to create perspective for athletes and team	0.598
Q63	Trying to achieve team goals	0.527
Q64	The ability to control and direct supervision of the implementation of the tasks of the athletes	0.586
Q65	The ability to schedule match and prepare logistics for athletes	0.658
Q99	Ability to apply precise timing of the implementation of training programs	0.741

The results of this analysis indicated that the nine variables from 100 variables in this study were in the third factor (Table 4). As the variables of this factor is mostly related to the ability of the

coach to organize short term, medium term and long term program for the team, it is named as "planning competencies".

Table 5. Description of the variables of the 4th factor (scientific, technical and educational competencies)

variable	Variable	Load Factor
Q22	Understanding and mastering the techniques of taekwondo training	0.511
Q23	Organizing theorist classes	0.513
Q29	The ability to implement their theoretical knowledge in practice	0.502
Q39	The ability to analyze Taekwondo techniques in coaching	0.615
Q53	Knowledge of introductory sport sciences such as pathology, first aid, nutrition and....	0.518
Q54	The ability to design and implement training programs tailored to the characteristics of athletes	0.670
Q55	The ability to use teaching aids and computer technology, video and ...	0.540
Q56	Utilization of IT for Sports Studies	0.677
Q66	Ability to analyze players and resolving technical faults	0.629
Q67	Help to create a mental focus on athletes in training and competition	0.604
Q68	Membership of the technical community inside and outside the country	0.594
Q86	Trying to learn new scientific knowledge and Taekwondo techniques	0.726
Q87	provide an environment to encourage athletes to ask freely and without intimidation and fear	0.661

As can be seen in Table 5, 13 variables out of 100 variables lies in the fourth factor. As the variables of this factor are mostly related to familiarity of the coach with the techniques and

tactics, exercise method and the ability of the coach to utilize novel method, it is named as "scientific, technical and educational competencies.

Table 6. Description of the variables of the 5th factor (Sport history and record)

variable	Variable	Load Factor
Q5	Record on national team	0.690
Q7	History of education and the introduction of talent athletes to national teams	0.662
Q16	History and place as the veteran coach	0.536
Q46	Teaching coaching classes	0.692
Q77	membership record of provincial teams and club	0.592
Q78	History of education and the introduction of talent athletes to national teams	0.560
Q79	having Degrees of coaching	0.549

Based on the results, it was found that 7 variables are in fifth factor (Table 6). Most of these variable are related to sport history of the coach so it is named the "sport history".

Table 7. Description of the variables of the 6th factor (Humanistic skills)

variable	Variable	Load Factor
Q19	Effective verbal communication with athletes	0.518
Q20	Effective listening to the athletes Comments	0.548
Q27	Language and communication difficulties between foreign coach emotional difficulty with athletes	0.579
Q28	Positive thinking and attention to positive features of the athletes	0.515
Q69	Ability to mentally Administrate athletes	0.734
Q70	The ability to gain the respect and confidence of athletes and partners	0.659
Q71	The ability to motivate athletes	0.725
Q80	Close and friendly communication skills with players and partners	0.589
Q94	Nonverbal Ability to communicate effectively with athletes	0.654

According to the study, it was found that 9 variables are placed in the sixth factor and its constituent indices refers to the friendly

behaviors of the coach with athletes and other coaches which is named as "human skills" is named (Table 7).

Table 8. Description of the variables of the 7th factor (personal characteristics)

variable	Variable	Load Factor
Q1	Age trainer	0.505
Q2	Iranian coach	0.556
Q3	Foreign coach	0.702
Q4	direct verbal communication with of the Foreign coach with athletes	0.689
Q44	Level of Education	0.700
Q45	education in physical education and physical education	0.509
Q81	Physical fitness and the ability to view exercise techniques for athletes	0.598
Q82	Fluency or familiarity with a foreign language	0.521
Q83	Rhetoric and oratory	0.523
Q91	Physical characteristics and appearance	0.658
Q92	Shrewdness and acumen in coaching	0.578

The findings showed that 11 variables are in seventh factor. Their constituent indices refer to variables such as age, nationality of the coach, coach field of study, coach appearance ,

etc., has been named as "demographic and personal characteristics" (see Table 8).

Table 9. Description of the variables of the 8th factor (Moral Characteristics and competencies)

variable	Variable	Load Factor
Q12	The ability to gain the trust of the athletes as a faithful and trusted	0.531
Q13	Love to athletes	0.594
Q14	Compliance with laws and regulations of the game	0.534
Q18	Avoid pride, arrogance and megalomania	0.567
Q26	Justice and fairness and avoid discrimination among athletes	0.519
Q47	secrecy and confidentiality for the athletes	0.702
Q48	The ability to solve problems and problems of athletes	0.579
Q49	Dominate the nerves and control his actions when conductivity athletes in competitions	0.705
Q72	Avoid pride, arrogance, egotistical and self-indulgence	0.577
Q73	Courtesy and respect, and refrain from insults and ridicule to others	0.689
Q74	Working in a spirit of sportsmanship and fair play	0.661

Based on the results 11 variables were in the factor 8. The variables of this factor refer to coach statements such as politeness, integrity and confidentiality and the ethical issues

related to the coach, so it is named as "moral characteristics" (Table 9).

