Dimensions of Sport Coaches’ Competencies: 
A Delphi Technique

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활성 체육 기법을 통한 스포츠 지도자의 자격요건 분석과 범위

전용배, 김영금

국문초록

이 연구의 목표는 스포츠 지도자(행정가 및 현장지도자)를 교육, 훈련, 개발함에 있어 고려해야할 전문적, 개인적 능력에 대한 기준을 텃파이 기법을 이용하여 설정하는데 있었다. 이 연구에서 텃파이 기법은 4 단계를 거쳤다. 첫 번째 단계에서는 102명의 스포츠지도자에게 질문지를 우편으로 발송했으며 두 번째는 피험자의 답변을 향후화 하였으며, 세 번째 단계에서는 7 Likert-type scale을 이용하여 전문가 집단에 의해 중요도의 우선순위를 수치화하였다. 마지막 단계에서는 75% 이상의 합의를 얻은 항목은 실화화하고 기준을 설정하였다. 이러한 단계를 거쳐 다음과 같은 결과를 도출하였다. 스포츠 지도자를 교육, 훈련 개발함에 있어 전문적 능력과 개인적 능력으로 크게 나누었으며, 직업적 영역에는 단기 교육 및 개인, 전문, 능력, 지도방법 등 4가지로 분류하였으며, 개인적 영역에서는 성향과 개인적 인성으로 범위가 설정되었다. 세부적으로는 8개 하위영역으로 우선순위를 설정하였으며, 교육적 영역에서는 기본적으로 학사학위가 필요하다고 인정되었으며 웅급처리와 코칭 경험이 중요한 요소로 간주되었다. 실리학이나 역량학은 하위순위로 간주되었으며 지식영역에서는 학문관리와 시간관리가 가장 중요한 요소로 평가되었다. 스포츠 이론의 성향적용이나 장비 및 시설관리 능력은 하위순위로 평가되었다. 일반능력 부분에서는 소비자의 육구충족 능력이 다른 이론 항목보다 중요하다고 간주되었다. 지도방법에서는 질문을 듣고 적절하게 피드백하는 능력이 중요한 요소로 평가되었다. 동료나 참고, 부모 및 주변사람들과의 관계에서 오해된 미인드와 정적성이 중요한 성향으로 간주되었으며 개인적 인성에서는 일에 대한 열정이 다른 어떤 요소 보다 중요한 요인으로 설정되었다. 결론적으로 텃파이 기법은 스포츠 지도자의 자격요건과 범위를 설정하는데 효과적인 방법임이 검증되었으며 이러한 기법을 통해 6가지의 합의된 기준을 설정하였다.

Key words: delphi technique, sports coach
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I. Introduction

Sport coaches assume a variety of roles from planner, counselor to administrator. They are individuals responsible for the coaching, instructing, training, motivating, and guiding athletes. Coaches have enormous impact on the physical, emotional, psychological and social developments of athletes. In recognition of these responsibilities, Doherty (1976) regarded the job of a coach as multi-dimensional. However, as the number of sports and teams increase, the demand for professionally trained coaches also increased. The professional preparation of coaches has developed slowly in South Korea. Coaches today evolved from former athletes to non-faculty and faculty coaches. The only requirement was some background as a player or recreational interest in the sport.

How do you characterize a successful coach? Does a coach need vast knowledge of his/her sport? Should a coach possess leadership or problem solving skills? Is a successful coach based on win/loss record? Evaluation of sport coaches is a difficult task. Historically speaking, evaluation of coaches at all levels has been based on the numbers of wins and losses. Massengale (1999) notes coaches are seldom fired for their academic reputation. Winning often substitutes for academic excellence and teaching expertise will seldom substitute for losing (Adams, 1979). Thus, what are the professional and personal characteristics, skills and competencies of a sport coach?

In the United States, as a result of Title IX implementation, the number of sports and the number of teams in each sport has been increasing. With this trend, demand for coaches is exceeding the supply. Consequently, in order for sport administrators to staff their programs unqualified or uncertified individual were hired. Preparation of coaches has been an issue for the past three decades.

The National Association for Sport and Physical Education (NASPE) and the American Alliance for Health, Physical Education, Recreation and Dance (ASHPERD), addressed the issue of coach preparation by determining the competencies needed for coaching. With the research assistance of Youth Sport Institute at Michigan State University, National Governing Body programs, youth organization programs, college university programs, American Coaching Education Program, Programs for Athletic Coaches Education (PACE) and Canadian National Coaching Program, the National Standards for Athletic Coaches was developed. It reflects the fundamental competencies that school administrators, athletes and the public should expect of coaches. The intent of the standards was to encourage organizations to use them as a framework for other sports programs. Judith C. Young (1999), NASPE Executive Director said "The standards provide the basis for evaluating and selecting coaches as well as developing coaching education programs". The standards represent a national consensus from hundreds of coaches and leaders of sport program throughout the United States, on what coaches should know and what they should be able to do.

However, much Korean literature exists regarding important competencies of a sport coach (Han, 1988; Do, Ahn, Kong, & Kim, 1993; Choi, Cho, Shin & Lee, 1995) as perceived by sport coaches themselves. Some researchers offer a detailed list of characteristics (Han, 1988; Do et al, 1993), while others provide a broader list (Kim, 1994).

Sport administrators have numerous responsibilities, which include, but not limited to budgeting, public relations, evaluations, training, and hiring of personnel (Wi & Jong, 1996). In the past, athletic experience was deemed adequate qualification for a sport coach. However, due to the Korean society and societal and economical changes over the course of time, coaching demands a high level of professionalism.

Davidson (2001) states as a society we need to redefine what is expected of coaches at all levels. In