

Offering a Pattern of Selecting Coaches for National Basketball Team through a Grounded Theory-Based Method

Received: 2022-05-23

Accepted: 2022-09-25

Vol. 5, No.1. Winter .2024, 13-26

Nahid Adibpour¹
 Ali Mohammad Safania^{2*}
 Habib Honari³
 Shiva Azadfada⁴

¹Ph.D. Student of
 Communication Science at
 Allameh Tabataba'ii
 University, Tehran, Iran
²Professor of Department
 Physical Education and Sport
 Science, Science and Research
 Branch, Islamic Azad
 University, Tehran, Iran
³Professor of Sport
 Management, Allameh
 Tabataba'ii University, Tehran,
 Iran
⁴Faculty of Islamic Azad
 University at Azad University
 North Tehran Branch, Tehran,
 Iran

*Correspondence:
 Ali Mohammad Safania,
 Professor of Department
 Physical Education and Sport
 Science, Science and Research
 Branch, Islamic Azad
 University, Tehran, Iran

Email: dr.safania@iau-ac.ir
 Orcid: [0000-0001-7158-1111](https://orcid.org/0000-0001-7158-1111)

Abstract

Purpose: Coaching is not necessarily among the world's most demanding jobs; however, this does not mean that anybody can be suitable to take the position without enjoying special skill, ability, knowledge, insight, qualification, and merit. The aim of this research is to identify the factors influential in the selection of the national basketball team coaches.

Methods: This research is qualitative in nature and the method used for its conduction is based on a grounded theory with a systematic approach. The participants (n=28) in this study represented basketball experts, who were selected on purposive sampling with whom to reach saturation of data. The instrument for collection of data was the semi-structured interview. The open, axial, and selective coding were used to analyze the data. To ensure that this research is discriminating, the researchers used the indices of credibility, transferability, trustworthiness, and confirmability.

Results: This research showed 643 initial concepts, 142 secondary concepts, and 20 sub-categories, classified into the causative, contextual, intervening conditions, strategies and consequences.

Conclusion: Reflecting on results of this research, it can be inferred that optimal use of workforce resources in the basketball sports, especially using the coaches, will not be possible in our endeavors to meet the goals without observing the exigencies of their selection. Therefore, the officials in charge of selecting national basketball team coaches are suggested to consider the factors identified in this research and put them on their agenda as the criteria for their selection. On the other hand, executive bodies also should observe and set forth several factors to address the goal.

Keywords: Basketball, manpower, professional coaches, Iran.

Introduction

An efficient and professional workforce is one of the influential factors for sports development in any country (Shukri Amlishi, 2021). On the other hand, coaches have been considered an important human resource in sports and the quality and quantity of their performance have a direct impact on the growth or fall of the country's sports (Kouhian Afzali et al., 2021). A coach is the main and central figure in sports and has the responsibility to provide opportunities for upgrading the ability and skills of sports in different technical, physical, and moral fields (Hardman et al., 2010). Drakou et al. (2006) regard coaching as an educational activity, which helps the development and progress of sportspersons (Drakou et al., 2006). Le Roux (2006) maintains that although coaching is not necessarily among the world's most difficult professions, not every person can be suitable to be a coach. Hence, to be a coach, one needs to have special skills and abilities in a special sport coupled with enjoying needed knowledge, wisdom, and insight on the self and others, while being committed and emotionally affiliated to sports (Le Roux, 2007). Meanwhile, nowadays, coaching is usually practiced in a complicated, dynamic, and multidimensional environment (Grehaigine & Godbout, 2014) and needs a special social and cultural ground to be fulfilled (Gano-Overway, Thompson, & Van Mullem, 2020; Makhlof, 2020). For the time being, coaching has been in its most dynamic position throughout history and has always been facing various demands raised by athletes, parents, directors, and so on, the coaches are expected to play different kinds of roles (Kouhian Afzali et al., 2021). It's worth mentioning that coaching is not a position that can be attained through technical and tactical training; rather, one needs to meet a wide spectrum of expectations like developing physical, personal and social skills (Strachan, Cote, & Deakin, 2011). Therefore, to play their role influentially, coaches need to acquire

