

# **Coaching Competency Strategic Management of Chengdu Wushu Sanda Club**

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## **Abstract**

This research aims to: (1) To study the current situation of coaching competency strategic management of Chengdu Wushu Sanda club. (2) To analyze factors effect Chengdu Wushu Sanda club coaching competency strategic management. (3) To Examine and confirm Chengdu Wushu Sanda club coaching competency strategic management as a research. This research employed a mixed research methodology combining a quantitative and qualitative research methods. Through literature review, theoretical concepts and data analysis of 367 samples of relevant research papers.

The research results found that: (1) The current situation of Coaching competency strategic management of Chengdu Wushu Sanda Club reflects the actual situation of the influencing factors of Coaching competency strategic management of Chengdu Wushu Sanda Club. The improvement of the competence of Wushu Sanda coaches promotes the healthy and sustainable development of the Wushu Sanda industry. Through comprehensive analysis of these factors, the level of coaching competency strategic management of Chengdu Wushu Sanda Club can be further improved. (2) There are five factors: Training, Teaching, Management, Innovation, Self-improvement that have a significant positive impact on coaching competency strategic management of Chengdu Wushu Sanda Club. (3) It can be seen that the study's analysis of the current situation survey information and research data on coaching competency strategic management of Chengdu Wushu Sanda Club was unanimously approved. And the quantitative research results all have a certain degree of interpretability, and the structural equation model has good credibility and validity, which has a certain value of promotion.

**Keywords:** Coaching Competency; Strategic Management; Chengdu Wushu Sanda club

## **Introduction**

In the vibrant city of Chengdu, rich in diverse cultures, Wushu Sanda has been attracting an increasing number of enthusiasts with its unique charm. Wushu Sanda clubs serve as crucial carriers for promoting and passing on this sport. Among them, coaches play a central role, and their competency levels directly determine the teaching quality of the club, the satisfaction of trainees, and the future sustainable development. Coaching competency is not merely reflected in superb Wushu Sanda skills. It also encompasses multiple dimensions such as excellent teaching methods, good communication skills, noble professional ethics, and a keen strategic vision. In today's highly competitive sports market environment, having professional skills alone is insufficient to ensure the success of a club. Only with comprehensive competency can coaches effectively guide the growth of trainees, enhance the club's brand image, attract more trainees to join, and thus gain an advantageous position in the

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market. However, currently, Chengdu Wushu Sanda clubs still face some challenges in coaching competency strategic management. Some clubs lack a clear understanding and systematic planning of coaching competency. There are deficiencies in aspects such as coach selection, training, and motivation, resulting in the overall quality of the coaching team being difficult to meet the needs of club development. In view of this, in-depth research on coaching competency strategic management of Chengdu Wushu Sanda clubs holds significant practical importance. By thoroughly analyzing the key elements of coaching competency and constructing a scientific and reasonable strategic management system, it is possible to cultivate a group of high-quality coaching talents for clubs, enhance the core competitiveness of clubs, and promote the vigorous development of Chengdu Wushu Sanda. This study aims to provide practical strategic management suggestions for the managers of Chengdu Wushu Sanda clubs to help them stand out in the fierce market competition.

## **Research Objectives**

1. To study the current situation of coaching competency strategic management of Chengdu Wushu Sanda club.
2. To analyze factors effect Chengdu Wushu Sanda club coaching competency strategic management.
3. To Examine and confirm Chengdu Wushu Sanda club coaching competency strategic management.

## **Literature Review**

1. The relationship between coaching competency strategic management of Chengdu Wushu Sanda Club and Training.

Xu&Zhang (2006) pointed out that coaches' decision-making is crucial, and the constituent factors of their decision-making ability include: the ability to master and apply theoretical knowledge, profound knowledge is the cornerstone, and wisdom is the ability to use knowledge, which can make coaches bold and innovative. Luo (2015) This paper shows that in order to cultivate excellent athletes, coaches should have a strong sense of responsibility and dedication, have a certain comprehensive cultural quality, and fully understand the psychological quality of early childhood for targeted training. Meng (2010) The study classifies the basic teaching and training skills of coaches, and provides actionable solutions including plan formulation and organization, training skills confirmation, theoretical learning, skill standard determination, and training steps.

