

**COACHES' AND ATHLETES' SUGGESTED CRITERIA  
FOR HIRING AND EVALUATING  
UNIVERSITY COACHES**

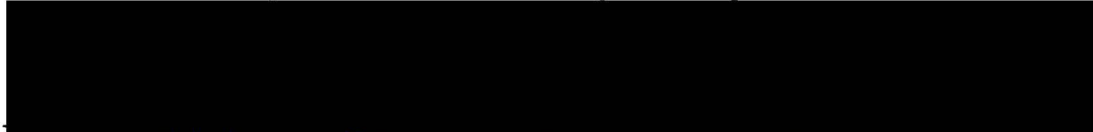
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**ULTY OF GRADUATE STUDIES**


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## ABSTRACT

The purpose of this study was to identify important desirable criteria that could be used in the hiring and evaluation of university coaches, as perceived by coaches and athletes. Based on the most significant findings, a second purpose was to recommend a set of criteria that could be utilized when hiring and evaluating university coaches. A questionnaire was developed through procedures to ascertain validity, reliability, and readability. The final questionnaire contained demographic information, 16 hiring criteria, and 62 evaluation criteria. Data were collected from 29 coaches and 228 athletes of the two British Columbia universities registered in the C.I.A.U. A rank ordering of the skill items from coaches and athletes showed similar ordering in the importance of both hiring ( $\rho = .91$ ) and evaluating ( $\rho = .85$ ) items. An ANOVA only revealed a significant difference ( $p < .05$ ) between head coaches and assistant coaches on two of the 78 items. An ANOVA performed on gender demonstrated a significant difference between female and male athletes on four of the hiring criteria and 14 of the evaluation criteria, with female athletes rating items more concerned with the role model of the coach higher than did male athletes. An ANOVA revealed that there was a significant difference between coaches and athletes on 22 of the criteria, with athletes assigning higher scores on interpersonal skills of the coach, while coaches were more concerned with being a role model. A factor analysis reduced the data into four hiring factors (50.5% of variance) and nine evaluation factors (50.7% of variance) with 69 items loading above .35 and the remaining items loading above .30. Final analysis, using a criterion acceptance of a mean score of 3.5, resulted in a recommendation list of nine hiring items and 54 evaluation items, with the intent being to provide information to those responsible for making hiring and evaluation decisions.

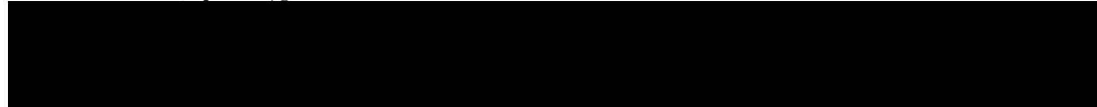
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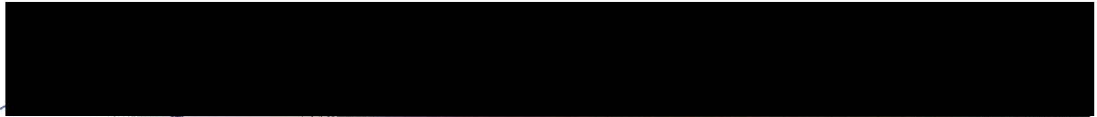
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**DEDICATION**

To my parents, Bev and Dave, my brothers, Todd and Shawn, my grandmothers, Dorothy Michell and Eileen Turkington, and of course Misha, who give the true meaning of family love and support, and without whom I could not have completed this thesis.

In memory of my grandfathers, Al Michell and Harold Turkington ... I know they are proud.

## **CHAPTER I**

### **INTRODUCTION**

The importance of involvement in sport, and consequently the growth of the Canadian amateur sport delivery system has been extensive over the last few decades. According to Marcotte and Larouche (1991), "sport has infiltrated the great social institutions of family, school, municipality, and private enterprise, and it has also encroached upon all the major media to become one of the great social phenomena of the twentieth century" (p. 3). In 1961, a national policy on amateur sport in Canada was established (Broom, 1989). Since this time, national and provincial sport governing bodies have formed in many sports through federal and provincial support. With the establishment of the Coaching Association of Canada in 1971 and the subsequent addition of the National Coaching Certification Program (N.C.C.P) in 1974, not only has sport become recognized as an important element in Canadian society, but also the role of the coach has been recognized as critical to sport development. As stated by Broom (1989), "the massive expansion of national and international competition and the concomitant services required for supporting the pursuit of high performance, have dramatically increased the roles and responsibilities of two levels of the system, namely national and provincial governing bodies" (p. 124). A third level, which also plays an extensive role in the development of the athletes, can be identified as the university/college system. This overall expansion of sport into Canada's culture has increased the importance of the coach's role and hence research in the area has gained considerable attention.

While the role of the coach would seem simple to define, research has shown this is not the case. Authors such as Howe (1989), Maetozo (1981), and Newman (1989) have attempted to define the role of the coach, yet each author has identified different

components. Literature relating to the role of the coach will be described more fully in the following chapter.

A second area of interest in the sporting realm is the evaluation of coaches. A widely-held belief within sport is that the role of a coach can be easily evaluated, and that is by whether or not the coach has a winning or losing record of performance. As stated by Davis (1979), "if success is the only criterion in evaluating a coach's performance, then the majority of coaches are failures" (p. 26). When a team wins the success is usually associated with the team and when the team loses, the perfect scapegoat tends to be the coach (Templin & Washburn, 1981). They further state that it is only when a team is unsuccessful that the coach's competency is questioned, even if the team's success is beyond the limits of the coach. Society tends to have the need to blame someone for a loss, and thus the coach often receives the criticism. Numerous cases can be cited in which coaches were dismissed from their positions due to team losses (e.g., Lexington County School District v. Mayer (1984); Roberts v. Wake Forest University, (1982)).

Professional team coaches are dismissed on a regular basis; from 1980 to 1987, 288 coaches or managers left their jobs in the professional team sports organizations, usually being dismissed because of a losing record (Wulf, 1988). Davis (1979) reported that in Australia's Victorian Football League from 1945 to 1976, 78% of all coaching changes occurred when the team finished the season in the bottom half of the division. But the data also showed that an improvement in the placement of the team within the division after a coaching change only occurred 52% of the time, indicating that a change in coaching does not necessarily have an immediate effect on team performance. Many other factors often influence the team's placing, yet these are often forgotten when a team has a losing season. Some of these considerations, according to Alexander (1988), include the quality of material, financial support, near wins, and quality of wins.

Pyke (1984) noted that in Canadian society the trend is towards the upgrading of coaching standards, for it is believed that this will increase sport performance. Although the position of coach is gaining recognition, it is still rare in Canadian society for a person to claim that his/her profession is coaching. According to Marcotte and Larouche (1991), those who claim professional status "exhibit values, attitudes, and behaviours which are different from those shown by workers in other occupations not considered to be professions" (p. 2). Coaching in Canada is considered by many to be a hobby, not a job, and authors such as Duthie (1989) felt that this perception is one of the biggest problems in Canadian amateur sport. In most instances coaches must subsidize their coaching with other revenue. Anderson (1989) stated that, "it is a travesty that such a significant profession as sport coaching has still to be granted its due in Canadian society, together with the professional recognition, independence, and permanency that it has long received elsewhere in the world" (p. 43). For instance, in the United States, university and college coaches receive a great deal of recognition, and many are paid substantial amounts for their coaching.

For coaching to be recognized as a profession many steps must be undertaken. One such step, as outlined by Marcotte and Larouche (1991), is the establishment of criteria for admission. Lopiano (1986) also identified the selection of a coach as the first step in improving athletics programs. Organizations must be willing to go beyond the criterion of win/loss record and develop individuals who are willing to learn more about the profession (Pyke, 1984). This requires agreement among all parties involved in the organization, such as administrators, coaches, and athletes. For instance, Pyke (1984) hypothesized that "each [administrators and coaches] cannot work in isolation if performance standards within the sport are to be raised" (p. 4). Although discussing organizational effectiveness, Connolly, Conlon, and Deutsch (1980) developed a multiple-constituency model of effectiveness which could be adapted for coaching effectiveness. In essence, what

Connolly et al. (1980) proposed was that "different effectiveness statements can be made about the focal organization [coach], reflecting criterion sets of different individuals and groups we shall refer to as constituencies" (p. 212). In a university setting, for instance, the constituencies could apply to coaches, administrators, and athletes. This will be further discussed in ensuing chapters.

For many years, coaching in Canada was self-taught. The opportunity for coaching education was limited, along with means in which to differentiate between the competent and incompetent coaches. Since many coaches were ex-athletes or volunteer parents, Daughtrey and Woods (1976) saw certification as a necessity to ensure quality coaching. While today many coaches are still volunteers, there is now the opportunity for such coaches to become certified coaches. The Coaching Association of Canada (CAC) has a significant support structure for all amateur sport associations for it provides the opportunity for individuals to become certified. The CAC is a national, nonprofit organization whose major aim, as described by Newman (1989), is "to improve coaching effectiveness in all sports and to encourage the development of coaching by providing programs and services to coaches at all levels" (p. 36). One of the CAC's main programs is the National Coaching Certification Program (N.C.C.P.). As of 1991, 513,000 individuals had taken part in some aspect of the N.C.C.P. which is quite an accomplishment considering that the program only began in 1974. Other programs within the Coaching Association of Canada include: scholarships and grants to university students in graduate level coaching studies and to apprentice coaches studying under master coaches at the elite level; an audiovisual library and resource centre; a documentation centre; major national symposia on coaching-oriented topics; and consulting services to many sport agencies (Broom, 1989). The N.C.C.P. is aimed at all coaches, from the volunteer minor hockey coach to the national team coach.

Although the influence of a coach on younger athletes, and the importance of certification of these coaches, is found throughout the literature and mentioned above, an area which seems to be lacking in research is that of the university or college level coach. The university system is critical in the development of elite athletes. This development includes not only the areas of athletics and academics, but also the athlete's growth from a teenager to an adult. Perhaps the most influential person a student-athlete will encounter in his/her university years is the coach. In a study by Coakley and Pacey (1982), the quality of the coach or coaching staff was the most important criterion for a female athlete's decision to attend a particular university. When a person holds such an influential position in the all-around development of an athlete, various competencies are essential. Yet what are these competencies and who decides which are more important than others? By what criteria are coaches hired and/or evaluated? Taking these questions into consideration, the purpose of this study was to examine the criteria for the hiring and evaluating of university coaches.

With this research, two sport systems could essentially benefit. First this research could aid not only the university athletic administration, but could also be beneficial to the university system as a whole. Funding received by athletic departments is under constant scrutiny, especially in times of fiscal restraint but, presently, not all of society has accepted the importance of sport. The establishment of criteria for the hiring and evaluating of coaches will make an important first step toward formalized procedures for the hiring and evaluating of coaches, and thus will at least partially justify to the university the value in the time and money being spent on athletic programs. These criteria could provide important information to those responsible for making the hiring and evaluating decisions in universities.

A second system which could benefit from this study is the Canadian coaching delivery system. Coaches, according to Marcotte and Larouche (1991), "appear to be the

most likely to be recognized as professionals in the near future" (p. 3). For this to occur, the ability to distinguish between competent and incompetent coaches must be established. There remain numerous obstacles in the professionalization of coaches. Establishing standardized criteria is difficult, but by ascertaining the opinions of various sources can help to ensure that the important criteria are selected.

### **Purpose of the Study**

The purpose of this study was to identify important criteria in the hiring and evaluation of university head coaches as perceived by coaches and athletes. Based on the findings, a second purpose was to recommend a set of criteria that should be considered when hiring and evaluating university athletic coaches.

### **Research Questions**

The research questions addressed in this study were:

1. What do coaches and athletes perceive as the criteria for a) hiring, and b) evaluating university coaches?
2. Is there agreement among head and assistant coaches as to the criteria which should be used in a) hiring, and b) evaluating university coaches?
3. To what extent do coaches and athletes agree on the criteria which should be used in a) hiring, and b) evaluating university coaches?
4. Is there agreement among male and female athletes as to the criteria which should be used in a) hiring, and b) evaluating university coaches?
5. Can the criterion items be grouped into specific areas of skill?

## **Definitions**

For this study, the stipulative definitions of these specific terms were as follows.

Athletes: The athletes were those individuals who were currently registered on a university team, or who were members of a university team in the current academic year.

Coach: A coach is a university employee who teaches and trains athletes while coordinating their efforts (Terry, 1984).

Criterion: A principle or standard that a thing [coach] is judged by (Concise Oxford Dictionary).

Perception: The process of recognizing or identifying something (Penguin Dictionary of Psychology).

## **Delimitations**

The following were the delimitations of the study:

1. The study was restricted to the two British Columbia university athletic programs which were registered in the Canadian Intercollegiate Athletic Union (C.I.A.U.). These universities were the University of British Columbia and the University of Victoria.
2. Only coaches and athletes who were currently employed and/or enrolled at the above British Columbia universities were considered for study.

## **Limitations**

This study was limited by:

1. The reliability and validity of the questionnaire.
2. The willingness and cooperation of the coaches and athletes.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of literature contains the following sections: the role of the coach, coaching as a profession, values in sport, the hiring process within organizations, and the evaluation of the coach.

#### **Role of the Coach**

While it would seem that the role of the coach is to produce a winning team/athlete, it is much more complex than this, for the coaching role is a multi-faceted one. Maetozo (1981) stated that the coach is the most important factor affecting the participant. Assisting athletes to improve their performance is the main function of the role of a coach (Lyle, 1986). With this in mind, the coach must adhere to certain objectives. These, as addressed by Howe (1988), are not only to enable the athlete to meet his/her best level of competence and take personal responsibility for his/her performance but also become the best possible coach. One of the most important functions of the coach is to provide satisfaction for all his/her participants (Howe, 1990). Yet, according to Terry and Howe (1984), researchers have not identified any coaching behaviours which may specifically contribute to the satisfaction and superior performance of athletes.

The importance of the coach in organized sport has been increasingly acknowledged in the literature. After the Seoul Olympics, in which Ben Johnson was found to be using steroids and subsequently had his gold medal taken from him, the Canadian coaches became the negative targets within the controversy. The ensuing Dubin Inquiry, according to Eric King, vice-president of the Coaching Association of Canada, would at least bring to the public's attention the important and influential role of the coach in Canadian society (Newman, 1989). The coach is expected to be not only a coach, but also a parental figure

and a counselor. Poskanzer (1989) described the role of coaches as being "educators who teach values, give counsel in personal development, motivate and serve as role models" (p. 9), as well as having the ability to assess the athlete's personal development and to teach the athlete leadership skills. Rushall (1979), in his description of the role of coach, explained it as,

The coach should be an engineer who designs and builds system components which teach sport and social skills, develop coping and adjustment capacities, stimulate a philosophy of sporting participation, and provide the opportunity for individuals to maximize the development of their endowed capacities and needs (p. 164).

The coach is also expected to be a public relations officer for the university, always portraying a positive and enthusiastic role model (Horwood, 1984). In addition, the coach must bring out good qualities in the athletes (Mudra, 1980). But as Holmes (1980) pointed out, every coach is an individual and thus while the role of the coach can be generally described, each coach will operate in a different fashion.

How the coach plays out his/her role will influence how effective or successful a coach he/she will be. There is a difference between an effective and a successful coach as various authors have acknowledged. While Pflug (1980) stated that the ultimate challenge for any coach is game preparation, for this is the sole reason for becoming a coach, "to accept the challenge to win and win fairly" (p. 77), Smoll, Smith and Curtis (1977) explained that those coaches who emphasize aiding each player in reaching his/her full potential are the most successful. In order to accomplish this, and thus be more effective, the coach must be aware of both his/her leadership role and his/her goals (Smoll et al., 1977). Holmes (1980) felt that being a successful coach is viewed differently among coaches, depending on their philosophies. Some coaches see "success" as winning while others see it as when all players work to their full potential. Problems arise when a successful coach is seen as synonymous with a successful team (Lyle, 1986). This is one

form of success, but not the sole measure. Further, Cook (1986) believed there was a great difference between being a successful coach and being an effective coach. For Cook (1986), while "success connotes the individual or team performance or the won-loss record... effectiveness describes the internal state or predisposition of an individual or team and, thus, is attitudinal in nature" (p. 76). What makes an ideal coach thus comes into question.

