

## Požadavky na sportovního kouče a jeho kompetenční profil

### Demands on sport coach and his competence profile

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#### **Abstrakt**

*Cílem tohoto příspěvku je především rozvinout obecný kompetenční profil kouče v ČR. Jeho účelem je rovněž určit požadavky na osobnost kouče z výsledků několika průzkumů prováděných v uplynulých letech na fakultě tělesné výchovy a sportu Karlovy university. Dále má studie za cíl porovnání tohoto profilu s obecným modelem kompetencí manažerů v humanitárních službách. Poznatky ukazují konkrétní požadavky na osobnost sportovních koučů v České republice a jejich odlišnost od obecného kompetenčního profilu manažera v humanitárních službách. Výsledná studie shrnuje výzkumy založené na různých metodách, zejména na odborném vyhodnocení a rozhovorech s vybranými vzorky respondentů. Studii by tedy bylo záhodno doplnit dalším testováním a validační studií k potvrzení praktické aplikace.*

#### **Abstract**

*The aim of this paper is to develop first preliminary general competence profile of a coach in CR. The purpose is also to identify the requirements on coach's personality from the results of several surveys carried out in recent years on the Faculty of physical Education and Sport, Charles University. Another goal of the study is to compare this profile with the general model of competencies for manager in human services. The findings show the specific demands on personality of sport coaches in the Czech Republic and their divergence from the general competence profile of manager in the human services. The result study is a summary of researches based on diverse methods, especially on expert's assessment and interviews carried out on various samples of respondents. Therefore, the study should be supplemented by further testing and validate study to prove practical application.*

**Klíčová slova:** kompetenční profil, osobnost, kouč, sportovní manažer.

**Key words:** competence profile, personality, coach, sport manager.

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#### **INTRODUCTION**

The development of competence profiles currently serves as a basic list of the demands on personality in a particular profession. The main purpose here is follow-up testing and diagnosis of personality skills and professional competence of such persons. In sport, till now the selection of coaches in various sport clubs in the Czech Republic is carried out only on the basis of empirical experience, or acquired official trainer licence as sufficient condition. It often tells very little about the actual personality dispositions of coaches for practical work. McClelland already in 1973 in his revolutionary article *"Testing for Competence rather than for Intelligence"* (McClelland, 1973) pointed out that the traditional academic approach to competence and knowledge testing did not sufficiently predict work success and effectiveness. The aim is to reveal key characteristics (e.g. personal dispositions) which determine real success in a specific profession and position. The

term Competence is here defined as “Characteristics of a person, which are causally related to high effectiveness and efficiency at work or in a specific situation or with professional success” (Spencer & Spencer, 1993, p. 9). On the other hand the term “Coach” is used here in a broader sense: “as a sport trainer as well as a middle sport manager, that means a leader of a sport team or a group of individual athletes”. Around the 90s there were plenty of different studies whose main aim was to create a competence managerial model for a certain profession, e.g. Hornby & Thomas (1989), Woodruff (1992). Specific models for specific positions such as a “business manager” or a “product manager” resulted in the first generalizations, i. e. creation of a manager competence profile, for instance in Carroll & McCrackin (1997). However, we lack such models in the area of sports, or they remain unknown to us. After establishing management studies at FTVS UK it happened to be a natural effort to start research in this field. First studies were focused on developing a general competence profile of sport manager, understood as leader of sport team (Janák & Němčík 2004, Vaňousková 2010) as well as on the design of competence models of sport coaches (Semeňuková 2009, Cibulka 2010, Peterová 2011). Coaches of various sport branches here represent team leaders and middle sport management with different demands on personality from its top and bureaucratic managers. In this study we present the results of first four authors who tried to create a competence profile of a sport coach. We tried to create one synthetic model of competence profile for Czech sport trainer. This model should be compared with some well-known competence profile of sport coach (or sport manager) from abroad. Unfortunately we did not find any competence model. The only competence profile available on the list of competence profiles (e.g. Spencer and Spencer, 1993) that has some similarities with its personality demands to sport coach was “general profile of a manager in the area of humanitarian services”. The comparison with this model could help us to discover special demands on coach’s personality here in CR.