2. The relationship between coaching competency strategic management of Chengdu Wushu Sanda Club and Teaching.

Wang (2017) believes that the qualities and abilities that college basketball coaches should possess include: having profound knowledge, mastering rich professional theoretical knowledge, comprehensive theoretical knowledge, philosophical thoughts, basic theories of military science, and social and psychological knowledge; Possess excellent technical skills, which is conducive to the correct technical guidance and motivate the athletes. Wang (2015) This paper shows that in order to cultivate excellent athletes, coaches should have a strong sense of responsibility and dedication, have a certain comprehensive cultural quality, and fully understand the psychological quality of early childhood for targeted training. Specifically, the

professionalism and sense of responsibility of the coach will affect the child's learning attitude. Xing&Meng (2003) The study classifies the basic teaching and training skills of coaches, and provides actionable solutions including plan formulation and organization, training skills confirmation, theoretical learning, skill standard determination, and training steps.

3. The relationship between coaching competency strategic management of Chengdu Wushu Sanda Club and Management.

Hu (2008) The results show that ideal coaches strive to win the trust of athletes, maintain good relations with athletes, take training work seriously, pay attention to working methods and skills, and pay attention to non-training management. Xu&Zhang(2006) discussed the management ability of coaches from two aspects: their own quality and management style. Li&Zhang(2005) To strengthen the management of the coach team, managers need to have a strong sense of professionalism and responsibility, establish a global view, understand the technical theory of the project, have political acumen, etc., and strengthen communication with coaches, care about their lives and master new information management concepts.

4. The relationship between coaching competency strategic management of Chengdu Wushu Sanda Club and Innovation.

Chen (2013) Innovation is the life of competitive gymnastics and the magic weapon for my country's gymnastics team to win in the international arena. Chen (2011) mentioned that innovation ability is one of the core qualities that excellent football coaches must have. Dou&Cui (2019) pointed out that coaches' innovation consciousness includes three aspects: knowledge level, training experience and training ability.

5. The relationship between coaching competency strategic management of Chengdu Wushu Sanda Club and Self-Improvement.

Yang (2017) has the ability to observe the two sides or the internal and external environment, which can be improved by selecting the best observation point and changing the observation angle. Good communication skills, humility, empathy and a sense of humor. Yao (2009) have a strong sense of professionalism, responsibility and dedication; Solid theoretical professional knowledge and excellent professional skills, involving interdisciplinary theoretical knowledge and a high level of sports technology and training; Possess scientific management quality and training methods, formulate and improve the system, attach importance to the training of key team members and change training methods. Zhan&Yang (2018) point out that sports coaches need to continuously improve their quality and ability to promote the development of sports in China. Its professional specialization is reflected in the knowledge, skills, concepts and other aspects of compliance with professional norms and standards, with the corresponding professional knowledge, skills and attitudes.

## Research Methodology

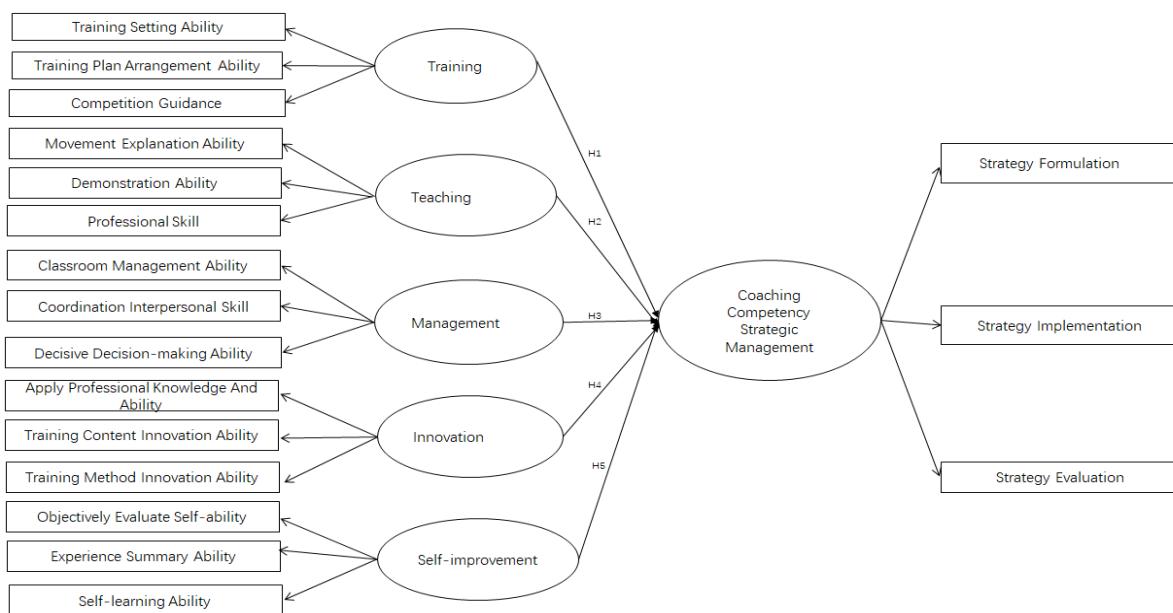
The first step is to study the current situation of coaching competency strategic management of Chengdu Wushu Sanda club.