Table 10. Description of the variables of the 9th factor (Characteristics)

variable	Variable	Load Factor
Q6	Self Confidence	0.658
Q9	Decisiveness and consistency in decision-making	0.557
Q11	Love of coaching career	0.585

Q15	Criticism towards colleagues and athletes	0.586
Q17	Ingenuity in the way of training, guidance and coaching	0.563
Q40	Having self-esteem, dignity and self-respect	0.595
Q41	having humility	0.531
Q42	Have patience	0.569
Q43	The ability of maintaining composure during training and competition	0.534
Q75	Hard work, effort and perseverance	0.660
Q76	Have the spirit of achievement, challenge and victory	0.524
Q84	Honesty in word and deed	0.642
Q85	Humor and openness	0.554
Q93	Commitment and sense of responsibility for players, teams and countries...	0.549

Based on the results of study 14 variables was in 9th factor. The study shows the variables of the statements refers to the

character of a coach, so it is named as "personality characteristics" (Table 10).

Table 11. Description of the variables of 10th factor (social characteristics)

variable	variable	factor
Q21	Having social acceptance and popularity of the truth	0.539
Q50	Respect the culture, customs and religious and social affairs of the athletes	0.767
Q51	Skills to communicate constructively with the media, team staff and higher officials	0.619
Q52	Cultural differences of the coaches and their impact on athletes	0.651
Q95	respect towards senior executives and athletes, referees and opponent	0.706

Finally, as it can be seen in Table 11, 10, 5 variables out of 100 variables lies in the 10th factor. According to the variables of this factor, the concepts of these variables are related to work behavior, communication skills, answering to sport community and media, respectful behavior of coach with managers, referees and opponents, so it is named as "social characteristics".

4. Conclusion

There is no doubt that the role of the coach is an undeniable in the success of sports teams. Coaches are considered as one of the main members of sports federations which have a significant effect on the performance of the organization and the failure or success of the organization strategy is directly related to the success or failure of the national team (Martens, 2004). The conventional methods of selecting employees in an organization cannot be extended for coach selection as the factors beyond the success and effectiveness of a coach is beyond these factors. A successful coach must have unique characteristics. These characteristics can be considered in areas of personal, interpersonal, managerial, technical knowledge and expertise, social, etc. of the coach. Thus the lack any of the features can cause failure of the coach to get optimal results (Shafiee, 2006). The present study aimed to develop a competency model of the national and international taekwondo coaches of Islamic Republic of Iran. The results showed that coaching characteristics and technics of taekwondo coaches are among the competencies of the coach and this results are in line with that of Kohandel (2000). Understanding and mastering the skills required in a sports activity, especially activities that involve practices, processes, procedures and techniques are called technical skills. Technical Skills of the coaches includes mastering of the coach in the related techniques of the sport field. In addition some examples of the general and technical skills in the field of coaching that should to be considered include: setting goals, plans, integrated training and the ability to detect and correct technical mistakes players (Dabaghian, 1996). Technical skills for a taekwondo coach can be reconstruct the athletes after the race and so on, Such as the ability to control their players and psychological mastery, Specialized ability to lead the team in the tournament and to win, The ability of relaxation and de-stress and relieve anxiety in athletes, Prevention and elimination of overtraining and plateaus run at

athletes, The ability to motivate athletes in the tournament, Physical and mental ability to reconstruct the athletes after the race. Coaching skills are process which is used to direct the sports program toward the specified goals. The first task of the coach is to lead the athletes. Responsibility of the coach mandates maintaining effective communication with officials, athletes and coaches. In the area of leadership coaching duties are: to motivate athletic, good relations with them, make necessary changes and investigation of inconsistencies. The use of different practices led by coach depends on the fitness of athletes. The familiarity of the coach with leadership styles and method and utilizing the best leadership method is an important factor in the success of the coach and a constructive relation with the athletes (Hersi and Blanchard 2004). The results also showed that the ability of the coach to design and writing of a short-term, medium-term and long-term plan for the team is among the competencies of the coach which has be entitled "Planning competence or ability to plan". The results of this research is consistent with the results Santos (2010). In fact, when the coach wants to adjust the programs he requires planning table for increasing annual training sessions, to determine seasonal goals, planning for travel and sports, and the like. Through the plan, he can predict what actions should be taken, who and how the action must be done. Planning means setting goals and making decisions about what order or what the outcome of these goals are met. Planning is one of the most valuable factors for successful of the coaches (Dabaghian, 1996). Humanity skills of the coaches are another competency skill identified in this research and the results of the present study is in line with that of Kohandel (2000). Humanistic behavior with the athletes is among the core success factor of the coaches. Basically, there are two types of behavior in organizational relations. First one is the humanistic behavior comprised of building a relationship with people on an individual basis according to the needs, interests and feelings. In this method the coach does not considers his followers as mean to reach his own goals. The second one is responsibility based behavior, including making relation with individuals based on responsibility and works, in this method the coach just guide his followers to perform their own task correctly and there is a poor humanistic relationship between the coach and the members, and implementing the assigned task are the main factor to reach the organizational goal (Hersey and Blanchard, 2004). The results also indicated that