The concept "ideal coach" has been often cited in the literature, but what is considered ideal often varies between authors. For instance, Holmes (1980) described the ideal coach as one who was outgoing, dominating, stable, highly intelligent and conscientious, realistic, practical, confidently secure, willing to break with tradition, make decisions and be self-sufficient. Rushall (1979) acknowledged the need for a coach to have a balanced knowledge of physiology, biomechanics, and psychology. This has also been supported by the Coaching Association of Canada, with these areas incorporated into the N.C.C.P. In essence, coaching is a diverse area, and one in which competence in a variety of skills is essential (Leith, 1983). Jensen (1983), suggested that the better prepared coach will also be the better coach. Jensen (1983) strengthened this argument by naming three basic kinds of information needed by the coach:

- 1) thorough knowledge about the nature of the sport, its rules, skills, techniques and strategies, 2) adequate understanding of people, particularly the age group being coached; and 3) knowledge about the physiological and psychological preparation for athletic competition. (p. 248).

Similar to Jensen's (1983) areas are those identified by Norcross (1986), who named communication, skill analysis, and motivation as the three main areas in the role of the coach.

Perhaps the skills which are most often cited in the literature are those categorized by Katz (1974). He proposed three skills which were conceptualized as managerial skills, but

have since been adapted by various persons to the area of coaching (Leith, 1983; McCready, 1984). These three skills were technical, human and conceptual. Leith (1983) ✓✓ felt that these three skills were the essential characteristics of a successful coach. McCready (1984) added a fourth skill, with this being an administrative one. Other authors have expanded on Katz' original categories of skills. Zeigler (in Zeigler & Bowie, 1983) proposed that the skills of conjoined (a combination of Katz' three skills) and personal were also essential elements in management. For the purpose of this study, Katz' three skills and Zeigler's personal skill were combined to initially assess the skills of a coach. )

The first skill, technical, as described by Katz (1974), "is an understanding of, and proficiency in a specific kind of activity, particularly one involving methods, processes, procedures, and techniques" (p. 91). Technical skills which relate specifically to coaching include knowledge of sport, recruiting techniques, organizing practices and training schedules, budgeting, and other related skills (Leith, 1983). McCready (1984) also added any physiological, psychological or biomechanical components involved in performance. A second type of skill is human skill. Human skills, unlike technical skills, are primarily those associated with interactions between people. According to Katz (1974), "the skill is demonstrated in the way the individual perceives (and recognizes the perceptions of) his superiors, equals, and subordinates, and in the way he behaves subsequently" (p. 91). These skills are essential for maintaining team harmony, through being able to communicate and to manage potential conflict situations (Leith, 1983). Both verbal and non-verbal skills fall within this category. In essence, human skills are the ability to understand the full well-being of an athlete (McCready, 1984). In relation to university athletics, the coach must understand not only the athletic role, but also the importance of the student-athlete's academic role. The third type of skill, conceptual, is considered by Katz (1974) to be the most complex, for these include the ability to see the organization as a whole, and how each of the areas interact and thereby are dependent upon one another. A

fourth skill to be discussed is Zeigler's (in Zeigler & Bowie, 1983) additional use of personal skill. Personal skill is also appropriate for coaching as it refers to those personal attributes such as ability to organize personal time, keep current with techniques and innovations in the sport area, and other such skills. For instance, a coach who continues to further his/her coaching education through the N.C.C.P. or other such professional development would be enhancing his/her personal skills.

Research in the area of coaching has acknowledged that coaching requires some specific competencies. According to Maetozo (1981), the coaching profession has been concerned with the issue of competency for a long time. But what is competency? Oliver (1990), described it as containing both behavior and knowledge. Maetozo (1981) defined it "as a skill, an insight, an understanding, a qualification, or ability which can be used to meet a coaching situation" (p. 42). McCleary (cited in Paris and Zeigler, 1988) emphasized that "no group can claim professional standing without explicit statements about what constitutes competency in that field and the means by which it can be obtained and assessed" (p. 13). Rushall (1979) stated that "objective analyses in this domain will enhance the progressive development of coaching as a profession and an accountable pursuit" (p. 167). The next section focuses on the profession of coaching.

### **Coaching as a Profession**

A profession, as defined by Hodgkinson (1978), is "a territorial claim to a body of unified knowledge and a putative claim to the possession of certain specialized skills" (p. 18). Zeigler (1979) described a professional person as one who not only serves mankind and has a code of ethics but is also certified, considers his/her work as a career and is not concerned with the amount of money associated with this job. Jackson (1982) also listed a number of characteristics which are necessary to identify a profession, one of which states that a profession maintains an organized association which monitors the

requirements and the ethical systems. He further stated that a profession must have a self-monitoring system in which each professional is accountable for maintaining professional conduct. If this does not occur, then dismissal from the profession is considered justified. Professionalism, according to Hodgkinson (1978), "would imply the desirability of, if not the strict need for, some kind of formalized preparation" (p. 18).

Chelladurai (1986) stated that the most common set of attributes, as cited in the literature to define a profession, are an organized body of knowledge, professional authority, sanction of the community, and a code of ethics. Gowan & Thomson (1986) stated that Canada is a long way from establishing coaching as a profession. Lyle (1986) felt that in Britain, while coaching will not become a profession, this does not mean that coaches can not become more professionalized. Chelladurai (1986) confirmed that the statement by Lyle is also an indication of what is occurring in Canada. He further developed the concepts of profession and professionalization by addressing the differences between the two terms which are vital to understanding where the Canadian coaching system is in the process of professionalization. Bobbit, Breinholt, Doktor, & McNaul (cited in Chelladurai, 1986) acknowledged the differences between profession and professionalization by stating:

We can think of a profession, per se, as an ideal type of abstract model of an occupation .... The ideal is at one end of a continuum of occupations that range from nonprofession to profession. Any occupation may be mapped onto this continuum, depending on how it meets certain established criteria. Then virtually all occupations may be thought of as being in some state of professionalization... the dynamic process whereby an occupation moves toward a profession as the ideal type. (p. 140).

The Canadian coaching system is somewhere within such a continuum of professionalization, with an emphasis in moving further up this continuum to become a recognized profession. Gowan and Thomson (1986) explained that one way to estimate where the professional development of coaches is heading is to examine various attributes

of the occupational grouping, such as training, qualifications and education needed for entry, recognition of the individual's skills, and a code of conduct with an appropriate disciplinary system. Coaching education, as explained by Lyle (1986), must be instituted for professional development to occur, along with a degree of entry control. While the coaching certification program is well established and thus an organized body of knowledge is available in Canada, Canadian coaching does not meet all of the requirements of a profession (Gowan & Thomson, 1986). Specific regulations will influence the control and status of the coaching profession, both at the national and provincial levels, and will thus influence career patterns (Gowan & Thomson, 1986). This will also be influential in the university setting.

As Lyle (1986) stated, "the interests of the profession will be best served by a strong association: one which critically examines its boundaries, standards, education and training and, in particular, codes of behaviour, and which works to regulate through recommendation" (p. 24). Professions, as explained by Hodgkinson (1978) "seek bodies of rational principles and specialist knowledge or logic. Their claim upon the social reward system must be grounded in some form of expertise that is in social demand" (p. 99). The occupation of coaching can become established and valued, but only when strict standards and training requirements are established which gain respect from a society (Gowan & Thomson, 1986). If coaching is to be considered a profession of value in Canadian society, then the public image of coaching must change, and this can only occur if society is made aware of both the role and value of a coach (Duthie, 1989). As the remainder of this literature review will establish, a step towards this professionalization begins with the standardization in the hiring and the evaluation of coaches. But first, a discussion as to the importance of both a code of ethics and a value system will be presented.

## **Values in Sport**

A value, according to Hodgkinson (1978) is a "preferred state of affairs, or a condition which ought to be" (p. 105). There is nothing of value, but rather we value something once we place a value upon it (Hodgkinson, 1978). These basic beliefs which an individual holds help to guide decisions and actions. Valuing, as defined by Glashagel, Johnson, Laundry and Orozco (1976), "is the process of developing values, of becoming aware of them, and of utilizing them as criteria in making decisions and carrying out actions" (p. 4). As cited in Wandzilak (1985), Rokeach felt that to say, "a person has a value is to say that he has an enduring belief that a specific mode of conduct or an end-state existence is personally and socially preferable to alternative modes of conduct or end-states of existence" (p. 177).

In the area of coaching, a value system is an important component, and most importantly, how the coach demonstrates his/her support of these values must be considered. Sports programs provide an opportunity for athletes to develop a value system. The coach is allowed to make personal choices about what he/she perceives as being right or wrong. But athletes, especially youths, are in the developmental stage and are thus influenced by parents and family, reference groups, and personal experiences in establishing their value system (Glashagel et al., 1976). As stated by Steinbrecher, Kearney and Noland (1978), "we must realize that the coach and the totality of the personality--value structure appropriate to this individual--significantly influence the nature of what may be acquired during an athletic experience" (p. 11). The coach must remember that his/her philosophy has both a short-term and a long-term effect on the players, both with the athlete's continued participation and with other aspects of his/her life. Ethics, values and moral conduct are found within sport and thus the coach is not only in the position to influence the athletes, but also the sport itself (Goodger, 1982).

It has been established that a coach affects his/her players from a philosophical standpoint. All coaches have a philosophy. According to Lyle (1986), a philosophy "is a reflection of some of the deeper values which shape attitudes to life, morals, the rights of individuals and the place of sport in society" (p. 9). Each coach has a different philosophy, and determining which one is better is difficult. Yet there are some common values which a coach must possess and remember when forming his/her coaching philosophy.

For instance, in the sport setting, winning is of prime concern. There is a great deal of pressure to win, and thus competitive sports have a negative reputation in relation to ethics and values (Grimsley & King, 1988). In the university athletic system, communities have, to some degree, control over many components of the system, which puts excess pressure to win on the athletics coach (Frost, Lockhart & Marshall, 1981). With many of the larger universities, spectator support relates to funding. Championship teams mean sponsorship, television broadcasts, increased event attendance, and other means of financial support. The reality is that most coaches' positions are dependent on the season's won/loss record for further employment. When a coach's job relies on this outcome, it becomes difficult for him/her to maintain a positive coaching philosophy. Gallon (1980) stated that, "the means and practices employed to gain a victory seem to justify the end" (p. 285). American society tends to believe that winning is the only thing, and that if a coach or athlete does not do everything in his/her power to win, then a championship will not be won (Sabock, 1985). A coach must display certain characteristics which demonstrate strong ethical standing. Gallon (1980) described these qualities as "confidence, courage, honesty, honor, justice, loyalty, perseverance, responsibility, self-control, sincerity and sportsmanship" (p. 287). The coach leads by example, so if he/she is strong in these qualities then he/she will influence the athletes in the same direction. Of all of these qualities, it is perhaps sportsmanship which gets the most attention in the sports setting.

Sportsmanship, or fair play, are essentially the unwritten rules of the game which are concerned with the conduct of both the coach and the athletes (Sabock, 1985).

Sportsmanship is the spirit of the game in which a person's ethical character is put to a moral test. As Sabock (1985) claimed, "this behaviour is governed not by a rule book, but by each coach's personal philosophy of coaching and standards of ethical behaviour" (p. 271). For instance, good sportsmanship is demonstrated when an athlete helps an opposing player up after knocking him/her down. This type of action must be supported by the coach. An example of what many may judge as poor sportsmanship would be a player who fakes an injury in order to gain the advantage. There is no written law that says a player cannot do this, but as Shea (1978) commented "the matter of the spirit of the rules, and hence ethical behaviour is involved" (p. 15). In essence, the rules of the game only provide the coach and athletes with specific restrictions. Beyond that point, a person's moral character must be the basis for his/her decisions. In the university setting, where the emphasis on winning is great, these decisions can become quite difficult. But, as McIntosh (1979) stated, "the future of fair play will be determined in part by our cultural environment and in part by our psychological needs but above all by our own moral decisions. It is a heavy responsibility that we carry" (p. 29). The guidance of an ethical coach is thus seen as extremely important if an athlete is to remain ethical him/herself. Therefore, ethics is one of the characteristics which must be considered when hiring and evaluating a coach.

### **Organizational Hiring Practices**

Most organizations must, at some point, attend to the hiring of employees. This process is important, for the hiring of an inappropriate person can be detrimental to the organization. Jenks and Zevnik (1989) emphasized that not only does an organization have to worry about hiring the wrong person or not hiring someone who may have been perfect for the job, but must also run the risk of being sued over improper hiring practices.

Zakriya (1984) stated that the best insurance against complicated firings is to establish good hiring practices. The growing interest in the issue of dismissal of employees is observed in the literature (Ewing, 1983; Jenks & Zevnik, 1989; Summers, 1980). Ewing (1983) stated that "judging from the tone and content of many judges' decisions, it seems predictable that the motive for discharge will become an increasingly weighty factor in the years ahead" (p. 24).

Common law is the law which was developed through feudal England, and are those laws which are common to many of the English-speaking and even some of the non-English-speaking countries (Smyth, Suberman & Easson, 1987). Common law states that every employment is an employment "at will" which either party is free to terminate at any time without notice or reason (Summers, 1980). This precedent is being challenged more often today. As discussed by Axmith (1989), managers are becoming conscious that "just cause for dismissal" is no longer what is narrowly defined as "cause" in the common law court precedents. According to Summers (1980), it is the organizations which have expanded the rights of the employees. Common law has been slow to recognize the existence of such a right. Common law has classified that which is considered a breach of contract, which the collective bargaining process has further developed (Smyth et al., 1987). It is thus essential that an employee, in this case a coach, be made aware of what is expected of him/her. This can be established both during and after a hiring procedure.

Since effective hiring practices are extremely important, it follows that the hiring of employees should be an objective procedure. For instance, before the interview, it is important for the employer to formulate a job profile based on the job description. According to Jenks and Zevnik (1989), a job description specifically outlines what characteristics are needed by the potential employee to carry out the duties and responsibilities of the job. It is also beneficial if the candidates, prior to the job interview, receive a description of the job responsibilities and information about the organization, the

criteria for selection and the selection process to be utilized (Kizilos & Heinisch, 1986). The various criteria for selection should also be key elements in the actual hiring. Levinson (1980) stated that "a criteria list is not intended to be a set of criteria to which people are held, with the expectation of near perfection on all dimensions. Rather, it is a way of calling attention to and examining facets or dimensions of personality that relate to... success" (p. 119).

Although most organizational practices can be applied to sport organizations, these types of organizations also have unique factors which must be dealt with. Sabock and Chandler-Gavin (1986) emphasized that "the practice of hiring part-time and non-certified coaches opens athletics to concerns of competency and liability" (p. 57). According to Wassom (1985), the most important part of the athletic director's job is the hiring and evaluating of coaches. The procedure and manner in which the coach is hired is important to his/her professional attitude toward coaching (Hungerford, 1981). The degree to which effective hiring of coaches is accomplished and initial expectations are established at the outset will save invaluable time for the athletic director (Donovan, 1989).

Hiring the coach is one aspect of university athletics. How the coach is to be evaluated is another important component.

### **Evaluation of the Coach**

According to Johnson (1987), "evaluation is one of the most important aspects of a person's life, be it as a coach, an athlete, at work or even as a general overall life/career assessment" (p. 12). Literature on the topic has shown that evaluation tools for assessing the coach are limited (Rushall & Wiznuk, 1985; Hattlestad, 1984), with, in too many instances, a coach being evaluated on only his/her team's seasonal won/loss record (Duquin & Tomayko, 1985; Phillips, 1988; Wilson, 1977). As Adams (1979) emphasized, "winning should be the result of--not the criterion for--a well planned,

balanced program" (p. 15). Simple employment of a win/loss record as the criterion for assessment often results in an early dismissal of qualified personnel or frequent and/or disruptive turnovers (Duquin & Tomayko, 1985). With emphasis on the winning criterion, other aspects of coaching get overlooked (Adams, 1979).