extensive professional and educational training in the areas. The reason is a well understanding of the topics will have a fundamental impact on the perception of athletes, quality of athletic participation, and eventually their attitude towards sports both in present and in the future (Miller & Siegel, 2017). On the one hand, the sports environments are partly established based on the personal characteristics of coaches and their philosophies (Schwaba & Bleidorn, 2018). This is while, coaching itself is subordinate to changes in competency, knowledge, multiple skills, moral factors, personality factors, technical factors, external factors, and the like (Dania & Harvey, 2020). The characteristics undergo changes in the course of time due to maturation, changes in the social environment, life events, working experience, different forms of education (Schwaba & Bleidorn, 2018), and types of sports (Kouhian Afzali et al., 2021). One of the sports branches is basketball (Radu, 2015). Results of the opinion poll show that compared to the players, the basketball coaches have a graver role in the progress of basketball and their role in this area is very decisive (Makhlof, 2020). On the one hand, basketball coaches are considered a vital source for progress in sports (Radu, 2015). Therefore, it is seen that demand for serving as basketball coaches is growingly on the rise (Balogh & Traskoma-Bicserdy, 2020). However, as said earlier, not any person can be suitable for coaching unless enjoying the necessary characteristics, specifications, skills, and special merits. The literature highlights the following necessary specifications and features for being a coach: Knowledge (Lam, Drcar et al., 2021; Miller & Siegel, 2017; Williams, Hammond, & Moran, 2021; Adibpour et al., 2021; Deutsch, 2015), personality and moral capabilities (Dania & Harvey, 2020; Schwaba & Bleidorn, 2018), leadership features (O'Connor & Portzky, 2018), former experience and background, inter-personal relations and enjoying special technical skills

(Collet et al., 2019), emotional intelligence (Collet et al., 2019), conditions for promotion (Kouhian Afzali et al., 2021), leadership skills (El-Saleh & Althawabeyeh, 2020), former experience and the percentage of winning (Pratt, Hutchinson, & Middleton, 2018), behavioral features (McLean, 2020), leadership, communicative, special and technical skills (Hamidi et al., 2012), the technical, managerial, personality, and social skills (Monazami et al., 2013) and the like for being a coach.

It can be inferred from the literature that because the coach influences the performance and success of the players and the team, s/he may function as the most significant factor for progress. Furthermore, despite sharing many commonalities globally, coaches have to enjoy a group of characteristics specific to any sports branch, which neither look similar nor follow a fixed pattern. Moreover, there is a gap in the literature concerning a model of selection of national team coaches, which would rank the selection criteria and investigate other factors such as the role of officials and coaches and the grounds and impediments to the coach's progress. Coach selection follows certain standards and frameworks, and as long as coaches are not selected on these standards, the quality of coaches' performance will decrease, while leaving irreparable damage to sports in general and basketball in particular. It's worth mentioning that over the past years, sports organizations have offered diversified programs with an aim to upgrade coaching quality and raise the number of coaches. However, negligence of the indices for selection of different ranks of coaches, especially the national coaches, has resulted in not much change in the quality of coaches consistent with the expectations of the program. Over the past decade, athletes in some Iranian teams and ball sports like volleyball and futsal have had noteworthy performances: While winning top Asian titles, they stood as top-ranking teams worldwide. That is while Iranian basketball, as a ball sport, has not shown remarkable progress

and is lagging. Thus, it has become less successful than in the past. There might have been ample reasons for the issue. Kouhian (2021), Hardman (2010), and Drakou (1006) believe that coaches have an undeniable role and impact on the progress of players and sports, as indicated early in the introduction section of this article. Hence coaching should be a factor in basketball's progress. More than ten research focus on prioritizing the criteria for coach selection for various national teams. Adibpour (2020) researched the issue in basketball, Monazami (2014) on volleyball, Hamidi (2013) on Iranian national coaches, Naeemi (2015) on taekwondo, Kazemipour (2012) on football, Tolouei (2012) on all sports branches, Bakhsheshi (2009) on volleyball, Ebrahimzadeh (2008) on chess, Nasiri (2008) on handball, Shafiei (2007) on swimming, Vahdat (2007) on track-and-field, Kohandel (2004) on certain sports branches and Tabrizi (2001) on wrestling. The literature shows challenges in the selection of coaches for all national teams. Adibpour (2020) in research prioritized the characteristics of a coach due to be selected for a basketball team. The results are to some extent helpful for a selection of basketball coaches. However, there are certain questions on the table that the research failed to address: Which conditions should be prepared by officials for the progress of the coach? Which activities and efforts in which direction should the coaches make to meet the goal? What are the factors, which hinder the progress of coaches? Therefore, this research used a different method to show the way of coaches' progress to attain the position of coaching the national basketball team. This research is superior to former research on the issue in different sports fields and basketball. The reason for the superiority is the nature of the methodology it used. The research results indicated the criteria for choosing coaches, which highlighted their characteristics. Furthermore, it pointed to such issues as the role of officials and executive officials in the

progress of coaches, while specifying impediments in the way of coaches' progress and offering strategies for progress in the field. The aim was to overcome barriers to the ascension of volleyball to the peaks of progress and to address the main question of researchers what kind of framework is at work for the selection of the national basketball team coach. On this basis, this study tries to offer a model for the selection of national basketball team coaches. Regarding the importance and diversity of indices for the selection of coaches and with respect to the growing success of countries pioneering basketball in the field of coaching and the growing need for qualified coaches to pave the way for the successful presence of Iranian athletes in international sports scenes and the windfall annual cost of training coaches and recruiting foreign coaches in federations, including basketball federation, it seems that offering a model for selection of national team coaches would prepare the ground for professional growth and development of basketball coaches. It is also hoped that basketball will grow proportionally.