## AIM

The aim of this study is to determine a competence profile for a sports coach based on the summarization of knowledge from four studies that have been done within this field at FTVS UK recently. Another aim is to compare such a competence model with a well-known general profile of a manager in the area of humanitarian services and those who work with people, according to Spencer & Spencer (1993).

## METHOD

As mentioned above various methods were used by four authors to develop a competence profile of a sport coach. For example, Semeňuková, (2009) except of questioning also used observation of activities and from the demands laid on them, she inferred the requirements for competences of a sports manager. While Cibulka (2010), Janák & Němčík (2004) and Peterová (2011) used a professional estimation of necessary competences gained from questionnaires and interviews of the BEI type (Behavioral Event Interview). Also results (e.g. competence profile) are presented differently in the works mentioned. Therefore it was necessary to work directly with the results of the studies and it was not possible to use the statistic comparison. Finally, a general competence profile of a sports coach was developed from a simple occurrence of a certain characteristic in the resulting list of competences within each author of the below mentioned studies. If a specific competence occurs within all four authors (if it is repeated in the results of all four researches), it receives four stars, and if it occurs only once, it receives one star. In several cases it was necessary to unite the semantically related expressions from various studies into one broadly defined competence. It is basically a mere summary of required characteristics – competences in the resulting summary of competences from the following four studies: (1) Janák and Němčík (2004), (2) Semeňuková (2009), (3) Cibulka (2010), (4) Peterová (2011).

The resulting competence profile was compared afterwards in the same way (according to the fact that if the competence is present or not) with a general profile of a manager for the area of humanitarian services and those who work with people, (Spencer & Spencer 1993) who also created their competence profile from several studies.

## RESULTS AND DISCUSSION

Occurrence of coach's competencies in four studies (FTVS UK, CR)

Competence	(1) 2004	(2) 2009	(3) 2010	(4) 2011	Occurrence
Communicative, listening, giving feedback	x	X	x	X	****
Motivates people, motivated	x	X	x	X	****
Stress resistant	x	X	x	X	****
Empathetic, perceptive	x	X	x	X	****
Expert, special knowledge	x	X	x	X	****
Experienced	x	X	x	X	****
Decisive	x		x	X	***
Hard working	x		x	X	***
Physical fitness	x	x	x		***
Responsible	x		x	X	***
Customer orientation	x	x		X	***
Creative	x	x		X	***
Initiative, active	x	x		X	***
Ethical, tactful respect for people		x		X	**
Reliable, keep promises			x	X	**
Trustworthy			x	X	**
Leadership skills	x		x		**
Team leader and team player	x		x		**
Authority, having impact	x		x		**
Organizer	x		x		**
Flexible	x			X	**
Consistent			x		*
Truthful			x		*
Fair, impartial, objective			x		*
Emotional Intelligence		x			*
Determined			x		*
Willing, dedicated					*
Consistent					*
Driving licence		x			*

Comparison of Competence profile of a manager in humanitarian services (Spencer & Spencer 1993) and a Sport Coach in CR. Reduced and transformed versions.