The underlying purpose of a coaching evaluation, according to Phillips (1988), is to give feedback to benefit the coach in the improvement of his/her coaching skill, which could ultimately benefit the athlete. In essence, evaluation is important because it furthers the coach professionally which may thus lead to better development of the athlete (Pflug, 1980). Phillips (1988) also lists other purposes to evaluation which focus on benefitting the coach. These include allowing for an avenue of communication between the coach and athletic administrator, and developing a system of recognition for quality coaching.

Several studies have outlined a variety of criteria which should be developed in the evaluation of coaches. Holmstrom (1976) and Bennett and Rhea (1979) described a coaching evaluation as including coaching performance, team management, related responsibilities, and professional and personal relationships. Martin, Arena, Rosencrans, Hunter and Holly (1986) felt that team record should not be the only assessment tool, but also effort, improvement, and athlete satisfaction should be included. Pflug (1980) also felt that self-improvement should be considered an evaluation criterion. Adams (1979) described seven areas to be used in an assessment of a coach: 1) the coach in the profession, 2) the coach's knowledge of and practice of medical aspects of coaching, 3) the coach as a person, 4) the coach as an organizer and administrator, 5) the coach's knowledge of sport, 6) the coach and public relations, and 7) the coach's knowledge of application of kinesiological and physiological principles. He further divided these areas into sub-categories to design a detailed assessment instrument. Leland (1988) specifically devised an instrument to be used in a college/university setting. Along with the areas

previously mentioned, he added the coach's ability to recruit athletes and to organize practices.

In most organizations, the evaluation process is usually conducted on an informal basis (Leland, 1988). Within the profession of coaching, many positions are non-paying positions, and thus formal evaluations are perceived as unnecessary. But as Bennett and Rhea (1979) explained, "the need to determine the degree or relative effectiveness of the individual has always been desirable, whether or not one associates this process with remuneration or the lack of it" (p. 77). To be effective, according to Wassom (1985), an evaluation must be formal. Duquin and Tomayko (1985) stated that it, "should be a rational process that assesses work performance, supplies data for future administrative decisions, motivates coaches toward improved performance, and enhances commitment to the purpose and goals of the organization" (p. 23). A properly administered evaluation should provide positive attributes to the coaching process, not negative information to support the firing of a coach (Pflug, 1980).

One of the key advantages to performing formal evaluations is the enhancement of communication. As Holmstrom (1976) outlined, it is not only an opportunity for the athletic director and the coach to communicate, but it also provides a formal procedure in case a dismissal is required in the future. In essence, an evaluation also allows the coach to receive formal feedback. As Leland (1988) explained, "the timing, quality and quantity of feedback a person receives is an important factor in improved performance and that feedback serves as a powerful positive motivator for change" (p. 21). Formal evaluation is also important because it furthers the coach professionally which may thus lead to a better development of the athlete (Pflug, 1980). Wassom (1985) believed, "that we will get a better job from a coach if he/she knows exactly what is expected from him/her" (p. 7).

The process of conducting a coaching evaluation has been outlined in the literature, but to varying degrees. Wikgren (1988) believes that unless formal guidelines are

established, a coach can not be objectively evaluated. A job analysis is often described as preceding an evaluation, and is thus perceived as part of the process in the assessment of the coach. Hansen et al. (1983) stated:

A job analysis is a process of investigation into the activities of a job in order to determine exactly what these activities are; it provides the basis for a job description, a statement of the major responsibilities (functions) and tasks of the job; and a job specification, a statement of criteria necessary to successfully perform the job. (p. 31)

The question arises as to who should do the evaluating of the coach. It is commonly understood that when evaluation is undertaken in a university athletic organization, it is usually the athletic director who conducts the procedure. As mentioned previously, the multiple-constituency model proposed by Connolly et al. (1980) supported the use of a number of constituents when assessing an organization, or in this case when assessing a coach. Adams (1979) believed that it is better to have a broad group of evaluators, for this allows for a more representative profile. Rushall & Wiznuk (1985), agreed with this, but they also explained that it would be difficult to develop a coaching assessment scheme that draws information from the variety of areas which influence sports participation. A study by Stier (1986), which researched the evaluation techniques being administered on coaches in the United States junior and community colleges, revealed that in 48% of the cases, the administrators conducted the evaluation. The second most popular methods was a tie between no evaluation and a combination of self-evaluation and administrator evaluation (Stier, 1986). What was deemed as an inconsistency by Stier (1986) was that "only slightly less than two percent of the institutions studied indicated that the win/loss record of an individual coach was formally and officially used in determining competency, for retention and/or promotion purposes" (p. 47). Bennett and Rhea (1979), in their discussion on positive evaluations, stated that in order to have confidence in the evaluation tool, those who will be evaluated must be involved in the development of the criteria. Horine (1981) discussed the steps he felt were necessary to develop a performance

evaluation instrument. One of these steps in the development of the performance evaluation was to not only allow faculty to be given the opportunity to establish the criteria they feel are necessary, but also what ranking of importance these criteria should be given (Horine, 1981). The literature therefore supports the need for those associated with coaching, from the athletes to the administration, to be involved in the development of criteria for the hiring and evaluating of coaches.

### **Summary**

This review of related literature touched on the role of the coach, coaching as a profession, values in sport, organizational hiring practices, and the evaluation of the coach. It is felt that all five areas are necessary for understanding the importance of the coach and thus the need for the standardization of coaching. This standardization is needed if coaching is not only to be recognized as a worthy profession, but also to ensure that the most appropriate person is being hired and re-hired for the coaching position, based on more than just a win/loss record. According to Rushall (1979), objective analysis, in the form of evaluation techniques and tools, "will enhance the progressive development of coaching as a profession and an accountable pursuit" (p. 167).

## CHAPTER III

### METHODS

#### **Subjects**

The subjects were coaches and athletes who were currently employed/enrolled at either of the two British Columbia universities participating in the Canadian Intercollegiate Athletic Union.

The selection of the subjects to represent each group was as follows. The head coaches ( $n = 22$ ) of teams common to both universities were approached and asked if they and their athletes would participate in this study. A total of 16 varsity head coaches and 13 assistant coaches completed questionnaires. A total of 17 varsity teams from the 1991/92 season were represented in this study, with a total of 228 athletes (see Appendix A for a listing of sport representation).

Each subject signed a consent form which was attached to the questionnaire and handed in with the completed questionnaire (see Appendix B). Both a verbal introduction by the researcher and written instructions attached to the questionnaire explained to the subjects the purpose and procedures for completing the questionnaire (see Appendix C). Demographic information was collected on all subjects (see Appendix D).

#### **Development of the Instrument**

A number of procedures were followed to develop the final research instrument for this study. The procedures followed in this study were similar to those used by Rushall and Wiznuk (1985), who developed a questionnaire to be completed by athletes in the assessment of their coach. Rushall and Wiznuk (1985) outlined in detail the procedures they took to develop a valid and reliable questionnaire. The procedures used for the development of the questionnaire are further discussed below.

For this study, an initial questionnaire was developed through an extensive review of the related literature. Each item was limited to only one piece of information. In their study, Rushall and Wiznuk (1985) stated that, "questions were limited to a single characteristic, behavior, or situation in an effort to minimize ambiguity and possible conflict within an item" (p. 158). A five-point Likert-type scale was assigned to each question. The descriptors attached to this scale were from very important to not important. With a Likert-type scaling system, it is assumed that there are equal intervals between responses and thus the responses can be treated with parametric statistics (Nelson & Thomas, 1990). The question pool was divided into two sections: hiring of the coach (23 items) and evaluation of the coach (72 items), with all statements gathered from related literature. The questions were initially grouped into four categories: technical, conceptual, human and personal skills. These categories were a combination of the skills as outlined by Katz (1974) and Zeigler (in Zeigler & Bowie, 1983). Factor analysis of the data was later used to see if the data placed within these four skill categories.

The initial questionnaire was then put forward to a group of experts ( $n = 15$ ) to test for content validity. Content validity is based on judgement, and thus an expert panel is used to examine the test content for its relevancy to the specified area (Ary, Jacobs, & Razavieh, 1985). These experts were individuals who met at least two of the following criteria: 1) a current coach in a Vancouver Island League (i.e. Vancouver Island Soccer Association, Vancouver Island Rugby Union), 2) a physical education administrator, 3) a NCCP level 3 or 4 coach, 4) an international athlete, and/or 5) a student enrolled in the National Coaching Institute master's degree program at the University of Victoria. Individuals who were currently employed/enrolled at the University of Victoria who would be considered subjects for the study were not used in the panel of experts. Each of the experts was asked to assess the question pool. The criterion for assessment was: Could this criterion item be used for the hiring or evaluating of a university varsity coach? If more

than 20 percent of the experts suggested that the question was not appropriate then the question was deleted from the question pool due to lack of validity. In other words, agreement among the expert pool had to be 80% or greater for a question to remain in the questionnaire. The experts were also asked to suggest any other criteria for hiring or evaluating if it was not already included in the questionnaire, however none was suggested. The experts were also asked to restructure the question if they felt there was a more appropriate wording or to comment if they felt questions were repetitive. Through this procedure, 17 questions were eliminated from the question pool, and 10 questions were reworded or expanded upon (see Appendix E for eliminated questions). The question pool was thus reduced to 16 hiring statements and 62 evaluation statements which were established as being valid criteria for the hiring and evaluating of university coaches.

The next step in the development of the questionnaire was to ensure that all subjects were able to read and understand the questionnaire. A readability study was administered to subjects who were primarily first year students at a British Columbia university ( $n = 15$ ). The subjects were randomly selected. Each subject was asked to read the questionnaire and underline any words that he/she did not understand. Those words which were underlined were then replaced with simpler synonyms as found in Roget's College Thesaurus (1958). The subjects were then asked again to underline any words they did not understand. This procedure was carried out until no further words were underlined.

Reliability was assessed by using a test-retest methodology. Subjects ( $n = 20$ ) for the reliability study were from three groups: physical education graduate students, third year sport psychology students, and management employees of the Sport and Recreation Branch of the B.C. Government. Each subject was approached and asked if he/she would fill out the questionnaire. Using a strict protocol with standardized verbal instructions to control researcher bias the questionnaire was administered to each subject twice. After the initial administration of the questionnaire, the subjects were again asked to answer the

questionnaire two days later. The test and retest reliabilities were then established by Pearson Product Moment correlation coefficients ( $r$ ). A question required a reliability coefficient of .60 to remain in the question pool. The questionnaire was assessed both overall and by the groupings of questions (technical, conceptual, human, and personal skills). Total score reliability of the questionnaire was  $r = .70$ . By groupings, the correlation coefficients were: hiring--technical skills ( $r = .74$ ), hiring--conceptual skills ( $r = .78$ ), hiring--human skills ( $r = .69$ ), hiring--personal skills ( $r = .60$ ), evaluation--technical skills ( $r = .70$ ), evaluation--conceptual skills ( $r = .64$ ), evaluation--human skills ( $r = .63$ ), and evaluation--personal skills ( $r = .71$ ).

Once these procedures were completed, a valid, reliable, and readable questionnaire was produced. The final form of the questionnaire consisted of 78 items (16 hiring criteria, and 62 evaluating criteria) (see Appendix F).

### **Data Collection**

Once validity, reliability, and readability of the questionnaire had been established, it was administered to the subjects of this study. With the athletes, team members were assembled together and the questionnaire was administered by the author. At this time, the consent forms were also signed. The coach was also present when the athletes were completing the questionnaire to provide additional support to the study and they were also asked to fill out the questionnaire at this time. A standardized introduction and protocol was used with all subjects. It was emphasized to the subjects that the study was not an evaluation of the coach, but rather an investigation of what should be the criteria for hiring and evaluating university coaches.

### **Dependent Variables**

The dependent variables in this study were the scores on each of the skill items of the questionnaire.

### **Independent Variables**

The independent variables in this study were the two groups comprised of coaches and athletes. Coaches were also compared by head and assistant positions. Athletes were further compared based on the variable of gender.

### **Data Analysis**

All subjects were asked to rate the importance of each skill item in the hiring and evaluating of coaches (see Appendix F). Each research question, as outlined in the introduction to this paper, was analyzed using a specified statistic. Means and standard deviations were computed to describe the skill item for both hiring and evaluating coaches as perceived by coaches and athletes. Analysis of variance (**ANOVA**) was calculated for research questions #2, #3 and #4. The type of coach, either assistant coach or head coach, were compared in question #2. Question #3 compared the differences in the criteria as perceived by coaches and athletes, while question #4 compared female to male athletes. The purpose of question #5 was to test whether the data would fall into the four skill groups as discussed previously. Factor analyses of the hiring items and the evaluation items were computed using the data from the athletes as this was the only group large enough on which to perform a factor analysis. A final recommendation in this study required the significant data to be determined so as to suggest a set of skill items which could be considered when hiring and evaluating coaches. In order to accomplish this, an acceptance criterion of a mean score of 3.5 was set. The mean score for each skill item was considered for analysis. The average score between the two groups (coaches and

athletes) was then calculated and any item which fell below a mean score of 3.5 was eliminated from the final analysis.

## CHAPTER IV

### RESULTS AND DISCUSSION

The purpose of this study was to establish the criteria for hiring and evaluating university coaches. A number of different comparison groups were developed to analyze the data. These comparisons will be discussed, as well as the results from a factor analysis which further divided the data into skill groupings. A final procedure was to develop a listing of criteria which were considered important by coaches and athletes. Demographic information regarding the subjects was also collected and will be discussed first.

#### **Demographic Information**

University head and assistant coaches ( $n = 29$ ) as well as varsity athletes ( $n = 228$ ) were involved in this study. The following is a breakdown of the demographic information collected.

#### **Coaches**

Both varsity head coaches ( $n = 16$ ) and assistant coaches ( $n = 13$ ) were included in this study. There were eight female coaches (of whom five were head coaches) and 21 male coaches. The genders of the teams coached by these individuals were 10 male teams, 16 female teams, and three teams containing both genders. The average years which a coach had been in his/her present position was almost five years ( $\bar{X} = 4.83$ ), with a range from 1 to 15 years. Of these, head coaches had been in the same position on average longer ( $\bar{X} = 7.13$ ) than assistant coaches ( $\bar{X} = 2$ ). In regards to coaching experience, the range was from 3 to 34 years, with a mean of 11.52 years. Head coaches had more experience than assistant coaches, with the average being over 15 years for head coaches

these years involved with the same sport. The age of coaches fell within each of the age categories, with the majority falling within the 26-35 year category ( $n = 13$ ).

Most of the coaches (86%) had taken some level of the National Coaching Certification Program (N.C.C.P.), with the average level of certification being 2.62. The certification program is a five level system, with recommendations for elite coaches being at least level three. The average coaching certification for head coaches was almost level three ( $\bar{X} = 2.94$ ) with assistant coaches being closer to level two in certification ( $\bar{X} = 2.23$ ).

Sixteen of the coaches involved in this study had employment outside of coaching. Other employment included a medical doctor, teachers, students, a computer analyst, a provincial sport organization technical director, and other employment positions. Eleven coaches also had positions within the university besides their coaching duties. These findings are consistent with the belief in Canada that most coaches are not considered full-time coaches, and is consistent with the results from a recent study by Laberge (1992) who questioned coaches from across Canada on their employment status. In the study by Laberge (1992) 38% of respondents indicated that they were single-job coaches, with single-job being defined as those coaches who have only one job which involves coaching duties. Further breakdown from the Laberge study showed that most of these coaches had part-time or seasonal employment situations (39% and 42% respectively), with only 14% of university coaches being considered full-time coaches. In this study, 31% of the coaches were considered single-job coaches, which is a lower statistic than that found across Canada, indicating that the two CIAU universities in British Columbia employ single-job coaches less than the National average, but is higher than the average across Canadian universities.