Materials and Methods

The method of this research is exploratory in nature and whose aim was to expand knowledge and wisdom on the model for the selection of national basketball coaches, using the grounded theory. The grounded theory with respect to this research was systematic. The justification for using systematic strategy was the connection of sub-categories with major categories and axial codes through a series of hierarchical relationships based on the Grounded Theory (Strauss & Corbin, 1990) and their links with the major category under a specific pattern and model. On the one hand, the Grounded Theory consists of a realistic epistemology (Glaser, 1967), which rules the exploration of results from within the data. In contrast, the systematic approach uses a ground epistemology, which holds that is brought about after an inter-mental understanding of the phenomenon under investigation. Another reason

for the choice was that based on the grounded theory of Glaser (1967), the researcher can set forth a new theory (conventional modeling) based on the awareness he has gained. However, based on the grounded theory of Strauss and Corbin (1990), the researcher extends his/her theory based on the confirmed paradigm model. Moreover, based on Glaser's (1967) approach, the researcher deals with the literature after analyzing data, retrieved from the interview. This is while Strauss (1990) held that literature is reviewed before raising the research questions. Furthermore, Glaser (1967) believed in freedom and the extensive option of the researcher in coding, while Strauss and Corbin (1990) considered axial coding for the analysis of the data. Eventually, Glaser's (1967) grounded theory restricted the presentation of theory after the identification of codes on the condition of conducting quantitative research and identifying the position of each identified theme. In contrast, the grounded theory of Strauss and Corbin (1990) proceeded with modeling based on a pre-confirmed model. The research participants were basketball experts (coaches, national team players, experts, and executive officials of basketball). A total of 28 experts were selected on the purposive sampling method and were then subject to semi-structured interviews up to data saturation. To ensure that this study has the power of discrimination, the researchers used the indices of credibility, transferability, trustworthiness, and confirmability.

Credibility: This research used the following method to ensure meeting credibility: a. Multidimensional investigation: The researchers used various resources and considered different aspects of the data and information collection procedure, choosing the participants to participate in interview sessions and designing the interview questions. b. Participants' perceptions of the study: The text of the interview and the extracted codes were sent to the interview participants to obtain their comments.

Transferability: To ensure transferability, the

researchers used the following methods: a. Documentation: The researchers documented all the research procedures so that other researchers could follow suit. b. Reporting the background conditions: The authors provided demographic information of the interviewees in detail.

Trustworthiness: This research used the following method to meet the criteria: a. Utilizing two inter-raters: A sports management

expert contributed to the coding. Two interviews were randomly selected and were given to the experts to code them after undergoing necessary training. The codes accorded by the two raters that looked similar were taken as the code of agreement, while codes that did not look similar constituted markers of disagreement. This study measured the percentage of agreement between two raters, and Table 1 shows the results.

Table1. Estimating Reliability

| No . | Interview No. | Total No. of Codes | No. of Convergent Cases | No. of Divergent Cases | Reliability |
|--------------|---------------|--------------------|-------------------------|------------------------|-------------|
| 1 | P3 | 64 | 28 | 10 | 0.875 |
| 2 | Pg | 70 | 31 | 8 | 0.885 |
| Total | | 134 | 59 | 18 | 0.880 |

As Table 1 shows, inter-rater reliability was 88 percent. Since the reliability was more than 60 percent, the researchers confirmed the trusted point in the coding.

Confirmability: To this end, this research used the following methods: a. Evaluation of experts beyond the scope of this research: The result of this research was made available to several sport management professors beyond the research process. Having studied and reviewed

the results, they provided their viewpoints on them. b. Outlining the research process: This document outlines the research procedure, including data collection, analysis of the data, and content shaping for the readers and the audience.

Results

Table 2 shows the demographic specifications of the research participants categorized as the field of activity, gender, and specialization.

Table 2. Demographic Features of the Research Participants

| Gender | Profession | Reference |
|--------|---|-----------|
| Female | Coach of Women Super league Championship League | P1 |
| Female | Vice-President of Basketball Federation | P2 |
| Female | Vice-Chairman of Basketball Board; Head coach of National Youth Team; Coach of Women's Super League Team | P3 |
| Female | Former coach of Women National Basketball Team; Head of Isfahan Province Basketball Women Board; Supervisor of Iran League Competitions | P4 |
| Male | Veteran coach; Former member of Basketball Federation's Education, Coach, and Refereeing Committees | P5 |
| Male | Assistant Coach of Men's National Basketball Team | P6 |
| Male | Assistant Coach of Men's National Basketball Team | P7 |
| Male | Chief Coach of Men's National Basketball Federation | P8 |
| Male | Coach of Army's National Basketball Team; Head of the Veteran's Committee of Basketball Federation | P9 |
| Female | Coach of Basketball Super League Team; Director of International Affairs Department of certain federations; Member of the Strategic Council of Ministry of Sports; Member of the Management and Planning Commission of National Olympic Committee (NOC) | P10 |