The second step is to collect data using the China Online Questionnaire Platform, process and analyze the data using SPSS and SmartPLS 4.0 software, and construct the coaching competency strategic management of Chengdu Wushu Sanda club.

The third step is to examine and confirm the influencing factors and structural equation model of the coaching competency strategic management of Chengdu Wushu Sanda club using the focus group discussion method. The sample data for this study comes from within Chengdu.

The sample is personnel related to the coaching competency strategic management of Chengdu Wushu Sanda club. It is generally recommended that the sample size be at least 20 times the number of observable variables used in the defined sample program (Lindeman et al., 1980). The number of observable variables is 20, so the minimum sample size required is  $(18 \times 20) = 360$  samples. Therefore, this study actually distributed 420 questionnaires and ultimately obtained 367 valid questionnaires.

## Research Conceptual Framework



**Figure 1** Conceptual model  
Source: Constructed by the researcher

The conceptual model provides the basic hypothesis relationship between Training, Teaching, Management, Innovation, Self-improvement, Strategic Management, and coaching competency strategic management of Chengdu Wushu Sanda club. The hypotheses are as follows: H1: Training ability has an impact on the strategic management of the competency of coaches in Chengdu Wushu Sanda club. H2: Teaching ability has an impact on the strategic management of the competency of coaches in Chengdu Wushu Sanda club. H3: Management ability has an impact on the strategic management of the competency of coaches in Chengdu Wushu Sanda club. H4: Innovation ability has an impact on the strategic management of the competency of coaches in Chengdu Wushu Sanda club. H5: Self-Improvement ability has an impact on the strategic management of the competency of coaches in Chengdu Wushu Sanda club.

## Research Results

The research on the coaching competency strategic management of Chengdu Wushu Sanda Club. This paper adopts a mixed method research of qualitative and quantitative research.

### 1. The current situation of the coaching competency strategic management of Chengdu Wushu Sanda Club

This section studies the current situation of the coaching competency strategic management of Chengdu Wushu Sanda Club. It is a qualitative study conducted by the researcher setting an interview outline based on the content of textbooks, literature, concepts, theories, and related domestic and foreign research. Check the quality and validity of the content with 5 experts, such as correct use of language, matching content, appropriateness and consistency, etc. By finding the IOC index (Objective Index of Consistency: IOC) (Rovinelli, & Hambleton, 1977, p.49-60), considering the IOC value greater than 0.5, improve whether the language idioms used in the structured interview format are appropriate and correct.

After five experts rated it, the scores of all questions were higher than 0.5, indicating that the questionnaire had strong construct validity.

Structured interviews can be quantitative research or qualitative research. If the questions used in structured interviews are closed ended, meaning that the answers are predetermined beforehand, then this type of interview belongs to quantitative research. If the questions used in structured interviews are open-ended, meaning there are no predetermined answers and the answers vary from person to person, then this type of interview belongs to qualitative research. Structured interviews, also known as standardized interviews, typically use predesigned and structured questionnaires to ensure a highly standardized interview process.

### 2. Analyze factors effect coaching competency strategic management of Chengdu Wushu Sanda club

#### 2.1 Descriptive statistical analysis

This study organized and analyzed the basic information of the respondents, and described the overall distribution of the sample from seven aspects: gender, educational background, age, working, participation in Wushu Sanda and why they participated in Wushu Sanda.

#### 2.2 Reliability analysis

**Table 1** Reliability testing

Variable	Dimension	Dimensional reliability	Variable reliability
Training	Training setting ability	0.925	
	Training plan arrangement ability	0.921	0.892
	Competition Guidance	0.871	
Teaching	Movement explanation ability	0.851	
	Demonstration Ability	0.815	0.877
	Professional Skill	0.801	
Management	Classroom Management Ability	0.814	
	Coordinate interpersonal skills	0.902	0.866
	Decisive decision-making skills	0.825	
Innovation	Apply professional knowledge and ability	0.864	
	Training content innovation ability	0.821	0.869

Self-improvement	Training method innovation ability	0.814	0.85
	Objectively evaluate self-ability	0.819	
	Experience summary ability	0.85	
Strategic Management	Self-learning ability	0.835	0.844
	Strategy formulation	0.83	
	Strategy implementation	0.846	
	Strategy evaluation	0.913	

The Cronbach's alpha coefficient was used as the evaluation index for the reliability test of the scale. Among them, the reliability of the six variables Training, Teaching, Management, Innovation, Self-improvement, Strategic Management, and their 18 dimensions reached 0.8 or above, and the reliability of each variable's dimension was also above 0.8. Therefore, the overall data results are relatively stable and reliable.