A number of the questions on the questionnaire focused on the hiring process of the coach. In regards to who conducted the selection interviews of the coach, two coaches stated that they had never been interviewed, that they just stepped into the position. In six

cases the coach was interviewed only by the athletic director, with the remaining 21 coaches responding that they had been interviewed by a committee, or in the case of the assistant coach, most had been interviewed by just the head coach. University faculty and staff were also involved in the process of hiring a head coach, but at no time were any players involved in the process. During the selection process the expectations of the coach were described to 17 of the coaches (9 of the 16 head coaches), but only two of these coaches received the expectations in writing. When asked whether a written job description had been provided once the coach was hired, only six of the 29 coaches had been provided with one, with only four of the 16 head coaches being provided with a written job description. In a recent study by MacLean (1991), it was reported by Canadian university athletic administrators ( $n = 45$ ) that 87% of the institutions provided written job descriptions for their coaches. With only 25% of the head coaches at the universities used for this study being provided with written job descriptions, it would seem that these two universities are below the norm across Canada.

A number of questions in the demographic information section of the questionnaire asked what coaches felt should be the method used and also what type of evaluation had been conducted with him/her in the past. The coach (self-evaluation), athletes, and athletic administrators were the breakdowns of evaluation types. Both groups reported that evaluations were not conducted on a regular basis. Self-evaluations were conducted by 38% of the coaches ( $n = 11$ ) and 34% of the coaches had been evaluated by their players ( $n = 10$ ). The most dramatic finding was that only three of the coaches reported that they had been evaluated formally by the athletic administration. These numbers were based on both head and assistant coaches.

Further analysis of these findings was approached by dividing the coaching group into the sub-groups of head and assistant coach. Like the overall group of coaches, the same percentage of head coaches had conducted self-evaluations (38%) . In both the

categories of evaluation by players and by athletic administration the averages went up, showing that 56% of head coaches had been evaluated by their players, and 19% had been evaluated by the athletic administration. These results do not match those found by MacLean (1991) in her study of the process used to evaluate the job performance of coaches in the C.I.A.U. In the study by MacLean it was indicated that 86% of the institutions surveyed (n = 45) were using some form of evaluation of the coach. Of these, 18.4% used formal evaluation techniques, with 65.8% using a combination of formal and informal techniques. MacLean also reported that 97% of the evaluations were conducted by the athletic director, with many of the institutions using more than one evaluator. The other evaluators included the coach's self-evaluation (55%) and the use of athlete evaluations of the coach (53%).

These results seem to indicate that the two institutions being used for this study were not consistent with the rest of the nation in regards to evaluating coaches. But the results from MacLean's study could be misleading, for the wording of the question on her study was "are coaches being evaluated at your institution?" Administrators could be only evaluating one coach at their institution and thus consider themselves evaluating coaches. Only three of the 29 coaches used in this study indicated that they had been evaluated by their athletic administration, but if at least one coach was from each institution, then the administrators would be accurate in saying that they were evaluating their coaches. In other words, the question did not specify whether the administrators were evaluating all of their coaches, just if they were evaluating coaches, and thus an honest answer could be yes even if only one or two coaches at the university had been evaluated by the administrator. Therefore, it is not conclusive to state whether the two institutions used in this study were below average in their evaluation procedures as it related to MacLean's study. Whether this finding is below the average or not, it must be emphasized that only three coaches of a group of 29 were evaluated by the administration. An appropriate question would thus be

to ask how decisions regarding keeping or not keeping a coach are made at the two British Columbia universities.

Of the coaches in this study, 26 felt that coaches should be formally evaluated, with only two coaches reporting that they did not feel it was necessary, and one coach feeling that it could be used 'in some instances'. A frequency distribution was used to analyze which groups should evaluate coaches. Player evaluation of the coach was selected by 96% of the coaches ( $n = 26$ ) while self evaluation was chosen by 92% of the coaches ( $n = 26$ ) as the important methods of evaluation. Peer evaluation was selected by 16 coaches while athletic director evaluation was selected by 15 coaches. One coach expressed concern that the format of the evaluation should only be conducted with the coach's knowledge, with the objective being to improve coaching, not for the purpose of employment. Although the coaches in this study overwhelmingly felt that player evaluations should be used, literature has shown that there are some concerns about doing this. For example, as Hattlestad (1984) identified, often a coach must make unpopular decisions and thus athletes may not be objective in their evaluation of the coach. Therefore, Hattlestad (1984) suggested that if athletes do evaluate the coach, the coach should see the results of the athlete evaluation first, and then have the option whether to share these results with the athletic director. This is often the procedure with university faculty evaluations. Wiznuk (1983) stated that athlete ratings of the coach have limitations, and thus should never be used by themselves. But their merit cannot be overlooked.

### **Athletes**

A total of 228 athletes representing 17 teams were used for analysis in this study. There were 113 female and 115 male athletes participating in the study. The athletes ranged from being in their first to seventh year of university ( $\bar{X} = 2.72$ ), and ranged from one to six in years coached by the coach ( $\bar{X} = 2.21$ ). (Note: some players had been coached by

the coach outside of the university, which explains why some had been with their coach for over the five year period of eligibility at the university). The athletes had been playing with their current teams for an average of 2.28 years, showing that most had been coached by the same coach during their university playing careers. The athletes had played for a number of different teams, ranging from high school and club teams to National and Olympic teams and up to professional leagues.

When asked if the athletes had ever had the opportunity to evaluate their coach, only 18% responded that they had ever evaluated their coach, with 76% responding no (12 answers which were not usable [i.e. high school coach, etc.]). Of the 42 who responded yes, 17 reported being asked to evaluate by the athletic department, 11 were asked by the coach, and 14 were asked as part of a University of British Columbia psychology department study. According to MacLean (1991), 53% of the institutions use athlete evaluations. Again, when reading MacLean's findings, consideration should be made that it may be a small minority of the actual athletes who are asked to evaluate their coach. It must also be acknowledged that some coaches may be conducting evaluations with their athletes of which the athletic department is not aware and thus the athletic department may not have accurate information as to how many coaches are conducting evaluations.

Of the 174 who responded that they had never been asked to evaluate their coach, 82% stated that they would like the opportunity to evaluate their coach (n = 143). As Rushall (1982) stated, "a single consequential behaviour emitted by a coach will be interpreted differently by each athlete, that is, the quality of the behaviour's reinforcing potential will vary for each individual" (p. 188). Therefore, as mentioned previously, athlete evaluations must be analyzed carefully to ensure that possible athlete biases are not misconstrued.

## Research Questions

The first question was to determine what coaches and athletes perceived should be the criteria for a) hiring, and b) evaluating university coaches.

Means and standard deviations for both athletes and coaches were computed.

These data were then put in ranked order to assess what were considered to be the most important to the least important skill items as perceived by the coaches and the athletes.

The dependent variables being assessed were the individual skill items on the questionnaire. A presentation of the data for the hiring items and the evaluation items are found in Tables 1 and 2 respectively.

Table 1  
Means, Standard Deviations and Ranking of Hiring Skill Items as Perceived by Coaches and Athletes

Item	Athletes (n = 228)			Coaches (n = 29)		
	$\bar{X}$	SD	Rank	$\bar{X}$	SD	Rank
1. Knowledge of sport	4.86	(.36)	1	4.90	(.31)	1
2. Past coaching experience	4.09	(.78)	7	3.86	(.92)	8
3. Level of education achieved	3.25	(.95)	14	3.03	(.80)	14
4. Level of coaching certification	3.92	(.87)	10	3.31	(1.20)	11
5. Concern for athletes as student-athletes	4.58	(.62)	4	4.66	(.48)	3
6. Knowledge of legal responsibilities	3.99	(.85)	8	3.97	(.94)	7
7. Past employment history	3.61	(.95)	11	3.71	(.76)	10
8. Experience as head coach	3.35	(.91)	12	3.20	(1.01)	13
9. Teaching experience	3.14	(.93)	15	2.69	(1.07)	16
10. Experience as an assistant coach	3.35	(.82)	13	3.31	(.85)	12
11. Counselling experience	2.93	(.88)	16	2.72	(.92)	15
12. Demonstration of moral/ethical character	3.96	(.89)	9	4.52	(.63)	4
13. Enthusiasm for work with student/athletes	4.59	(.63)	3	4.72	(.53)	2
14. Understanding of university organization	4.11	(.72)	6	3.72	(.80)	9
15. Positive attitude	4.77	(.47)	2	4.14	(.57)	6
16. Coaching philosophy	4.38	(.73)	5	4.35	(.61)	5

$r_s = .91$

Table 2  
Means, Standard Deviations and Ranking of Evaluation Skill Items as Perceived by Coaches and Athletes

Item	Athletes (n = 228)			Coaches (n = 29)		
	$\bar{X}$	SD	Rank	$\bar{X}$	SD	Rank
1. Consistent in judging athletes abilities	4.27	(.69)	27	3.82	(1.12)	39
2. Interpersonal relationship with athlete	4.04	(.84)	43	3.59	(.91)	51
3. Interpersonal relationship - athletic admin.	3.60	(.89)	53	2.86	(.74)	61
4. Interpersonal relation with assistant coach	4.04	(.79)	44	3.59	(.95)	52
5. Commitment to athletic dept. goals/philos.	3.99	(.83)	47	3.90	(.72)	37
6. Effective time management skills	4.17	(.77)	34	3.67	(.78)	47
7. Appropriate role model for athletes	4.22	(.82)	30	4.55	(.57)	8
8. Knowledge of fundamental skills of sport	4.81	(.42)	1	4.90	(.31)	1
9. Presentation of fundamental skills of sport	4.51	(.69)	7	4.48	(.74)	12
10. Enthusiasm with student-athletes	4.58	(.58)	4	4.66	(.48)	5
11. Verbal communication skills	4.49	(.59)	10	4.52	(.57)	10
12. Ability to counsel athletes	3.57	(.90)	55	3.76	(.79)	42
13. Vary coaching methods for athletes	4.56	(.56)	6	4.41	(.73)	17
14. Adapt coaching for game/practice	4.43	(.66)	14	4.45	(.57)	15
15. Provide an atmosphere of cooperation	4.43	(.61)	15	4.28	(.53)	24
16. Ability to teach athletes self-discipline	4.21	(.72)	32	4.41	(.91)	18
17. Emphasis on cooperation/team concept	4.30	(.76)	25	4.17	(.85)	30
18. Current on techniques/training methods	4.51	(.66)	8	4.52	(.74)	11
19. Use of non-verbal communication skills	4.15	(.79)	35	4.24	(.58)	26
20. Willingness to serve	3.28	(.92)	61	3.21	(.62)	58
21. Talent selection	4.22	(.79)	31	4.21	(.88)	28
22. Use of positive reinforcements	4.33	(.74)	22	4.00	(.71)	34
23. Ability to recruit players	3.84	(.94)	48	3.71	(.85)	46
24. Improvement of the team	3.79	(.94)	50	3.50	(1.07)	55
25. Attitude of players towards the coach	4.30	(.75)	26	3.66	(.81)	48
26. Work ethic of the coach	4.65	(.53)	2	4.62	(.49)	6
27. Aid athlete to best level of competence	4.64	(.52)	3	4.76	(.51)	2
28. Teach athlete personal responsibility	4.07	(.74)	40	4.24	(.79)	27
29. Demonstration of honesty/integrity	4.32	(.72)	24	4.72	(.46)	3
30. Use of leadership style which athletes like	4.26	(.77)	28	3.61	(1.10)	50
31. Ability to develop coaching plan	4.46	(.62)	13	4.38	(.68)	20
32. Leadership style which athletic dept. likes	3.42	(.98)	60	3.28	(.88)	56
33. Loyalty to athletes	4.49	(.67)	11	4.21	(.77)	29
34. Ability to adhere to coaching philosophy	4.04	(.73)	45	4.07	(.75)	33
35. Athlete's desire to play for the coach	4.03	(.82)	46	3.79	(.90)	40
36. Willingness to improve coaching methods	4.43	(.67)	16	4.48	(.63)	13
37. Knowledge of biomechanics	3.51	(.96)	58	3.10	(1.18)	60

Table 2 continued

Item	Athletes (n = 228)			Coaches (n = 29)		
	$\bar{X}$	SD	Rank	$\bar{X}$	SD	Rank
38. Ability to conduct a good warm-up	3.55	(.94)	56	2.83	(.93)	62
39. Knowledge of sport psychology	3.75	(.88)	51	3.55	(.99)	54
40. Dedication to coaching profession	4.20	(.83)	33	4.10	(.86)	32
41. Appropriate public relations skills	3.82	(.83)	49	3.83	(.93)	38
42. Punctuality	4.15	(.87)	36	3.76	(.91)	43
43. Coach's self-evaluation score	3.24	(.97)	62	3.59	(.95)	53
44. Support for total athletic program	3.47	(.97)	59	3.17	(.71)	59
45. Adherence to CIAU rules and regulations	4.06	(.89)	42	4.36	(.68)	22
46. Demonstrate fair play/sportsmanship	4.33	(.75)	23	4.55	(.57)	9
47. Analyze athlete's skill development	4.50	(.60)	9	4.69	(.54)	4
48. Use of appropriate demonstrations	4.08	(.73)	39	3.72	(.96)	44
49. Provides a progressive training schedule	4.42	(.66)	18	4.45	(.51)	16
50. Knowledge of physiology	3.67	(.93)	52	3.62	(.98)	49
51. Ability to analyze game/competition	4.58	(.64)	5	4.59	(.73)	7
52. Use of safety measures/procedures	4.07	(.83)	41	3.72	(1.03)	45
53. Demonstration of self-confidence	4.14	(.77)	38	3.97	(1.02)	35
54. Emotional control under stress	4.25	(.78)	29	4.35	(.67)	23
55. Use of consulting services	3.55	(.96)	57	3.24	(.87)	57
56. Commitment to budget policies	3.59	(.97)	54	3.79	(.73)	41
57. Follows advice of physician/trainer	4.47	(.70)	12	4.28	(.59)	25
58. Reasonable conduct in handling injuries	4.37	(.70)	21	3.93	(.88)	36
59. Concern for academic of athletes	4.39	(.77)	20	4.41	(.78)	19
60. Evaluate the performance of athletes	4.42	(.60)	19	4.48	(.63)	14
61. Complies with academic policies	4.15	(.83)	37	4.17	(.54)	31
62. Consistent and fair in enforcing rules	4.43	(.65)	17	4.38	(.86)	21

$r_s = .85$

A comparison was made between the ranking of the criteria. A Spearman rho correlation coefficient was computed to determine the similarity between the two groups. Coaches and athletes ranked the hiring items very similarly ( $\rho = .91$ ). Four criteria for hiring were within the top five criteria for both athletes and coaches (see Table 3). These criteria were: knowledge of sport, enthusiasm for working with student athletes, concern

Table 3  
Ranking by Coaches and Athletes of the Top Five and Bottom Five Hiring Skill Items

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Athletes	
Skill Item	Ranking
1. Knowledge of sport	1
15. Positive attitude	2
13. Enthusiasm for working with student-athletes	3
5. Concern for athletes as student-athletes	4
16. Coaching philosophy	5
8. Experience as a head coach	12
10. Experience as assistant coach	13
3. Level of education achieved	14
9. Teaching experience	15
11. Counselling experience	16

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Coaches	
Skill Item	Ranking
1. Knowledge of sport	1
13. Enthusiasm for working with student-athletes	2
5. Concern for athletes as student-athletes	3
12. Demonstration of moral/ethical character	4
16. Coaching philosophy	5
10. Experience as assistant coach	12
8. Experience as a head coach	13
3. Level of education achieved	14
11. Counselling experience	15
9. Teaching experience	16

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for athletes as student-athletes, and coaching philosophy. The only criteria that were different within the top five were that the athletes felt that a "positive attitude" was critical, while coaches felt that "demonstration of sound moral and ethical character" was important.