| | | |
|----------------|---|---------------|
| Female | Coach of National Youth Basketball Team; Coach of Adults Basketball League; Member of the Education and Research Committee of Basketball Federation | P11 |
| Female | Former Head and Deputy Head of Fars Basketball Board; Former Coach of National Basketball Team and Super League | P12 |
| Male | Former Coach of National Men's Basketball Team; Coach of Men's Super League Team | P13 |
| Female | Coach of National Basketball Team; Head of the Education Committee of Basketball Federation; Member of the university board of instructors | P14 |
| Female | Chief Coach of the Youth National Basketball Team; Chief Coach of Three-Member National Team; Coach of National Basketball Team and Member of the university board of instructors | P15 |
| Male | Head of the Coaches Committee and Secretary of Fars Basketball Board; Anchor and expert participating in the IRIB sports program | P16 |
| Male | Member of the Committee of Coaches; TV commentator and reporter of basketball competitions | P17 |
| Male | Coach of Men's National Basketball Team; Member of the Board of Instructors and Secretary of the High Sports Council of Universities in Isfahan Province | P18 |
| Male | Head of the Education Committee of Basketball Federation; Author of five basketball books | P19 |
| Male | Secretary of Basketball Federation; Several-decade coach of National Basketball Team and TV reporter | P20 |
| Male | Holder of the top title of 10 Asian games in 1974; Coach of National Adults Basketball Team; Coach of Omid Basketball Team and so on | P21 |
| Male Female | National Basketball Team players (Three female and three male players) | P22 to p27 |
| Female | The top player in Asian competitions, Former body builder of National Basketball Team, and Coach of Super League Teams | P28 |

The first phase of coding, i.e., the open coding, and re-investigation of interviews with experts resulted in the identification of 643 immediate concepts. After removing the repetitive cases and combining and adjusting them based on

semantic affinity, the codes were minimized into 142 final concepts. It's worth mentioning that open coding was done based on the model shown in Table 3:

Table 3. Examples of Early Concepts Extracted in the Open Coding Phase

| Text of Interview | Key Notes or Initial Coding |
|---|---|
| Well, a coach is a human being; I mean somebody who has passed the period of being a player; s/he has passed all difficulties and has been well-performing in the competition training field; S/he has well passed the period of coaching and is now experienced enough. | Having the necessary record as a player being well Familiar with the dos and don'ts of the competitions Having enough experience in top-level coaching |
| A coach should be educated as well; a coach competent in a foreign (English) language is preferred because the English language is more comprehensive (than other languages). The coach should be well familiar with the rules of basketball and be updated in terms of technical basketball knowledge. S/he should know well how to score (analyze) and do statistics and observe. S/he should know statistical notes well and analyze the team of the foe well while being well knowledgeable on sports sciences. | Being educated Knowing the latest in the basketball science Being competent in the English language, skills, and rules Awareness of statistics and player analysis sheets Ability to evaluate the opposing team |

The choice of coach is not regulated; this is because they (coaches) are selectively chosen; some coaches believe they are indebted when selected as the coach; they are advised not to be so. The laymen should not interfere in their program. The federation, Ministry of Sports, and the National Olympic Committee should not discriminate the Iranian and foreign coaches. The coaches coming to Iran were not top-level coaches but were in better condition compared to Iranian coaches. I have never been for using foreign coaches. Especially, in this period, our technical staff, who were all Iranian, succeeded to stand atop of Asia and found their way to the Olympics and took the berth for the competitions. This is a big honor for the basketball federation and community.

Choosing a coach based on the criteria

Nonintervention in a coach's program

Equality between Iranian and foreign coaches

The axial coding results and the inter-relationship among the secondary concepts led to 20 sub-categories, which were more

intricate. Table 4 shows an example of such coding:

Table 4. Examples of the secondary coding identified in the open coding up to sub-categories of axial coding

| Model of Secondary Coding | Concepts | Sub-Category |
|---|-----------------------------------|---|
| Showing appropriate behavior, deed, and mood towards group members | | |
| Being morally stable | | |
| Teaching players how to have good ethics and play dastardly | Being moralistic | |
| Enjoying good social, cultural, and moral track record | | |
| Appreciating moral issues | | The personality and moral features of the coach |
| Being good-tempered and gentle | The mental health of the coach | |
| Observing moral principles | | |
| The coach being mentally healthy | | |
| Respecting colleagues and other coaches | Respectful behavior | |
| Respecting related officials | | |
| Avoiding disrespecting players | | |
| Building relationships with the federation and organization | | |
| Linking with the media and parents | | |
| Having a good relationship with various organs of the country | Extra-organizational relationship | Communicative capabilities of the coach |
| Exchanging information with other coaches in various educational fields | | |
| Being able to communicate with the spectators | | |
| Ability to build international links | | |