social characteristics of the coaches are among the competency factor, the results is consistent with the research of Shafi'i (2006), Myers et al., (2011). Coach someone through systematic application of a series of activities, talents, physical, motor, intellectual, social and moral existence of learners and learners will flourish; therefore innate human abilities and forces reinforced by coach and favorable for the development. Coach is an individual which glorify its follower physical, movement, social and talents of his trainee through organized program. However, the person in charge of the above mentioned issues, is the coach. A coach is more involved with problems in group activities, because in addition to guide individuals and improve their performance, he has to coordinate among all members and the guidance and coordination is necessary for the prosperity and success of the coach. In addition to the above, coach also deals with emotional and social problems of the athletes. The ability to motivate athletes to improve the performance and success of the tournament is as an important skill in coaching. Motivation is an internal force which guide the individual to his goal. The results showed that personality of the coaches are also among the competencies in managers. The results of this research is in line with the results Kohandel (2000), Tabrizi (2001), Shafi'i (2006). Grover (1992) considers the characteristics of a coach in practice, including giving feedback, encouragement, reward, problems solving, and challenges and develop performance. He believes that a coach should be able to use his skills in the above areas, to help the team succeed and also suggests that successful coaching depends on the development strategy, the use of personal evaluation, training, feedback and preparation of the coach. He has designed a model for modeling success of the coach and in this model defines three basic concepts, which include: coach reaction, training and educational results and outcomes (Grover, 1992). People who are motivated by intrinsic, have internal ferment and competence and a specific decision to carry out tasks with skill on the path to success. Characteristics of competence, self-determination, skill and success are the targets of individuals who are motivated from inside. Athletes participating in sports competitions is have a love match which is based on an internal motivation. Coaches should encourage this kind of motivation in athletes (Khabiri, 1994). The results showed that the track record of the coach can be considered as a competency factor this part of the research is in line with the results of Kohandel (2000), Tabrizi (2001), Shafi'i (2006), Myers et al., (2011). The previous record of participating in national teams, teaching in coaching classes makes them to be experienced which provide them with the required competency. The results also showed that competencies and moral qualities of taekwondo coaches underlying competency of Taekwondo coach and the results is in line with the results of Nasiri (2008). ASCTA Forum (1998) describes the characteristics of a coach in the eyes of the athletes as: consistency, ability to tolerate criticism and crisis, positive, polite, belief in their work, be optimistic, being a good listener and advice to and tight-lipped, being humble, committed, self-esteem, courage to re-do work So these characteristics can make the coach be successful in the field of coaching. Yousefi et al in a research entitled "evaluation of the role of coach in spreading sport behavior from the eye of national teams of the country" have positive effect on spreading sport behavior while they had negative effect in sport commitment, social responsibilities and refusal of win oriented thoughts, and this difference was significant. The results showed that the scientific, technical and educational characteristics of the coach is among the competencies of the Taekwondo coaches. The results is in line with the results of Kohandel (2000), Tabrizi (2001), Larson (1990), Mayer (2006), Santos (2010). Jefferie and Stephen (1992) refer to the required skills that are essential for a coach, and point out this skills as a power for succeed of the coach. One of the most important skills, technical skills, these skills include methods, processes, procedures and techniques of a coach to succeed in his work. The goals of the coach in technical skills includes: Procurement of equipment for the implementation of a training session, assessment of conducted exercises and competitions, the development team's goals and philosophy, Organizing and participating in competitions. As well as the ability to recognize how different functions of coaching communicate with each other and how

changes in one aspect of coaching can affect other aspects, called perceptual skills. Concrete examples of these skills, the ability to understand the interaction of various aspects of psycho-physiological fitness to create a sports movement. Thus mental training should be included in the sports program (Dabaghian, 1996). The results showed that individual demographic characteristics and other factors can also (2000), Shqyy (2006), Nasir (1997). Direct verbal communication of the coach with athletes, level of education, education in physical training and other fields, physical fitness and the ability to perform sport tactics, proficiency in a foreign language, physical characteristics and appearance and being keen in coaching is among the personal characteristics. Finally because of the importance of the coach selection and the effect of an appropriate selection of the coach on the success of the national taekwondo team internationally, having a suitable indices for selecting coach in different level will help the authorities to find the best one for this position.

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