Competence	Spencer 1993	CR 2014
<b>Motivates people, motivated:</b> achievement orientation, improving efficiency, setting goals, inner motivation	*****	****
<b>Has influence and impact:</b> made-to-measure presentations (according to situation), client language usage, personality, authority, influence, impact.	*****	**
<b>Self-confidence – self-consciousness:</b> believes in own abilities and opinion, takes over responsibility, proposes ideas to both subordinates and superiors.	*****	0
<b>Interpersonal understanding (communication):</b> makes time to listen to others, understands moods of others, and is interested in needs of others, awareness of the impact on others, company.	*****	****
<b>Ability of self-control:</b> ability to control emotions, good load resistance, is persistent, humour.	*****	****
<b>Customer service orientation:</b> focus on the client's needs, answers their questions, solves their problems, attention to patient satisfaction.	****	***
<b>Professional – expert:</b> has professional knowledge in their field	***	****
<b>Decisive:</b> ability to make decision, to be resolute, without hesitating	0	***
<b>Ability to lead and organize:</b> natural leader, sets boundaries and limits, is able to say “no” if it is necessary, stands for themselves assertively, can order, is not afraid of confrontation.	***	**
<b>Ability of analytical thinking:</b> ability to find causal relationships, analyze, see links, solve problems systematically and find solutions.	***	0
<b>Initiative:</b> active approach, inner energy, stimulates, provokes reactions, does more than required.	***	***
<b>Trustworthy, reliable:</b> honest, worthy of being trusted, reliable, keep promises	0	**
<b>Stress resistance:</b> resistance to stress, emotional self control, absence of panic reaction, withstand something.	0	****
<b>Ability of team work and cooperation:</b> evokes confidence, proves to be a team player, cooperates with others.	**	**
<b>Flexibility:</b> adaptive work style, tactically adapts to circumstances.	**	**
<b>Fair, impartial:</b> not prejudiced towards or against any particular side	0	*

Due to the limited range of the paper, presented results from the FTVS UK studies do not include the part of competences related to special skills and knowledge that were sometimes stressed out by professionals from our studies. These are namely: language knowledge, PC and internet knowledge, and specific training skills. They were incorporated into the item “professional”. Some competences of sports coaches in fact match the demands set on managers from the extensive work by Spencer & Spencer (1993). These are for example competences related to leadership and organization, expertness, ability of self-control and analytical thinking, which are present in other well-know studies from international literature. There are to be new requirements that emerge from the Czech environment or from specific competences related to sports. It is mainly **resistance to stress**, which as a requirement on the coach personality is probably characteristic for a sports environment and to some extent matches the “self-control ability” from the Spencer’s study. The occurrence of the following competences apparently tells about our social environment: **(a) trustworthy – reliable (b) decisiveness (c) fair, impartial** and absence of **(d) self-confidence** and **(e)**

**analytical thinking.** The explanation for our respondents' needs to stress these competences is not exact. It is possible to assume that our coaches probably lack these competences and therefore they are considered important. There can be a suggested explanation that some trainers lack both “**trustworthy**” and “**decisiveness**” or “**fair**” **approach**. The problem within our environment can be even absence of **self – confidence** as an important feature of a coach. Interpretation allows two options: a) Most coaches are sufficiently self-confident and therefore this feature is not mentioned b) High self-esteem is not considered important.

The absence of (e) **analytical thinking** in competency profile of coaches may be due to lower levels of management requirements. Most coaches are not among top managers and do not need to think too strategically. Rather, they are the “managers” in the field.

In order to be able to use the resulting competence profile responsibly while choosing trainers, there must be more studies to verify its validity. Experts' opinions, on which most studies are built on, are considered valuable but it cannot be sufficient. The results must be verified in practice and individual competences be tested step-by-step and their relation to performance or leader success. Nevertheless, the creation of competence requirements for coaches can serve as a rough guideline to what should be considered when choosing coaches or what is necessary to be diagnosed in the future.

## CONCLUSIONS

Based on the results of several studies done by employees and students of FTVS UK a working competence profile of a sport coach was created.

The results point at a specific similarity to competence models created abroad for managers in the area of humanitarian services and those who work with people, which to some extent matches the assumptions. Simultaneously there happened to appear some competences that can be specific for the area of sports, as well as bear witness to our cultural-social sport environment. However, a validation process and a follow-up diagnosis of competences must verify the results. The creation of a competence model of a coach and a sport leader can contribute to the direction of studies in the Czech Republic.

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