| | | |
|---|-----------------------------------|--|
| Building relationships with people and different team and group members Linking with players Ability to build the intra-organizational relationship | Intra-organizational relationship | |
| Having the experience of coaching in super leagues Being experienced in coaching at other national levels Alignment with other big coaches | Having coaching experience | |
| Experienced in top-level playing like a super league Being experienced in playing nationally Having record in playing in overseas competitions | Having experience playing | |
| Success in sensitive games Winning titles in super league and club competitions Honors and titles gained by the coach | Success of coaches | Experience and track record of the coach |
| Contributing to the growth of all team members, especially the players Being accountable for his/her trained players active in the basketball society, especially in the national team | The coach's productivity | |

Furthermore, sub-categories, which were identified based on the systematic model of the grounded theory have been classified into causative, contextual, and intervening

conditions, strategies, and consequences. Table 5 shows results of forming main classes or selective coding:

Table 5. Results of Forming Main Classes or Selective Coding

| Major Categories | | Sub-Categories |
|-------------------------------|--------------------|---|
| Causative conditions | | Managerial and leadership capabilities of the coach |
| | | Communicative capabilities of the coach |
| | | Experience and track record of the coach |
| | | Knowledge of the coach |
| | | Personality and moral features of the coach |
| Contextual conditions | | Federation's talent identification |
| | | Supportive elements and sponsors |
| | | The talent and characteristics of the coach |
| | | Conditions for promotion of the coaching spirit |
| | | Conditions for healthy competition |
| Restrictive conditions | intervening | Weakness in coach's behavioral factors |
| | | Weakness in structural factors |
| | | Weakness in environmental factors |
| Strategies | | |

Managerial strategies
Personal strategies
Cultural and moral strategies

Results and consequences

Observation of conditions and meritocracy
Setting the criteria and right structure for the federation
Raising the productivity of the coaches
Promotion of talented coaches and raising their operational capability

Finally, the systematic grounded theory, based on the combination of the said layers: which consists of six layers, was used and the final pattern of this research was designed