As with the top five ranked hiring criteria, the bottom five ranked hiring criteria were also similar between the two groups, with all five of the criteria being the same, although in a different ranking order (see Table 3). These five criteria were: experience as a head coach, experience as an assistant coach, level of education achieved, teaching experience, and counselling experience.

Again like the criteria for hiring coaches, criteria for evaluating coaches were also ranked similarly by both athletes and coaches (see Table 4). This was even more impressive than the ranking of the hiring criteria when it is considered that there were 62 evaluation criteria as opposed to 16 hiring criteria. The Spearman rho correlation coefficient was .85 for the evaluation items. Of the top five criteria, three were the same for both groups. These criteria were: knowledge of the fundamental skills of sport, aiding the athlete to meet his/her best level of competence, and enthusiasm for working with student-athletes. Athletes also scored the "work ethic of the coach" and the "ability to analyze game/competition situations" as being important, while coaches felt that "consistent demonstration of honesty and integrity" along with the "ability to analyze the athlete's skill development" should be considered within the top five criteria. Previous studies have also identified knowledge of fundamental skills of sport as being important, whether as a characteristic of the coach or an item on which to be evaluated (Cook, 1972; Gaitner, 1976).

The lowest ranking evaluation items were also similar between the two groups, with three of the five being the same (see Table 4). These items were: knowledge of biomechanics, support for total athletic program of the university, and willingness to serve.

Table 4  
Ranking by Coaches and Athletes of the Top Five and Bottom Five Evaluation Skill Items

Athletes	
Skill Item	Ranking
8. Knowledge of of fundamental skill of sport	1
26. Work ethic of the coach	2
27. Aiding athlete to meet best level of competence	3
10. Enthusiasm for working with student-athletes	4
51. Ability to analyze game/practice situations	5
37. Knowledge of biomechanics	58
44. Support for total athletic program of university	59
32. Use of leadership style which athletic dept. likes	60
20. Willingness to serve	61
43. Coach's self-evaluation score	62
Coaches	
Item	Ranking
1. Knowledge of fundamental skills	1
27. Aiding athlete to meet best level of competence	2
29. Consistent demonstration of honesty/integrity	3
47. Ability to analyze athlete's skill development	4
10. Enthusiasm for working with student-athletes	5
20. Willingness to serve	58
44. Support for total athletic program of university	59
37. Knowledge of biomechanics	60
3. Interpersonal relationship with athletic administration	61
38. Ability to conduct a good warm-up	62

Athletes also identified "use of leadership style with which the athletic department likes", and "coach's own self-evaluation score" in their lowest five, while coaches ranked "interpersonal relationship with the athletic department", and "ability to conduct a good warm-up" in their lowest ranked five items. Eckman (1986) developed an evaluation instrument using a Delphi technique in which a number of experts were asked to identify criteria for the assessment of intercollegiate coaching performance. These experts were athletic directors and coaches. Like this study, the research by Eckman (1986) also identified "service" as a low priority ("serving as a clinician or guest lecturer), along with "knowledge of kinesiological principles and recent research findings". The highest ranked items in the Eckman study were "abiding by the rules and regulations of the sport and appropriate governing bodies" and "complying with the academic policies and procedures of the appropriate governing bodies". The coaches in this study ranked these items 22nd and 31st respectively. These differences could result from the fact that the majority of the subjects in the Eckman study were athletic administrators and thus perhaps it was this group who felt these items were more important, or it could also be that there is a difference between American and Canadian coaches, as the Eckman study was conducted in the United States.

In a study by Brescacin (1982), the importance of selected coaching characteristics as perceived by the coach and athlete were examined. Unlike this study, the Brescacin study did not research what characteristics should be specifically used in the hiring and evaluating of coaches. However, by identifying what characteristics are looked for in a good coach, it thus outlined items which should also be considered in the hiring and evaluating of the coach. The study by Brescacin showed that the coaches and athletes were similar in what they perceived as important. A study by Gaitner (1976), which investigated the athletes' and coaches' expectations of coaches, also showed no marked differences between what an athlete and what a coach expect from a coach. Both of these studies

showed that coaches and athletes think similarly on perceived importance of the coach, whether it be characteristics or expectations of the coach. This study also follows the patterns of previous research in that the perceptions of the coaches and athletes were similar in the ranking of both the hiring and the evaluation criteria.

Further research questions to be investigated in this study were to determine if there were any significant differences between groups in the perceived importance of the items. Three comparisons were made: between head coaches and assistant coaches, between athletes and coaches, and between female and male athletes. These comparisons for significant differences were conducted using an ANOVA, with the dependent variables being the questionnaire items, and the independent variables being the athletes (male or female) and coaches (assistant or head), depending on the question. An ANOVA was conducted for each question as opposed to comparing the overall questionnaire. The purpose of this study was to investigate each skill item, not the overall questionnaire, and thus the justification for studying each question individually.

The primary purpose of investigating the difference between head ( $n = 16$ ) and assistant ( $n = 13$ ) coaches was to ensure that the two groups could be combined as one comparison group. Only two of the 78 items were found to be significantly different between these two groups. These questions were "aiding an athlete to meet his/her best level of competence" ( $p = .03$ ) and "consistent demonstration of honesty and integrity" ( $p = .002$ ). With only two questions showing any significant difference, the two groups can be used as one comparison group.

Significant differences ( $p < .05$ ) were found for a number of the hiring and evaluation items in the comparison between athletes ( $n = 228$ ) and coaches ( $n = 29$ ) (see Table 5). In the hiring section of the questionnaire, five items were significantly different between athletes and coaches. The item "positive attitude" was found to have the most significant difference ( $p = .0003$ ), with athletes perceiving this item to be more important

Table 5  
Significant Differences between Coaches and Athletes on Hiring and Evaluation Items

Hiring Items	Athlete $\bar{X}$	Coach $\bar{X}$	DF	F	p
4. Level of coaching certification	3.92	3.31	1, 255	11.50	.0008
9. Teaching experience	3.14	2.69	1, 254	5.17	.02
12. Sound moral/ethical character	3.96	4.52	1, 253	10.51	.001
14. Understanding of univ. organization	4.11	3.72	1, 254	7.26	.008
15. Positive attitude	4.14	4.77	1, 254	13.62	.0003

Evaluation Items	Athlete $\bar{X}$	Coach $\bar{X}$	DF	F	p
1. Consistent judging athletes abilities	4.27	3.82	1, 253	9.11	.003
2. Interpers. relationship with athlete	4.04	3.59	1, 255	7.23	.008
3. Interpers. relations.--athletic admin.	3.60	2.86	1, 254	18.34	.0001
4. Interpers. relations.--asst. coach	4.04	3.59	1, 255	8.25	.004
6. Effective time management skills	4.17	3.67	1, 253	10.20	.002
7. Appropriate role model for athletes	4.22	4.55	1, 255	4.53	.03
22. Use of positive reinforcements	4.33	4.00	1, 255	5.26	.02
25. Attitude of players towards the coach	4.30	3.66	1, 255	18.55	.0001
29. Demonstration of honesty/integrity	4.32	4.72	1, 255	8.75	.003
30. Leadership style which athletes like	4.26	3.61	1, 254	15.97	.0001
33. Loyalty to athletes	4.49	4.21	1, 255	4.51	.03
37. Knowledge of biomechanics	3.51	3.10	1, 255	4.35	.04
38. Ability to conduct a good warm-up	3.55	2.83	1, 255	15.04	.0001
42. Punctuality	4.15	3.76	1, 255	5.25	.02
48. Use of appropriate demonstrations	4.08	3.72	1, 255	5.57	.02
52. Use of safety measures/procedures	4.07	3.72	1, 253	4.19	.04
58. Good conduct in handling injuries	4.37	3.93	1, 254	9.31	.003

than coaches ( $\bar{X} = 4.77$  and  $4.14$  respectively). In fact athletes felt this was the second most important item on which to base a coach's hiring, whereas coaches ranked it sixth. The item "level of coaching certification" was also significantly different between the two groups ( $p = .0008$ ), with again athletes perceiving this item to be more important than did coaches ( $\bar{X} = 3.92$  and  $3.31$  respectively).

Of the 62 evaluation criteria, 17 were significantly different between athletes and coaches. Four items all had significant differences of  $p = .0001$  between the two groups. The first was "interpersonal relationship with the athletic administration", with athletes ranking this criterion item higher than coaches ( $\bar{X} = 4.04$  and  $3.59$  respectively). Both the second and third items to display a significant difference are interesting, but not really surprising, since both give an advantage to the player over the coach. One item was the "attitude of players towards the coach", with athletes again ranking the item higher than the coaches ( $\bar{X} = 4.30$  and  $3.66$  respectively). Another item with a significant difference of  $p = .0001$  was "use of leadership style which athletes like", which again the athletes found more important than did the coaches ( $\bar{X} = 4.26$  and  $3.61$  respectively). It would seem natural that athletes would prefer the coach to be evaluated on items which would give them more control over the coaching they are receiving. The final item in this grouping was "ability to conduct a good warm-up". Athletes gave this item a mean score of  $3.55$  while coaches only gave it a mean score of  $2.83$ . For both groups this was a low ranking item.

An ANOVA was also computed for the differences between female ( $n = 113$ ) and male ( $n = 115$ ) athletes. Significant differences were found for some of the criterion items (see Table 6).

For the hiring criteria, four items had significant differences, with the most significant being "enthusiasm for working with student-athletes" ( $p = .0002$ ). Female athletes felt that this was more important than did male athletes ( $\bar{X} = 4.74$  and  $4.44$  respectively). The skill item "concern for athletes as student-athletes" was also significant

Table 6  
Significant Differences between Female and Male Athletes on Hiring and Evaluation Items

Hiring Items	Female Athlete $\bar{X}$	Male Athlete $\bar{X}$	DF	F	p
5. Concern for athletes as students	4.70	4.46	1, 226	8.67	.004
12. Moral/ethical character	4.09	3.80	1, 224	4.46	.04
13. Enthusiasm with student-athletes	4.74	4.44	1, 224	13.86	.0002
15. Positive attitude	4.85	4.29	1, 225	7.11	.008

Evaluation Items	Female Athlete $\bar{X}$	Male Athlete $\bar{X}$	DF	F	p
7. Appropriate role model for athletes	4.37	4.07	1, 226	8.06	.005
10. Enthusiasm with student-athletes	4.72	4.45	1, 226	12.63	.0005
12. Ability to counsel athletes	3.69	3.44	1, 226	4.39	.04
13. Vary coaching methods for athletes	4.68	4.44	1, 226	10.58	.001
14. Adapt for game/practice situation	4.52	4.35	1, 226	3.98	.05
15. Provide atmosphere of cooperation	4.51	4.35	1, 226	4.28	.04
21. Talent selection	4.12	4.33	1, 226	4.30	.04
22. Use of positive reinforcements	4.49	4.18	1, 226	9.98	.002
27. Aid athlete to meet best competence	4.74	4.56	1, 226	6.75	.01
31. Ability to develop a coaching plan	4.55	4.38	1, 224	4.66	.03
46. Sense of fair play/sportsmanship	4.46	4.20	1, 225	6.97	.009
48. Use of appropriate demonstrations	3.98	4.17	1, 226	3.93	.05
54. Emotional control under stress	4.36	4.13	1, 226	5.15	.02
57. Follows advice of phys./trainer	4.58	4.35	1, 224	6.25	.01

( $p = .004$ ), with again female athletes giving this more consideration than male athletes ( $\bar{X} = 4.70$  and  $4.47$  respectively).

In regards to the evaluation criteria, there was a significant difference between female and male athletes on 17 of the 62 criteria. The most significant difference was on the item "enthusiasm for working with student-athletes" ( $p = .0005$ ). Female athletes felt that this was more important than did male athletes ( $\bar{X} = 4.72$  and  $4.45$  respectively). On the other hand, male athletes were more concerned with "talent selection" ( $p = .04$ ) and "demonstration of skill" ( $p = .05$ ) than were female athletes. On average female athletes tended to rate most items higher than did male athletes.

With both the hiring and evaluation criteria, female athletes seemed more concerned with the personality and characteristics of the coach. On the other hand, male athletes were perceived to place an emphasis on the skills and tasks which relate to the method of coaching.

### **Factor Analysis**

Factor analyses were computed using the statistical package SPSSx. Principal components with varimax rotation were computed using only the data from the athletes since this was the only group with enough subjects to adequately perform a factor analysis. Factor analysis was conducted on the hiring and evaluating sections of the questionnaire separately. The two sections will be discussed.

Mean scores for each factor were also computed. The mean scores from each skill item (see Tables 1 and 2) were combined and averaged according to the factor on which they loaded, and thus a mean score was assessed for each factor. This gave an opportunity to compare the importance of each of the factors.

## **Hiring Factors**

The factorization of the hiring questions extracted four factors with eigenvalues of 1.0 and greater which accounted for 50.5% of the variance, with the eigenvalues falling to below 1.00 for the remaining factors (Table 7). All items loaded above .35, with 13 of the 16 items loading above .50. These four factors have been named (1) Experience, (2) Characteristics of the Coach, (3) Administrative Skills, and (4) Technical Skills. These will be further discussed.

### **Hiring Factor 1--Experience**

This factor was composed of items which related to past experiences of the coach, including coaching experience (both as a head and as an assistant coach), level of education achieved, teaching experiences and employment experiences. Only the past employment history item loaded relatively low (.36).

The mean score for this factor was 3.47, which was the lowest factor of the items. While the subjects felt that past experiences were not as important as other criteria for hiring, this does not coincide with Jenks and Zevnik (1989), who reported that "a person's past behaviour is the surest guide to future performances" (p. 39).

### **Hiring Factor 2--Characteristics of the Coach**

This factor was primarily made up of items which related to the coach's personality or character, and thus was named "characteristics of the coach". The items of enthusiasm, positive attitude, moral/ethical character and coaching philosophy were all items which loaded high. The lowest item "positive attitude" in this factor loaded at .61.

The mean for this factor was 4.43 which was relatively high and thus showed the perceived importance which the characteristics of the coach should have in the hiring process.

Table 7  
Varimax Rotated Factors of Athlete Responses to Items for Hiring University Head Coaches

Skill Items	Factors				h <sup>2</sup>
	1	2	3	4	
8. Experience as a head coach	.76	-.05	.09	.16	.61
10. Experience as assistant coach	.65	.11	.03	-.08	.44
9. Teaching experience	.63	.09	.33	-.14	.53
2. Past coaching experience	.57	-.06	-.19	.48	.60
3. Level of education achieved	.52	-.04	.42	-.18	.48
7. Past employment history	.36	.17	.31	-.02	.26
13. Enthusiasm for working with student athletes	.05	.75	.21	.08	.62
12. Demonstration of sound moral/ethical character	.04	.66	.17	-.30	.56
16. Coaching philosophy	.02	.65	-.13	.08	.45
15. Positive attitude	-.00	.61	.33	.11	.49
4. Level of coaching certification achieved	.15	-.16	.73	.14	.60
6. Knowledge of legal responsibilities	.05	.20	.69	.11	.53
14. Understanding of university organization	.06	.34	.57	-.15	.47
5. Concern for athletes as students and athletes	.23	.28	.37	.05	.27
1. Knowledge of sport	-.02	.14	.17	.76	.63
11. Counselling experience	.37	.46	-.03	-.46	.56
Sum of Squared Loadings (SSL)	2.35	2.34	2.13	1.27	8.09
Percent of total variance	14.69	14.63	13.31	7.94	50.50
Percent of common variance	29.05	28.92	26.33	15.70	100.00

h<sup>2</sup> = communalities

### **Hiring Factor 3--Administrative Skills**

There were four items defining this factor. The items in this factor were those which Katz (1974) described as the ability to see the organization as a whole. These included the ability to understand the university organization, legal responsibilities, and concern for athletes as students. Massengale (1974) believed that when hiring a coach, a university "must search for men and women who will care about the institution and enthusiastically support its goals" (p. 42).