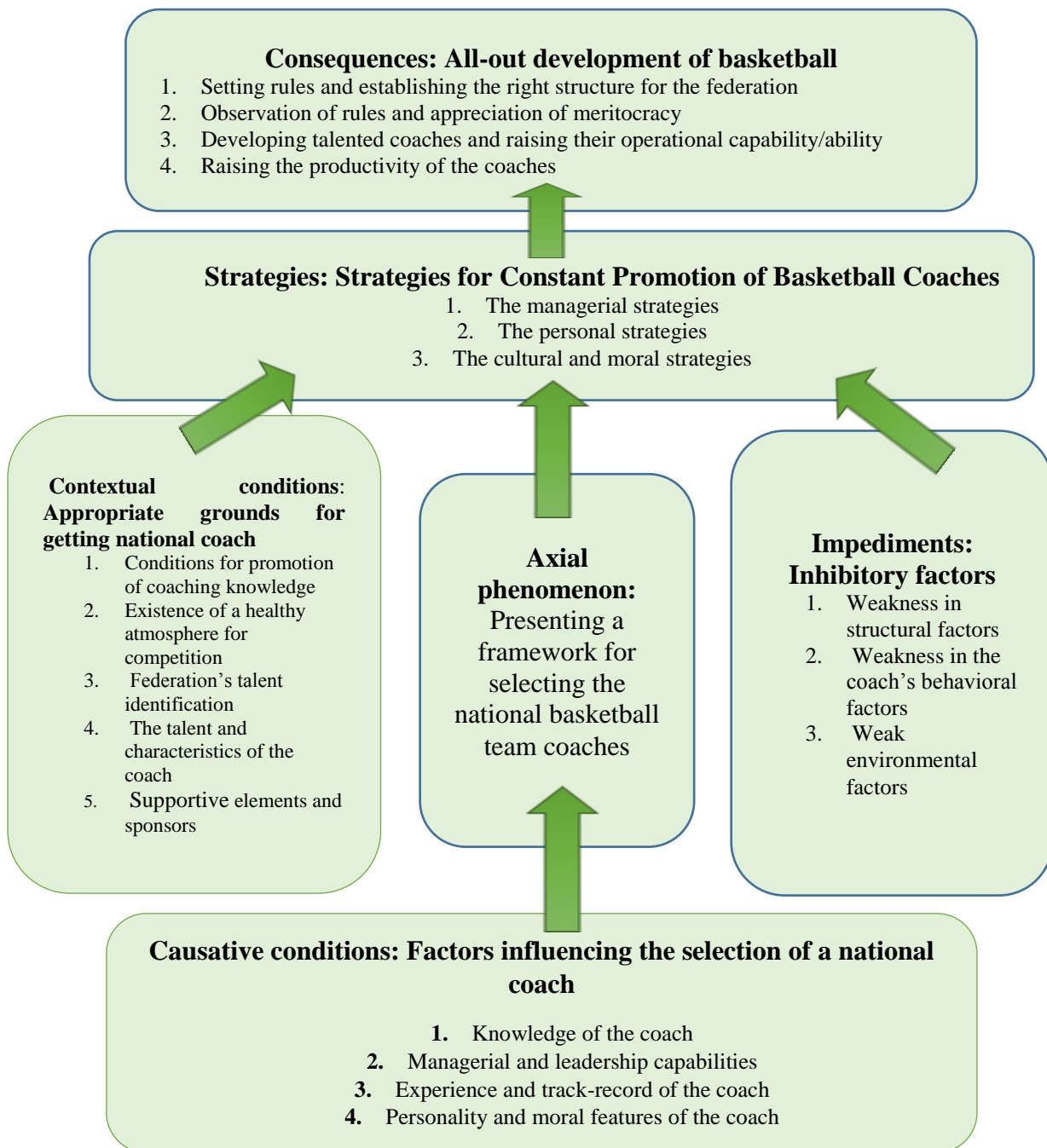


Figure 1. Model of Selecting National Basketball Teach Coaches Using Grounded Theory

Discussion

The purpose of this research was to offer a model for selecting the national basketball team coaches through the grounded theory. Analysis of the data showed that the selection of national basketball team coaches is subordinate to managerial and leadership capabilities, communicative capabilities, experience, knowledge and wisdom and personality and moral features. The results are in agreement

with the findings of the study by El-Saleh and Al-Thawabeyeh (2020), who considered leadership styles as a determining factor. Results of this research are also consistent with results of studies by Ibrahim Ahmed Al-Baset (2018), who emphasized coaches' knowledge and wisdom; with results of study by Castillo et al. (2018), who believed that inter-personal relationships and special technical skills are the requisite for basketball coaches; with results of study by Pratt et al. (2018), who highlighted

importance of former experience and percentage of winning; with results of the study of McLeen (2020), who referred to behavioral specifications of the coach; with results of a study by Hamidi and Memari (2012), who discovered that four factors of leadership, communicative, special and technical (Technical experience and operational capability) skills should be considered in selecting national coaches; and with results of a study by Monazami et al. (2013) who found that technical, managerial, personality and social indices of coaching are of the highest importance in selecting national volleyball coaches. The concordances in the results are indicative of the fact that there is consensus in indices of selecting coaches in other sports branches and the factors that are effective in the growth of a basketball coach.

Furthermore, the results showed that the selection of national basketball team coaches is affected by the way the federation identifies talents, the sponsors and supportive forces, the talents and characteristics of the coach, the conditions of promoting coaching knowledge, and the existence of the atmosphere for healthy competition. The result is relatively consistent with the results of a study by Kouhian Afzali et al. (2021) who showed that coaches' job is affected by contextual conditions (Kouhian Afzali et al., 2021).

Conclusion

As for the results relating to the causative conditions, it can be claimed that leadership is requisite for athletic coaching. The coach, assuming the leadership position, is interacting with players to influence them within the framework of the pre-determined goals. Therefore, observation of different coaching behaviors is something obvious. However, no single and constant behavior usually leads to the desired success. Therefore, one's personality should go with his/her job and profession. Today, a successful coach is not just a designer of tactics; rather, s/he is a person

who employs psychological capabilities to lead and guide players in the best possible manner. Besides "leadership and managerial capabilities," "the personality features, experience, and track-record" of the coach are influential in athletes' learning and performance and team's success. Coaches are differentiated by their experience in proportion to the years of their coaching, facing competition challenges, complicated education, and training conditions, learning of skills, and many other elements. Furthermore, differences are observed in the educational performances of the experienced and less experienced trainers.

Meanwhile, the knowledge of a coach should be taken into consideration because only through reliance on their specialized knowledge and information, coaches may employ diversified and required techniques and tactics. On the one hand, science and knowledge have been at work at the present juncture when basketball is in the climax of its glory and somehow enjoys the highest position compared to other kinds of sports. It's worth noting that this research's finding points to the need for the development of science and knowledge of coaches as a result of changes in psychology and counseling, knowledge of workout, body building and coaching, latest knowledge on basketball sciences, being educated and being well informed of social and general information and knowing peripheral sciences and basketball-related sciences.