Coaching certification also fell into this factor, which presumably has the potential to broaden the coach's concept of coaching.

This factor had a mean of 4.15. The items within this group factored relatively high with only the item "concern for athletes as students and athletes" being low (.37), but it still could be considered for this factor.

### **Hiring Factor 4--Technical Skills**

Only two items defined this factor, of which only one of them loaded high (.76). Knowledge of sport is defined by Katz (1974) as a technical skill. On the questionnaire knowledge of sport was described as incorporating skills, rules and techniques, all of which Katz would describe as technical skills. The second item which also placed in this category is counselling experience. It actually split between this factor and factor two, which would seem more appropriate because it is dealing with counselling student athletes. But counselling experience could be considered a skill or technique and thus will remain in this factor.

These two items were also one of the highest ranked items and the lowest ranked item, which would explain why it had the third lowest mean score ( $\bar{X} = 3.90$ ). The item "knowledge of sport" had a mean of 4.86 while "counselling experience" was only given a score of 2.93.

## **Evaluation Factors**

A nine-factor solution was found to be the most meaningful of the factors extracted (see Table 8). These nine factors accounted for 50.7% of the variance in the data. Fifty-nine items had a factor loading of above .35, with the remaining three items factoring above .30. Although these three items factored low, all items were considered high enough to be considered for factor representation. Also, the main purpose of this factor analysis was to break the number of items into a more manageable number of items for discussion purposes. The nine factors are named (1) Coaching Education, (2) Related Duties within Athletic Department, (3) Coaching Ability, (4) Characteristic of the Coach, (5) Interpersonal Abilities, (6) Coach as a Role Model, (7) Rules and Regulations, (8) Fundamental Skills, and (9) Time Management.

### **Evaluation Factor 1--Coaching Education**

This factor contained eight items. The majority of these items related to the subjects which are taught through coaching education courses, such as the National Coaching Certification Program, and thus this factor was named Coaching Education. These items included: knowledge of physiology, biomechanics, sport psychology, safety measures/procedures, conducting warm-ups, developing coaching plans, and fair play and sportsmanship. Also included was the use of consulting services such as sport psychology.

Knowledge of physiology, biomechanics, and psychology have been reported to be important aspects of coaching (Rushall, 1979). The more elite a coach becomes the more in-depth these knowledges need to be and thus the use of support services such as sport psychologists becomes necessary (Rushall, 1979). The mean score for this factor was 3.86 which was one of the lowest average scores for a factor, so thus while research by Rushall (1979) and the emphasis of the N.C.C.P. on topics of this nature would state

Table 8  
Varimax Rotated Factors of Athletes' Responses to Items for Evaluating University Head Coaches

Items	Factors									h <sup>2</sup>
	1	2	3	4	5	6	7	8	9	
Factor 1										
50. Knowledge of physiology	.75	.07	.02	.08	.13	.09	-.03	.05	.06	.61
37. Knowledge of biomechanics	.75	.13	-.00	.14	.03	.03	.07	-.08	.05	.62
39. Knowledge of sport psyc	.68	.24	.04	.05	.09	.04	.06	.03	.16	.56
55. Use of consulting services	.63	.17	.05	.12	.28	.25	.09	-.08	.06	.60
52. Use of safety measures	.45	.44	.11	-.02	.02	.17	.16	.23	.07	.52
38. Conducts good warm-up	.45	.19	.33	.04	.02	-.10	-.03	-.00	.22	.41
31. Develops coaching plan	.44	-.01	.22	.21	.04	.18	.15	.05	-.18	.38
46. Uses fair play/sportsmanship	.37	.27	.01	.20	.09	.34	.34	.25	.05	.55
Factor 2										
44. Supports total athletic program	.07	.66	.10	.04	.07	.02	.15	.03	-.02	.48
23. Ability to recruit players	-.09	.59	.36	.17	-.02	-.05	-.18	.05	.18	.59
24. Improvement of the team	.00	.58	.28	.24	-.02	.03	-.03	-.09	-.04	.48
32. Leadership style - athletic department	.12	.55	.05	.38	.26	.18	.12	.08	-.17	.61
41. Appropriate public relations	.24	.52	.07	-.02	.14	-.03	-.10	.23	.34	.53
56. Commitment to budget policies	.35	.51	.04	.05	.12	.06	.38	.14	.16	.59
43. Coach's self-evaluation score	.21	.50	.05	-.05	.11	.07	.05	-.02	.08	.33
45. Adherence to CIAU regulations	.23	.46	.05	.16	.10	.00	.25	.26	-.11	.45
20. Willingness to serve	.21	.44	.11	.24	.16	.22	-.21	-.01	.20	.47
5. Athletic dept. goals/philosophies	.10	.44	-.05	.21	.17	.19	.22	-.06	.09	.38
Factor 3										
60. Evaluates athlete performance	.10	.14	.69	.13	.07	.13	.10	.16	.06	.58
51. Analyzes game/competition	-.00	.28	.59	.13	.03	-.07	.20	.20	-.11	.54
28. Teach athlete responsibility	.11	.13	.56	.12	.04	.34	-.01	-.08	.13	.50
14. Adapt coaching method	.05	.18	.55	.03	.08	.06	.07	-.03	.06	.36

Table 8 continued

Items	Factors									h <sup>2</sup>
	1	2	3	4	5	6	7	8	9	
Factor 3 (cont'd)										
48. Uses demonstrations	.44	.13	.50	.12	-.02	-.07	.01	.26	.28	.63
17. Emphasize cooperation	.01	.11	.49	.10	.14	.30	.18	.12	-.03	.42
47. Analyze athlete's skill development	.39	-.06	.48	.09	-.07	.01	.20	.18	-.01	.47
21. Talent selection	-.02	.36	.46	.17	.05	.05	-.05	.08	.27	.46
49. Provide progressive training	.42	-.04	.44	.14	.21	.10	-.02	.25	-.08	.52
15. Atmosphere of cooperation	.15	-.06	.41	.02	.24	.39	-.00	.10	.11	.43
1. Consistent in judging ability	.15	-.08	.35	.02	.23	.32	.07	.07	.08	.32
Factor 4										
26. Work ethic of coach	.16	.02	-.09	.72	.04	.09	.02	.15	.23	.64
27. Aid athlete to do his/her best	.26	-.04	.14	.54	.12	.27	.09	.05	-.05	.48
35. Athlete's desire to play	-.16	.23	.22	.53	.13	-.11	-.02	.01	.01	.44
34. Adherence to coaching philosophies	.24	.23	.11	.52	-.05	.12	.09	.12	-.00	.43
36. Willingness to improve	.40	.13	.17	.51	.02	.05	.23	.13	-.01	.54
33. Loyalty to athletes	-.04	.15	.22	.46	.14	.09	.18	-.02	.26	.41
30. Leadership style athletes like	.14	.20	.17	.44	.08	.35	.01	.01	-.04	.41
40. Dedication to profession	.37	.33	.02	.41	.12	.05	.07	.26	.10	.51
13. Vary methods for athletes	.17	-.15	.31	.34	.33	.04	.18	-.20	.14	.47
53. Self-confidence	.21	.29	.20	.30	.15	.11	.16	.09	.12	.34
Factor 5										
2. Interpersonal relations - athletes	.00	.03	.14	.10	.79	-.05	.02	-.09	-.02	.67
4. Interpersonal relations - asst. coach	.14	.25	.05	.02	.68	.05	.15	.03	.10	.58
3. Interpersonal relations - athl. admin	.13	.33	-.02	-.03	.65	.02	.18	-.05	-.01	.59
12. Ability to counsel athletes	.12	.06	.09	.11	.58	.26	-.13	-.03	.01	.46
25. Attitude of players to coach	-.00	.08	.02	.44	.47	-.05	.12	.03	-.07	.44
22. Use of positive reinforcements	.12	.06	.31	.09	.42	.30	-.10	.12	.17	.44

Table 8 continued

Items	Factors									h <sup>2</sup>
	1	2	3	4	5	6	7	8	9	
Factor 6										
29. Demonstrates honesty/integrity	.18	.19	.11	.26	-.06	.66	-.02	-.02	.01	.59
7. Appropriate role model	-.06	.02	.02	.01	.05	.58	.30	.18	.20	.51
16. Teach athletes self-discipline	.12	.13	.22	.05	.20	.58	.17	-.09	-.09	.50
19. Non-verbal communication	.38	.02	.26	.02	.10	.47	-.17	.11	.35	.61
54. Emotional control under stress	.16	.03	.10	.25	-.05	.37	.21	.29	.18	.40
Factor 7										
61. Follows academic policies	.13	.36	.18	.29	-.00	.14	.56	.10	.16	.63
57. Follow advice of physician/trainer	.45	.03	.26	.14	.11	.09	.51	.19	.22	.66
59. Concern for athlete's academics	.00	.16	.16	.09	.21	.20	.50	.03	.17	.42
62. Consistent enforcement of rules	.12	-.03	.27	.34	.01	.14	.46	.06	.18	.47
58. Conduct in handling injuries	.42	.17	.14	.07	.09	-.03	.43	.26	.26	.56
Factor 8										
9. Presentation of fundamental skills	.06	.07	.10	.04	-.16	-.04	.03	.71	.07	.56
8. Knowledge of fundamental skills	-.03	.10	.28	.13	-.00	.09	.22	.57	-.09	.50
10. Enthusiasm	.17	-.10	.03	.20	.46	.19	.06	.53	.18	.64
11. Verbal communication skills	-.03	.10	.21	.25	.32	.26	-.30	.38	.17	.55
18. Keeping current of techniques	.33	.12	.28	.03	-.06	.23	.11	.33	-.00	.38
Factor 9										
6. Effective time management	.10	.10	.05	.05	.07	.12	.21	.06	.72	.61
42. Punctuality	.22	.07	.11	.14	.00	.08	.25	-.01	.67	.60
Sum of Squared Loadings (SSL)	5.13	4.41	4.32	3.76	3.42	3.06	2.64	2.39	2.27	31.40
Percent Total Variance (%)	8.27	7.11	6.97	6.06	5.52	4.94	4.26	3.85	3.66	50.70
Percent Common Variance (%)	16.33	14.04	13.76	11.97	10.89	9.75	8.41	7.61	7.23	100.00

h<sup>2</sup> = communalities

otherwise, athletes did not feel that this was as important for the evaluation of coaches.

The majority of the items in this group loaded high, with only the item "sense of fair play and sportsmanship" loading low, and splitting with both factors six and seven.

This item would have been more appropriate in factor six, which related to the coach as a role model.

### **Evaluation Factor 2--Related Duties within the Athletic Department**

The emphasis of the nine items forming this second factor was towards the relationship which the coach has with the athletic department. Items included support for the total athletic program, commitment to athletic department goals and philosophies and public relation skills and other items. Massengale (1974) stated that "most coaches feel very little loyalty or commitment to their school ... [T]hey view their positions as temporary" (p. 141), for if the coach is unsuccessful then he/she expects to be fired, and thus forced to move on. Chelladurai and Danylchuk (1984) pointed out that goals are usually set by a dominant group of decision-makers, and in a university athletic department, these are often the athletic administrators. Therefore, it would seem beneficial to the coach to understand and participate in the goals of the administration or in other words, be sensitive to these goals so as to become a successful coach (Stier, 1986).

The ability to recruit players and the improvement of the team could also be rationalized to fit into this factor, for they also reflect, to some degree, the coach's relationship with the athletic department and the image which both would bring forth. In a study by Coakley and Pacey (1982), a number of factors were identified as those considered by female student-athletes in considering which university to attend. One of these factors was the quality of the coach and/or coaching staff in their sport.

This factor had the lowest mean of the evaluation factors ( $\bar{X} = 3.65$ ), suggesting that coaches and athletes are more concerned with the direct impact of coaching as opposed

to the duties related outside of this. All of the items within this factor extracted high, with the lowest factors being .44.

### **Evaluation Factor 3--Coaching Ability**

Each of these items related specifically to the coach's ability to coach. The eleven items which composed factor three included the ability to evaluate the performance of the athlete, analyze game/competition situations, adapt coaching methods for game and practice situations, and other related items. Part of the coaches ability to perform these tasks relates to how well he/she is able to maintain team unity. This is displayed through items such as maintaining an emphasis on cooperation and team concept, utilization of fair and consistent criteria and teaching athletes to take personal responsibility for their actions. In a survey of coaches by Silva (1984), coaches ranked team cohesion as the most critical problem which they must face. Thus team dynamics also influence the performance of a team.

Eight of the items in this group factored high (.69 to .46). Three of the items split their factors, but it was decided to keep them in this category because they theoretically related well to the other items. The purpose of this study was to discuss the items individually, and although the item may not statistically be as strong, it was still appropriate that it be kept within this factor. The mean for this factor was 4.34, indicating that it was considered an important factor.

### **Evaluation Factor 4--Characteristics of the Coach**

This factor consisted of ten items which related to the characteristics of the coach. These items primarily related to the coach's own characteristics, such as adherence to his/her coaching philosophy, work ethic, dedication, personal self-confidence, and loyalty to athletes. In regards to coaching philosophy, Mudra (1980) found that all winning

coaches had a consistent coaching philosophy. They may have different philosophies from each other, but they are at least able to adhere to their own philosophy.

The "athlete's desire to play for the coach" is also reflective of the characteristics of the coach, as well as the coach "utilizing a leadership style which athletes like". Both of these are items within this factor. Kuklinski (1990) stated that for a coach to be successful, he/she must take into full consideration the athletes' preferred leadership style. The proper utilization of leadership style can enhance the satisfaction and performance of the coach (Kuklinski, 1990). Also related is the item the ability of the coach to aid athletes to meet their best level of competence. Mudra (1980) stated that good coaches help players better understand their capabilities.

Varying coaching methods for various athletes is another item within this factor. McCready (1984) stated that any coach who does not recognize the fact that each athlete is unique, is overlooking "the single most important component of performance potential" (p. 27).

The mean for this factor was the same as factor three ( $\bar{X} = 4.34$ ). The first seven items loaded high (.72 to .44), with two of the remaining three items splitting between factors, and the last item only factoring at .30. This last item, "demonstration of self-confidence" is an obvious characteristic of the coach, so thus for discussion purposes it remained in this factor.

### **Evaluation Factor 5--Interpersonal Skills**

This factor was named "interpersonal skills" because each item related to the coach's ability to interrelate with others. This factor consisted of six items, which included interpersonal relationship with athletes, assistant coaches, and athletic administration, counselling athletes, and use of positive reinforcements. Chelladurai (1981) stated that positive feedback "is the most potent of all rewards and very critical to the motivational

process of the athletes" (p. 3). The attitudes of players to the coach is also reflective of the coach's ability to relate to the athletes.

The overall mean for this factor was 3.98. All items factored high (.79 to .42), with no items splitting between factors.

### **Evaluation Factor 6--Coach as a Role Model**

Although these items are similar to those in factor four, they are differentiated in that they relate more predominantly with the coach as a role model. One of the highest loading items in this factor is the ability to be an appropriate role model. Sage (as cited in Poskanzer, 1989), argued that because young men and women "tend to internalize personal-social characteristics of adults whom they admire and respect ... coaches have the potential for powerfully influencing attitudes and values of their athletes..." (p. 10).

Items such as consistent demonstration of honesty and integrity, use of non-verbal communication skills, and maintenance of emotional control under stress are all items which relate to the role model which a coach is to his/her athletes. According to Alexander (1988), "the traits of honesty and fairness are extremely meaningful when it comes to cultivating a group of people who need to place complete confidence and dependence upon the judgement of a coach" (p. 13).

This factor, like factor five, had no items split between factors, with all items falling within the criteria for factoring (.66 to .37). The last item, "emotional control under stress", did factor relatively low, but it fits well into the role model of a coach.

### **Evaluation Factor 7--Rules and Regulations**

This factor consisted of five items which force the coach to look beyond the game situation and the cost of winning or losing. Instead the coach is expected to comply with academic policies of the university, be concerned with the academic achievement of the

athletes, and also be able to follow the advice of the physician /trainer. If a university's first concern is the academic achievement of its athletes as opposed to athletic success, then the coach should also be assessed on his/her ability to promote educational goals (Massengale, 1974). The coach must also be made aware of these goals by the administration.

The ability to be consistent and fair in respecting team rules also relates to this factor. For example, if a star player has broken a rule, even if enforcing this rule will jeopardize a team win, the coach must be able to be consistent in administering team rules.

The items in this group only factored moderately, with one item, although factoring within the criteria (.43), splitting with factor one. This item, "proper conduct in handling injuries", could have also been discussed as part of factor one since the item, "use of safety measures and procedures", is in factor one. But it is appropriate for this item to be in either of the factors. The mean score for this factor was 4.36.

### **Evaluation Factor 8--Fundamental Skills**

Presentation and knowledge of fundamental skills were the two highest loading items for this factor, and thus this factor is named "Fundamental Skills". Keeping up on current techniques and training methods also relates to this factor. Two items which are not directly related, but influence the ability to present these fundamental skills, are verbal communication skills and enthusiasm for working with student-athletes. McCready (1984), stated that "without good two-way communication to which everyone feels free to contribute, no attempt by coaches to improve training systems or performances is likely to succeed" (p. 2).

The mean score for this factor was 4.58, which was the highest ranking of all nine factors. Three of the five items factored high, with one item relatively low, and one item

splitting evenly with factor one. Again, it would be appropriate for this item, keeping current of techniques, to be discussed in either factor.

### **Evaluation Factor 9--Time Management**

Only two items made up this final factor. These were both items which related to time management, and thus this factor is named "Time Management". These two items were "demonstration of effective time management" and "punctuality".

The two items in this group loaded high (.72 and .67), with a mean score of 4.16 therefore demonstrating that time management is within moderate ranges of importance.

Initially the items from this questionnaire were grouped into four skill groups as proposed by a number of authors (Leith, 1983; Katz, 1974; McCready, 1984; Zeigler, 1983). Although the hiring criteria divided into four factors, these were not the same as the four categories of skill mentioned previously. Technical skills was a category similar to both this study and to the proposed four skill areas. The items in the other factors did not lend themselves well to being in the four skill areas. The items in the evaluation criteria factored into nine factor groups, and thus contradict the skill area breakdown as proposed by Leith (1983) and McCready (1984).

It is thus proposed that although it would have been convenient to classify all attributes analyzed in this study into the four skill areas, the analysis proved otherwise and thus consideration must be made in further research to test whether these skill areas are too narrow for the area of coaching studies. The skills designed by Katz (1974) were discussed in the context of the manager, and then later adapted by Zeigler (in Zeigler & Bowie, 1983) to include the athletic administration. In recent years writers such as Leith (1983) and McCready (1984) have incorporated these skill areas to include the coach. Yet this study showed that the skills needed by a coach in both the context of hiring and

evaluating do not fit within these skill areas. Further study would be necessary to support the findings of this study.

### **Acceptance Criterion**

One of the purposes of this study was to establish a list of items which could be considered in the development of a hiring and an evaluation tool. Since the subjects used a Likert-type scale, with a range of 1 (of no importance) to 5 (very important), mean scores were computed for each item. An acceptance level of 3.5 was then attached to each of the items. A mean of 3.5 was chosen because it is the lower real limits of "important".

The total scores of the athletes and the coaches were then averaged for each item, and if that score fell below the 3.5 criterion, it was eliminated from the final set. Items which did not meet the acceptance criterion of 3.5 are listed in Table 9. Through this procedure, thirteen items were eliminated from the study. Five items were from the hiring criteria, while eight were from evaluation criteria.

With the hiring criteria, four of the five items eliminated were from the factor Experience, while the fifth item was from the Technical Skill factor. All factors related to some sort of experience, since the item counselling experience, although it loaded on Technical Skill, is a form of experience which the coach might be expected to have. With so many of the eliminated items coming from within Factor One, the total average score for the factor actually fell below the criterion acceptance level ( $\bar{X} = 3.47$ ) but the purpose of the study was not to eliminate questions which were above the acceptance criterion so the factor was not eliminated, but it is still interesting to note how both groups found that past experience should not have a high impact on the hiring of a coach.

When assessing the data separately for athletes and coaches, only one item fell below the criterion acceptance level with coaches but not with athletes. This item was "level of coaching certification", which the coaches felt was not an important criteria

for the selection of a coach ( $\bar{X} = 3.31$ ). Athletes on the other hand rated it at 3.92, and thus the average score between the two groups fell above the acceptance level and the criterion

Table 9  
Mean Scores of Items from Athletes and Coaches Which Fell Below the 3.5 Acceptance Criterion

Hiring Items	$\bar{X}$
10. Experience as an assistant coach	3.33
8. Experience as head coach	3.28
3. Level of education achieved	3.14
9. Teaching experience	2.92
11. Counselling experience	2.83
Evaluation Item	$\bar{X}$
43. Coach's self-evaluation score	3.42
55. Use of consulting services	3.40
32. Use of leadership which athletic department likes	3.35
44. Support for total athletic program of the university	3.32
37. Knowledge of biomechanics	3.31
20. Willingness to serve	3.25
3. Interpersonal relationship with athletic administration	3.23
38. Ability to conduct a good warm-up	3.19

was accepted. It is interesting to note that it was the coaches who reported that this was not an important criterion item, yet when referring back to the demographic data, the average level of coaching certification for coaches was 2.62, with 27 of the 29 coaches having some level of certification.

The evaluation items which fell below the acceptance level came primarily from the factors "Coaching Education" and "Administrative Skills", with one item coming from the factor "Interpersonal Skills". Four of the items related in some way to the athletic

administration: use of leadership style which the athletic administration likes, interpersonal relationship with the athletic administration, willingness to serve, and support for the total athletic program of the university. These would seem to emphasize the belief that coaching should relate to the coach and his/her athletes, with a de-emphasis put on the relationship with the athletic administration. Yet, as previously discussed, it is often the administration that conducts the evaluations of coaches, so a coach must therefore judge the political importance of maintaining a relationship with the athletic administration.

A final criteria listing of 11 hiring items and 54 evaluation criteria was formed from the findings of this study and is listed in Table 10.

Table 10  
Final list of skill items as suggested by coaches and athletes

#### Hiring Items

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1. Knowledge of sport (i.e. skills, rules and techniques)
2. Past coaching experience
3. Level of coaching certification achieved
4. Concern for the athletes as not only athletes but also students
5. Knowledge of legal responsibilities (i.e. duty of care to athlete, etc.)
6. Past employment history (i.e. past dismissals/firings, references, etc)
7. Demonstration of sound moral/ethical character
8. Enthusiasm for working with student-athletes
9. Understanding of university organization (i.e. where the role of athletics fits in the overall university setup)
10. Positive attitude
11. Coaching philosophy

#### Evaluation Items

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1. Utilization of a fair and consistent criteria in judging athletes abilities
2. Interpersonal relationship with athlete
3. Interpersonal relationship with assistant coaches
4. Commitment to athletic department goals/philosophies
5. Demonstration of effective time management skills (i.e. practices start and end on time)

6. Appropriate role model for athletes (i.e. language, manners, appearance, conduct during games/practices, etc.)
7. Knowledge of fundamental skills of sport
8. Presentation of fundamental skills of sport
9. Enthusiasm for working with student-athletes
10. Verbal communication skills
11. Ability to counsel athletes (i.e. regarding personal problems, academic advice, etc)
12. Ability to recognize need for various coaching methods with different athletes
13. Ability to adapt coaching method as needed for game and practice situation
14. Ability to provide an atmosphere of cooperation (receptive to suggestions and gives credit to those responsible for success)
15. Ability to teach athletes self-discipline (i.e. helping athlete to understand the importance of training, studying, and other things which only the athlete can discipline him/herself to do)
16. Placing of emphasis on cooperation/team concept (individual sports such as swimming and track compete as a team for a university)
17. Keeping up on current techniques and training methods in sport
18. Use of non-verbal communication skills (i.e. listening skills)
19. Talent selection (i.e. ability to select the best athletes at team tryouts)
20. Use of positive reinforcements
21. Ability to recruit players (i.e. from highschool and colleges)
22. Improvement of the team (as "improvement" is defined by the university, such as win/loss record, ranking in top 10, etc.)
23. Attitude of players towards the coach
24. Work ethic of coach (i.e. does he/she give 100% to the job)
25. Aiding the athlete to meet his/her best level of competence
26. Ability to teach the athlete to take personal responsibility of his/her performance
27. Consistent demonstration of honesty and integrity
28. Use of leadership style which the athletes like
29. Ability to develop coaching plan (i.e. long-term and short-term goals of the team)
30. Loyalty to the athletes
31. Ability to adhere to coaching philosophy
32. Athlete's desire to play for the coach
33. Willingness to improve his/her coaching methods/strategies, etc.
34. Knowledge of sport psychology
35. Dedication to coaching profession
36. Appropriate public relations skills (i.e. positive relationship with media, parents, alumni, community members)
37. Punctuality
38. Demonstration of adherence to Canadian Interuniversity Athletic Union rules and regulations
39. Ability to demonstrate sense of fair play/sportsmanship
40. Ability to analyze athlete's skill development
41. Use of appropriate demonstrations
42. Ability to provide a progressive training schedule
43. Knowledge of physiology (human body)
44. Ability to analyze game/competition situations (i.e. change strategy)
45. Appropriate use of safety measures/procedures
46. Demonstration of personal self-confidence
47. Maintenance of emotional control under stress (i.e. game/competition situations)
48. Commitment to budget policies and procedures

49. Ability to follow the advice of the physician/trainer regarding the participation of injured athletes
  50. Ability to exhibit reasonable and prudent/cautious conduct in handling accidents/injuries
  51. Concern for the academic achievement of athletes
  52. Ability to evaluate the performance of athletes/team
  53. Ability to comply with the academic policies of the university
  54. Ability to be consistent and equally fair in enforcing team rules
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## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This final chapter will summarize the findings of this study, and provide recommendations for further study. These recommendations will suggest how these findings could be used within an athletic department to develop instruments useful in the hiring and evaluating of university coaches.

#### **Conclusions**

Research Question One: What do coaches and athletes perceive should be the criteria for a) hiring, and b) evaluating coaches? A listing of 16 hiring items and 62 evaluating items were responded to by coaches ( $n = 29$ ) and athletes ( $n = 228$ ). Means and standard deviations were computed, and then a rank ordering of these items was developed and a Spearman rho correlation coefficient was computed. This ranking showed very similar ordering of importance between the athletes and the coaches on both the hiring and evaluating skill items.

Research Question Two: Is there agreement among head and assistant coaches as to the criteria which should be used in a) hiring, and b) evaluating of university coaches? Of the 78 items analyzed, only two items showed a significant difference between head and assistant coaches, thus concluding that head and assistant coaches are similar in their rating of the importance of criteria for hiring and evaluating university coaches.

Research Question Three: To what extent do coaches and athletes agree on the criteria which should be used in a) hiring, and b) evaluating university coaches? There were significant differences between athletes and coaches for five hiring criteria and 17 evaluation criteria. Athletes gave higher ratings to items such as "teaching experience" and "level of certification" than did coaches. Coaches felt that "demonstration of a sound

moral/ethical character" was an important attribute on which to be hired. Five of the items from the factor Interpersonal Skills were assessed significantly higher by athletes than coaches, whereas coaches felt two of the items from the factor Coach as a Role Model were significantly more important than did the athletes. Although some questions were significantly different, it can be concluded that, overall, coaches and athletes agree on the criteria for hiring and evaluating coaches.

Research Question Four: Is there agreement among male and female athletes as to the criteria which should be used in a) hiring, and b) evaluating university coaches? Again 78 items were used for this analysis. There were significant differences between female and male athletes on four of the hiring criteria and 14 of the evaluation criteria. Female athletes tended to rate higher those items which were related to the coach's character and development of a role model for athletes higher than did the male athletes. On the other hand, male athletes rated more highly those items such as "talent selection" and "use of appropriate demonstrations" than were female athletes. Overall though, male and female athletes were in agreement over the criteria which should be used in the hiring and evaluating of university coaches.

Research Question Five: How do the criterion items relate to one another? In order to see what the grouping of items would be, a factor analysis was conducted. The "hiring" items produced four factors, while the "evaluation" items yielded nine factors with eigenvalues greater than 1.0. The items within these factors were highly related, and thus divided the items into manageable sub-categories. These factors did not directly represent the hypothesized skill groupings which were outlined in the review of literature, thus suggesting that the skill items proposed by Katz (1974), and then adapted for coaching by Leith (1983) and McCready (1984) are perhaps too limiting in the area of coaching.

The final purpose of this study was to develop a list of questions which could be used by a university as a hiring and evaluation instrument. An acceptance level for each

item was set and items were then eliminated if they did not meet this acceptance level.

Through this procedure five hiring criteria and eight evaluation criteria were eliminated, and thus a final set of 11 hiring items and 54 evaluation items were recommended.

From the procedures used to develop a valid, reliable, and readable questionnaire through to the data collection from both coaches and athletes, this instrument could now be used by athletic administrators to develop both hiring and evaluation instruments which both coaches and athletes believe are comprehensive tools. It is interesting that both job descriptions and formal evaluation procedures for coaches are lacking in the universities studied. The influential role which a coach has on an athlete, in addition to being a high-profile ambassador for the university, makes it critical that the best coach is being hired and re-hired for the position, with best being defined as those items which the subjects of this study felt are essential in the procedures.

### **Recommendations**

Based on the findings, a number of recommendations can be made. Both practical uses of the data as well as implications for further research are presented.

### **Practical Implications**

1. The findings from this research could be used by athletic administrators to develop hiring and evaluating instruments. In the development of these tools, several recommendations should be considered. First, many of the items chosen in this study are hard to measure a coach objectively upon. Norcross (1986) noted that many qualities of a successful coach are not measurable on a numerical scale, yet many evaluations do use a numerical scale (Eckman, 1986). Instead of using a rating scale, Norcross (1986) would use what he called "critical incidents". Critical incidents are times when a coach performs either very effectively or ineffectively. The appraiser would note these times and then

discuss them with the coach. The incidents would relate back to the items which have been identified in this research. A second recommendation would be that when using items which are able to be objectively measured, consideration must be made regarding the ranking of these items. Scoring should not be equal for each item, both from the perspective of the importance of the item, and the number of actual number of points on the scale used to measure the item. For instance, in the hiring of the coach, knowledge of sport should rate higher than past employment history as the research findings from this study showed. The scale used to measure the individual item may be as simple as a yes or no answer or it may be rated on a three- or five-point scale because that is how many levels there are within the item. For example, when assessing coaching certification, a five-point scale would be used because there are five levels within the system, but according to this research, level of coaching certification is rated very low on the list of criteria, and thus this would be considered in the analysis of how many overall points it should be awarded in comparison to other items on the instrument. Advantageous to all involved would be to use a combination of both the subjective and objective methods of measuring the criteria for hiring and evaluating coaches.

2. When athletic administrators conduct both an interview for hiring and an evaluation of coaches, they must ensure that coaches understand the procedures which will be used and the criteria which will be used to assess them.

### **Implications for Further Study**

1. A recommendation for further study would be to include athletic administrators in the data collection. As discussed in the review of literature, it is a benefit to gain insight from a variety of individuals, and thus it would be useful to also investigate the beliefs of athletic administrators. It would also be of benefit to collect data from across Canada to see if there is a difference between regions of the country, or even just among different

universities. Philosophies of universities may influence how important different criteria are to the coach, athletes, and administration.

2. A second recommendation for further study would be to involve more individual sports so that a comparison can be made between individual and team sports. It would be of interest to see if individuals from different types of sports feel the need for different qualities to be studied in the hiring of a coach and the subsequent evaluation of that coach.