The contextual conditions are the conditions under which the strategies and related measures manage the phenomenon of national basketball team coaches' selection. Furthermore, analysis of the findings shows that the selection of national basketball team coaches is affected by structural, behavioral and environmental weaknesses. Hence, personal Strategies (*'Increasing Operational Power,' 'Upgrading Technical Knowledge,' 'Strong Communication,'* and *'Upgrading Personal Features'*), Managerial Strategies (*'Structural*

Development and Establishing Criteria,' 'Upgrading Coaches' Technical Knowledge,' 'Talent Identification,' 'Supporting and Motivating,' 'Creating Atmosphere of Competitions,' and 'Field Training') and Cultural and Moral Strategies (*'Upgrading Officials' Culture,' 'Upgrading Culture of the Coach,' and 'Coach's Alignment with the Federation'*) are suggested to be taken into consideration. Should such strategies be used for the selection of the national team coaches, the criteria are expected to be observed rightly and meritocracy is dominated. Under such conditions, qualified coaches are expected to be selected. Furthermore, it was made clear that through the adoption of the intended strategies, the federation is expected to undergo restructuring in its endeavor to select coaches and change into an effective and efficient structure. Besides the said consequences, analysis of the data has shown that employing personal, managerial, cultural, and moral strategies might improve the productivity of the intended coaches. Consequently, the quality of the work of talented coaches in basketball is expected to improve, and concurrently their operational capability be improved.

Based on what was stated, it is now clear that the selection of coaches for the Iranian national basketball team is subordinate to the causative, contextual, and intervening conditions, and accordingly, the relevant authorities need to employ personal, managerial, cultural, and moral strategies that will entail positive consequences in the selection of coaches. Those strategies may result in setting the criteria and right structure for the federation, observation of conditions and meritocracy, promotion of talented coaches and raising operational capability of talented coaches, and raising their productivity. Planning and movement in this direction will guarantee the promotion of coaches, consequently making a selection of national team coach more rational, entailing all-out development and growth of basketball.

This research is superior to the former research on basketball and other sports branches like handball, chess, football, volleyball, wushu, karate, wrestling, cross country, and swimming for the kind of instruments they have used. In this connection, Hamidi et al. conducted a study on the selection of coaches for the national group sports teams. The point of difference between this research and other research is that all the research has used a questionnaire that prioritized the criteria and specifications of the sports branch's coaches. This research, however, reflects the perceptions of basketball experts. The results consider such issues as the role of officials and the executives like federations and sports boards in the progress of coaches. In the contextual axis domain, this research deals with the way the federation would identify talents and mentions wrong management and lack of right structure. Under restricted conditions, entitled weakness of structural and environmental facts, it deals with such factors as lack of rules and criteria for selection, poor financial and materialistic resources and improper social conditions, and weak relationship between the federation and the world basketball community. The part of research dealing with 'Personal strategies recommends coaches to upgrade their technical knowledge, upgrade personality features, raise operational capability and enjoy strong communication. The section of research, entitled 'managerial strategies', also advises directors and officials to upgrade their knowledge of coaches, identify talents, motivate, establish a healthy atmosphere for competition and field education, structural development and setting the criteria. Furthermore, the category 'cultural strategies and ethics,' points out promotion of culture of the coach and officials and coach's alignment with the goals of the federation. It is expected that using the strategies, consequences of the research, i.e., setting the right criteria and structures for federations, observation of the criteria and meritocracy, development and

increase of the operational capability of talented coaches and raising their productivity. They are hoped to lead to the growth and all-out development of basketball. As is customary for all kinds of research, this study faced a number of limitations, which need to be taken into consideration when generalizing the finding. First of all, this research only considered perceptions of basketball coaches, players, and officials and did not discriminate among them. Secondly, this research aimed selection of national basketball coaches; therefore, any attempt to use the findings for those in the basic ranks should be made cautiously. Hence, future researchers are suggested to conduct similar research to concentrate on the viewpoints of each of the groups, while making distinctions on the indices of national team coaches' selection. Thirdly, this study only focused on indices of selecting coaches on a national team basis. The criteria for the selection of coaches in other age groups might be different from the results of this research. Thus, future researchers are suggested to conduct similar research with coaches in lower ranks and so on.

Acknowledgement

I am sincerely thankful to the basketball dignitaries and great figures who were eagerly and unsparingly contributing to this research by dedicating their precious time and providing the result of years of efforts and experience at the disposal of researchers. Hope that the basketball dignitaries' goals will be met in light of the results of this research.