3. Although removed from the study during the validity phase of the pilot study, it would be interesting to assess how important win-loss record is perceived to be by these groups. Not once during the data collection did any subject inquire about the fact that this criterion was not on the questionnaire.

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**APPENDIX A**  
**LIST OF SPORTS INVOLVED IN THE STUDY**

**Sports Involved in the Study**

## University of British Columbia

Sport	Team n	Team Gender	Coach n
Athletics	12	M/W	0
Basketball	10	W	2
Basketball	0	M	1
Field Hockey	15	W	2
Soccer	15	M	0
Soccer	11	W	2
Swimming	13	M/W	1
Volleyball	0	M	1
Volleyball	<u>6</u>	W	<u>2</u>
Total	82		11

## University of Victoria

Sport	Athlete n	Team Gender	Coach n
Athletics	21	M/W	2
Basketball	14	W	3
Basketball	12	M	3
Field Hockey	14	W	2
Rowing	16	W	2
Rowing	18	M	1
Rugby	21	M	0
Soccer	10	M	2
Swimming	10	M/W	2
Volleyball	<u>10</u>	M	<u>1</u>
	146		18

**APPENDIX B**  
**INFORMED CONSENT**

University of Victoria  
P.O. Box 3015  
Victoria, B.C.  
V8W 3P1  
(604) 721-8373

### INFORMED CONSENT

I, \_\_\_\_\_, agree to participate in this study being conducted by Ms. Tami Turkington, a graduate student at the University of Victoria, who is looking at what the criteria should be in the hiring and evaluating of coaches. I understand that my participation in this study is completely voluntary and I may withdraw from the study at any time. I have also been assured that all information collected will remain confidential and that this study is in no way an evaluation of me or my coach.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX C**  
**INSTRUCTIONS TO SUBJECTS**

### **Instructions to Athletes**

The following questionnaire has been developed by me to determine which criteria should be used in the hiring and evaluating of university coaches. The first set of questions are some general demographic questions. The second and third set of questions require you to choose what you perceive to be the importance of each criterion item. This is what you believe to be the importance of each item, not what others may think. There are no right or wrong answers. **The rankings used are from 1 (meaning of no importance) to 5 (meaning very important).** Please circle only one answer per question.

This questionnaire is not an evaluation of you or your coach. Your participation in this study is completely voluntary and you may withdraw at any time in the study. All information collected will remain confidential. If you wish to see the final results of this study, then please contact me and I would be happy to provide you with this information.

Thank you for taking the time to complete this questionnaire, for without your careful examination of this questionnaire, I would not be able to complete my thesis.

Tami Turkington  
Graduate Student, University of Victoria  
P.O. Box 3015  
Victoria, B.C.  
V8W 3P1  
721-8373 or 356-1177

### Instructions to Coaches

The following questionnaire has been developed by me to determine which criteria should be used in the hiring and evaluating of university coaches. The first set of questions are some general demographic questions. The second and third set of questions require you to choose what you perceive to be the importance of each criterion item. This is what you believe to be the importance of each item, not what others may think. There are no right or wrong answers. **The rankings used are from 1 (meaning of no importance) to 5 (meaning very important).** Please circle only one answer per question.

This questionnaire is not an evaluation of you or your athletes. Your participation in this study is completely voluntary and you may withdraw at any time in the study. All information collected will remain confidential. If you wish to see the final results of this study, then please contact me and I would be happy to provide you with this information.

Thank you for taking the time to complete this questionnaire, for without your careful examination of this questionnaire, I would not be able to complete my thesis.

Tami Turkington  
Graduate Student, University of Victoria  
P.O. Box 3015  
Victoria, B.C.  
V8W 3P1  
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**APPENDIX D**  
**DEMOGRAPHIC QUESTIONS**

## COACHING QUESTIONNAIRE

CODE: \_\_\_\_\_

Please fill out the following questions to the best of your ability. Again, all information collected will be kept confidential.

1. How many years have you been coaching in your present position? \_\_\_\_\_
2. How many overall years coaching experience do you have? \_\_\_\_\_
3. Were these years all with the same sport? YES [  ] NO [  ]  
If NO, what other sport (s): \_\_\_\_\_
4. What level of coaching certification (NCCP) do you have? \_\_\_\_\_  
Technical Level [  ] Theory Level [  ] Practical Level [  ]
5. Do you have any additional employment outside of coaching?  
YES [  ] NO [  ]  
If YES, what is your employment position? \_\_\_\_\_
6. What is your age?  
18 - 25 [  ] 26 - 35 [  ] 36 - 45 [  ] 46 - 55 [  ] 56 + [  ]
7. What is your gender? Male [  ] Female [  ]
8. What is the gender of team you are currently coaching? Male [  ] Female [  ]
9. With the team you are coaching now, have you ever conducted a formal self-evaluation? YES [  ] NO [  ]

**Please continue on next page**

10. With the team you are presently coaching, have you ever been formally evaluated by your players?      YES [ ]      NO [ ]
11. With the team you are presently coaching, have you ever been formally evaluated by your athletic administrator (s)?      YES [ ]      NO [ ]
12. Do you feel it is necessary for a coach to be formally evaluated?  
 YES [ ]      NO [ ]  
 If YES, which group should do the evaluating (you may check more than one)?
- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Players   | <input type="checkbox"/> Athletic Director             |
| <input type="checkbox"/> Self      | <input type="checkbox"/> Other Athletic Administration |
| <input type="checkbox"/> Peer      | <input type="checkbox"/> Other (please specify)        |
| <input type="checkbox"/> Committee | _____  |
13. When you were hired, was a written job description provided?  
 YES [ ]      NO [ ]
14. When you were being hired, who interviewed you?  
 Only the athletic director  
 A selected committee (Please check off who was on the committee)  
 Athletic Director  
 University Faculty  
 Players  
 Others (Please specify) \_\_\_\_\_
15. Were you ever informed, either during the interview, or once selected, of what the expectations were of you?      YES [ ]      NO [ ]  
 If YES, were these in writing?  
 YES [ ]      NO [ ]
16. Do you have other responsibilities at the university in addition to your coaching responsibilities?      YES [ ]      NO [ ]

**Please continue with the questionnaire**

**ATHLETE'S QUESTIONNAIRE**

CODE: \_\_\_\_\_

Please fill out the following questions to the best of your ability. Again, all information collected will be kept confidential.

1. How long have you been playing with your current team? \_\_\_\_\_
  
2. Have you ever been asked to evaluate your coach? YES [  ] NO [  ]  
If YES, by whom? \_\_\_\_\_  
If NO, would you like the opportunity to evaluate your coach?  
YES [  ] NO [  ]
  
3. What team(s) have you played for?  
[  ] University  
[  ] Provincial Representative Team  
[  ] Junior National  
[  ] Senior National  
[  ] Other (please specify) \_\_\_\_\_
  
4. What year in university are you currently enrolled? \_\_\_\_\_
  
5. How long have you been coached by your present coach? \_\_\_\_\_

**Please continue with the questionnaire**

**APPENDIX E**

**LIST OF ORIGINAL QUESTIONS REMOVED FROM THE STUDY**

## **List of Items Removed through the Validity Study**

**These items were removed during the validity testing phase of the study.**

### **Hiring Items**

1. Previous coaching win/loss record
2. Previous volunteer coaching experience
3. Past playing experience
4. Other employment experiences (besides coaching and teaching)
5. Training in injury prevention/care
6. Coaching honors/awards
7. Knowledge of budgeting process/procedures at the university

### **Evaluation Items**

1. Season's win/loss record
2. Teaching ability
3. Loyalty to the university (ie. staff, alumni, etc.)
4. Appropriate management skills (i.e. organization of practice, pre/post game, etc.)
5. Demonstration of a sense of humor
6. Appropriate dress (as defined by university)
7. Knowledge of physiology (human body)
8. Knowledge of psychological preparation [was combined with knowledge of psychology to form sport psychology item]
9. Financial management of team account
10. Ability to conduct well-planned practice session

**APPENDIX F**  
**QUESTIONNAIRE**

## THE CRITERIA FOR HIRING AND EVALUATING COACHES

From the following list, please circle how important you feel that each criterion is. The numbers range from 1 (of no importance) to 5 (very important), with 3 being a neutral position.

of no importance 1	not very important 2	neutral 3	important 4	very important 5
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The first set of questions are criteria for hiring a coach, while the second section are those criteria which could be used in the evaluation of a coach.

### A UNIVERSITY VARSITY HEAD COACH SHOULD BE HIRED BASED ON:

1. Knowledge of sport (i.e. skills, rules and techniques)
 

1	2	3	4	5
---	---	---	---	---
2. Past coaching experience
 

1	2	3	4	5
---	---	---	---	---
3. Level of education achieved
 

1	2	3	4	5
---	---	---	---	---
4. Level of coaching certification achieved
 

1	2	3	4	5
---	---	---	---	---
5. Concern for the athletes as not only athletes but also students
 

1	2	3	4	5
---	---	---	---	---
6. Knowledge of legal responsibilities (i.e. duty of care to athlete, etc.)
 

1	2	3	4	5
---	---	---	---	---
7. Past employment history (i.e. past dismissals/firings, references, etc)
 

1	2	3	4	5
---	---	---	---	---
8. Experience as a head coach at a college/university
 

1	2	3	4	5
---	---	---	---	---
9. Teaching experience
 

1	2	3	4	5
---	---	---	---	---
10. Experience as an assistant coach at a college/university
 

1	2	3	4	5
---	---	---	---	---

of no importance	not very important	neutral	important	very important
1	2	3	4	5

**A university varsity head coach should be hired based on:**

11. Counselling experience

1      2      3      4      5

12. Demonstration of sound moral/ethical character

1      2      3      4      5

13. Enthusiasm for working with student-athletes

1      2      3      4      5

14. Understanding of university organization (i.e. where the role of athletics fits in the overall university setup)

1      2      3      4      5

15. Positive attitude

1      2      3      4      5

16. Coaching philosophy

1      2      3      4      5

Continue answering the questions in the same way, except now these are the criteria for **evaluating** a university coach.

<b>of no importance</b>	<b>not very important</b>	<b>neutral</b>	<b>important</b>	<b>very important</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**A UNIVERSITY VARSITY HEAD COACH SHOULD BE EVALUATED  
BASED ON:**

1. Utilization of a fair and consistent criteria in judging athletes abilities  
1      2      3      4      5
2. Interpersonal relationship with athlete  
1      2      3      4      5
3. Interpersonal relationship with athletic administration  
1      2      3      4      5
4. Interpersonal relationship with assistant coaches  
1      2      3      4      5
5. Commitment to athletic department goals/philosophies  
1      2      3      4      5
6. Demonstration of effective time management skills (i.e. practices start and end on time)  
1      2      3      4      5
7. Appropriate role model for athletes (i.e. language, manners, appearance, conduct during games/practices, etc.)  
1      2      3      4      5
8. Knowledge of fundamental skills of sport  
1      2      3      4      5
9. Presentation of fundamental skills of sport  
1      2      3      4      5
10. Enthusiasm for working with student-athletes  
1      2      3      4      5
11. Verbal communication skills  
1      2      3      4      5
12. Ability to counsel athletes (i.e. regarding personal problems, academic advice, etc)  
1      2      3      4      5
13. Ability to recognize need for various coaching methods with different athletes  
1      2      3      4      5

of no importance	not very important	neutral	important	very important
1	2	3	4	5

**A university varsity head coach should be evaluated based on:**

14. Ability to adapt coaching method as needed for game and practice situation  
1      2      3      4      5
15. Ability to provide an atmosphere of cooperation (receptive to suggestions and gives credit to those responsible for success)  
1      2      3      4      5
16. Ability to teach athletes self-discipline (i.e. helping athlete to understand the importance of training, studying, and other things which only the athlete can discipline him/herself to do)  
1      2      3      4      5
17. Placing of emphasis on cooperation/team concept (individual sports such as swimming and track compete as a team for a university)  
1      2      3      4      5
18. Keeping up on current techniques and training methods in sport  
1      2      3      4      5
19. Use of non-verbal communication skills (i.e. listening skills)  
1      2      3      4      5
20. Willingness to serve (i.e. speak at public functions, involvement in community, etc)  
1      2      3      4      5
21. Talent selection (i.e. ability to select the best athletes at team tryouts)  
1      2      3      4      5
22. Use of positive reinforcements  
1      2      3      4      5
23. Ability to recruit players (i.e. from highschool and colleges)  
1      2      3      4      5
24. Improvement of the team (as "improvement" is defined by the university, such as win/loss record, ranking in top 10, etc.)  
1      2      3      4      5
25. Attitude of players towards the coach  
1      2      3      4      5
26. Work ethic of coach (i.e. does he/she give 100% to the job)  
1      2      3      4      5
27. Aiding the athlete to meet his/her best level of competence  
1      2      3      4      5

of no importance	not very important	neutral	important	very important
1	2	3	4	5

**A university varsity head coach should be evaluated based on:**

28. Ability to teach the athlete to take personal responsibility of his/her performance  
1      2      3      4      5
29. Consistent demonstration of honesty and integrity  
1      2      3      4      5
30. Use of leadership style which the athletes like  
1      2      3      4      5
31. Ability to develop coaching plan (i.e. long-term and short-term goals of the team)  
1      2      3      4      5
32. Use of leadership style which the athletic department agrees with  
1      2      3      4      5
33. Loyalty to the athletes  
1      2      3      4      5
34. Ability to adhere to coaching philosophy  
1      2      3      4      5
35. Athlete's desire to play for the coach  
1      2      3      4      5
36. Willingness to improve his/her coaching methods/strategies, etc.  
1      2      3      4      5
37. Knowledge of biomechanics (study of movement)  
1      2      3      4      5
38. Ability to conduct a good warm-up  
1      2      3      4      5
39. Knowledge of sport psychology  
1      2      3      4      5
40. Dedication to coaching profession  
1      2      3      4      5
41. Appropriate public relations skills (i.e. positive relationship with media, parents, alumni, community members)  
1      2      3      4      5
42. Punctuality  
1      2      3      4      5

of no importance	not very important	neutral	important	very important
1	2	3	4	5

**A university varsity head varsity coach should be evaluated based on:**

43. The coach's own self-evaluation score

1      2      3      4      5

44. Support for total athletic program of the university (i.e. other teams and events)

1      2      3      4      5

45. Demonstration of adherence to Canadian Interuniversity Athletic Union rules and regulations

1      2      3      4      5

46. Ability to demonstrate sense of fair play/sportsmanship

1      2      3      4      5

47. Ability to analyze athlete's skill development

1      2      3      4      5

48. Use of appropriate demonstrations

1      2      3      4      5

49. Ability to provide a progressive training schedule

1      2      3      4      5

50. Knowledge of physiology (human body)

1      2      3      4      5

51. Ability to analyze game/competition situations (i.e. change strategy)

1      2      3      4      5

52. Appropriate use of safety measures/procedures

1      2      3      4      5

53. Demonstration of personal self-confidence

1      2      3      4      5

54. Maintenance of emotional control under stress (i.e. game/competition situations)

1      2      3      4      5

55. Use of consulting services (if available, i.e. sport psychologist)

1      2      3      4      5

56. Commitment to budget policies and procedures

1      2      3      4      5

57. Ability to follow the advice of the physician/trainer regarding the participation of injured athletes

1      2      3      4      5

of no importance	not very important	neutral	important	very important
1	2	3	4	5

**A university varsity head coach should be evaluated based on:**

58. Ability to exhibit reasonable and prudent/cautious conduct in handling accidents/injuries

1      2      3      4      5

59. Concern for the academic achievement of athletes

1      2      3      4      5

60. Ability to evaluate the performance of athletes/team

1      2      3      4      5

61. Ability to comply with the academic policies of the university

1      2      3      4      5

62. Ability to be consistent and equally fair in enforcing team rules

1      2      3      4      5

**Thank you for your help!**

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September 18, 1992