Reference

- [1] Adibpour, N., Hosseini, M., & Honari, H. (2021). Developing a Model for Choosing Coaches of Basketball National Teams. *Journal of New Studies in Sport Management*, 2(3), 202-212.
- [2] Balogh, J., & Trzaskoma-Bicsérdy, G. (2020). Does Age Matter? Examination of Hungarian Basketball Coaches' Pedagogical Beliefs and Professional Attitudes. *Journal of Education and Training Studies* [Internet].
- [3] Castillo, I., Adell, F. L., & Alvarez, O. (2018). Relationships between personal values and leadership behaviors in basketball coaches. *Frontiers in psychology*, 9, 1661.
- [4] Collet, C., Tozetto, A. V. B., Iha, T., Nascimento, J. V. d., Falcão, W. R., & Milistetd, M. (2019). Dynamic Elements of Sports Development: Perceptions of Basketball Coaches. *Revista de psicología del deporte*, 28(3), 0079-0085.
- [5] Dania, A., & Harvey, S. (2020). Teaching basketball to sampling-year athletes: A game-centered and situated learning perspective. *Journal of Physical Education and Sport*, 20(2), 529-538.
- [6] Drakou, A., Kambitsis, C., Charachousou, Y., & Tzetzis, G. (2006). Exploring life satisfaction of sport coaches in Greece. *European Sport Management Quarterly*, 6(3), 239-252.
- [7] El-Saleh, M. S., & Althawabeyeh, M. M. (2020). Distinguished leadership behaviours and styles of basketball coaches in UAE universities.
- [8] Gano-Overway, L., Thompson, M., & Van Mullem, P. (2020). National Standards for Sport Coaches: Quality Coaches, Quality Sports: Quality Coaches, Quality Sports: Jones & Bartlett Learning.
- [9] Gréhaigne, J.-F., & Godbout, P. (2014). Dynamic systems theory and team sport coaching. *Quest*, 66(1), 96-116.
- [10] Hamidi, M., Memari, Z., & Asghari Jafarabadi, M. (2012). The dimensions and criteria for the selection of Iranian national coaches. *Sport Management and Development*, 1(1), 55-74.
- [11] Hardman, A., Jones, C., & Jones, R. (2010). Sports coaching, virtue ethics and emulation. *Physical Education and Sport Pedagogy*, 15(4), 345-359.
- [12] Ibrahim Ahmed Al-Baseet, W. (2018). Cognitive Outcomes and their Relation to some of the Skills of Motor Analysis for Basketball Coaches in Upper Egypt. *Assiut Journal of Sport Science and Arts*, 2018(2), 34-59.

- [13] Kouhian Afzali, F., Elahi, A., & Akbari Yazdi, H. (2021). A qualitative model for sports coach education and development framework. *New Trends in Sport Management*, 9(34), 0-0.
- [14] Lam, E. T., Drcar, S. S., & Song, X. (2021). Predominant Coaching Leadership Behaviors of High School Head Basketball Coaches: A Pilot Study. *Open Journal of Social Sciences*, 9(11), 219-243.
- [15] Le Roux, K. (2007). Motivational strategies of sport coaches in South Africa. *South African Journal for Research in Sport, Physical Education and Recreation*, 29(1), 83-95.
- [16] Makhoulouf, M. (2020). The role of the coach in improving basketball game from the perspective of players in Eastern Province in Saudi Arabia. *An-Najah University Journal for Research-B (Humanities)*, 34(5), 5.
- [17] McLean, A. J. (2020). An Examination of the Relationships between Emotional Intelligence and Winning Percentage in Basketball Coaches. *Grand Canyon University*.
- [18] Miller, S. M., & Siegel, J. T. (2017). Youth sports and physical activity: The relationship between perceptions of childhood sport experience and adult exercise behavior. *Psychology of Sport and Exercise*, 33, 85-92.
- [19] Monazami, A. H., Soukhte Zari, S., Hadadi, F., Rostami Nejad, M., Goudarzi, M., & Ashrafi Hafez, A. (2013). The codification of criteria for selecting national Volleyball coaches. *Applied Research in Sport Management*, 2(2), 109-118.
- [20] O'Connor, R. C., & Portzky, G. (2018). Looking to the future: A synthesis of new developments and challenges in suicide research and prevention. *Frontiers in psychology*, 2139.
- [21] Pratt, L. J., Hutchinson, E. B., & Middleton, C. (2018). Factors that impact compensation of NCAA head basketball coaches. *Journal for Economic Educators*, 18(2), 61-90.
- [22] Prichard, A., & Deutsch, J. (2015). The effects of motivational climate on youth sport participants. *The Physical Educator*, 72(5).
- [23] Radu, A. (2015). *Basketball coaching: Putting theory into practice*: Bloomsbury Publishing.
- [24] Schwaba, T., & Bleidorn, W. (2018). Individual differences in personality change across the adult life span. *Journal of personality*, 86(3), 450-464.
- [25] Skinner, J., Edwards, A., & Corbett, B. (2014). *Research methods for sport management*: Routledge.
- [26] Shafiee, M., Goudarzi, M., Hamidi, M., & Yadollahi, J. (2007). Designing and Defining Criteria for Selection of Swimming, Diving and Water Polo National Teams from Viewpoint of Coaches. *Physical Education and Movement Journal*, 32(2), 19-36.
- [27] Strachan, L., Côté, J., & Deakin, J. (2011). A new view: Exploring positive youth development in elite sport contexts. *Qualitative research in sport, exercise and health*, 3(1), 9-32.
- [28] Williams, M. D., Hammond, A. M., & Moran, J. (2021). Youth basketball coaches' perceptions and implementation of fundamental movement skills training: toward a realist evaluation. *Journal of teaching in physical education*, 1(aop), 1-8.