### 2.3 Validity analysis

**Table 2** Validation Factor AVE and CR Index Values

Validity	CR	AVE	Validity	CR	AVE
Apply professional knowledge and ability	0.917	0.787	Self-improvement	0.822	0.606
Classroom Management Ability	0.890	0.730		0.901	0.753
Competition Guidance	0.921	0.795		0.795	0.563
Coordinate interpersonal skills	0.939	0.837	Strategic Management	0.949	0.862
Decisive decision-making skills	0.896	0.741		0.898	0.746
Demonstration Ability	0.890	0.730		0.908	0.767
Experience summary ability	0.909	0.769	Teaching	0.866	0.684
Innovation	0.853	0.659	Training	0.841	0.638
Management	0.841	0.638	Training content innovation ability	0.894	0.737
Movement explanation ability	0.910	0.770	Training method innovation ability	0.890	0.729
Objectively evaluate self-ability	0.893	0.736	Training plan arrangement ability	0.950	0.864
Professional Skill	0.883	0.716	Training setting ability	0.952	0.870

The results of the aggregate validity test showed that the combined reliability CR of the six variables and their dimensions in this survey were all above 0.7, and the average variance extraction (AVE) was higher than 0.5, indicating strong aggregation of variables and dimensions.

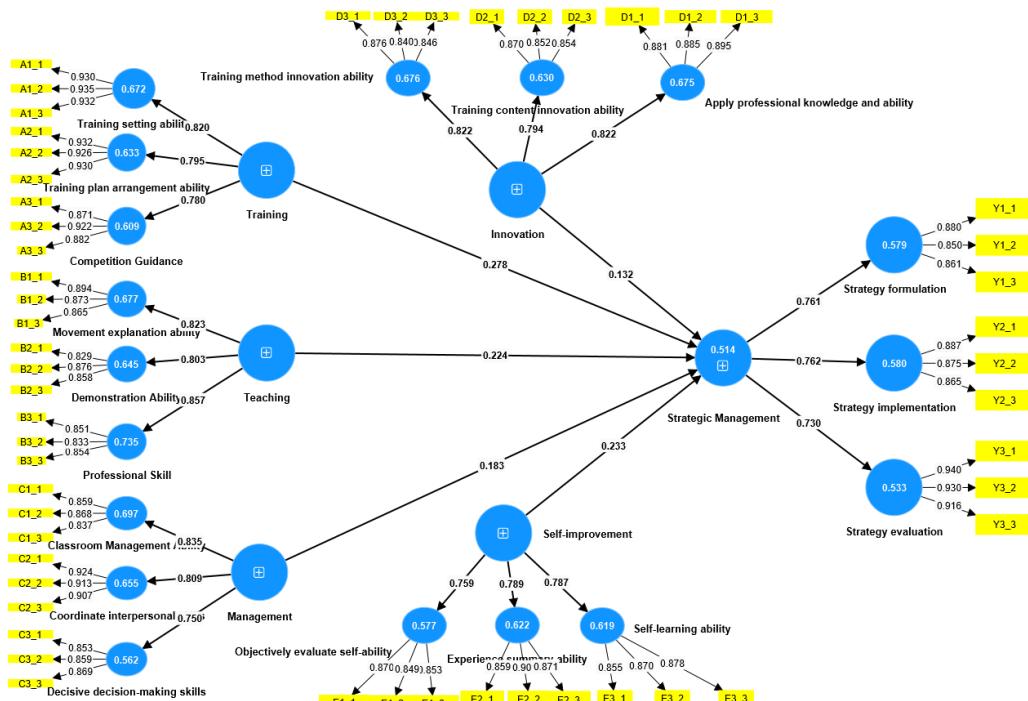
**Table 3** Heterotrait-Monotrait Ratio (HTMT)

	Innovation	Management	Self-improvement	Strategic Management	Teaching	Training
Innovation						
Management	0.632					
Self-improvement	0.326	0.277				
Strategic Management	0.735	0.746	0.613			
Teaching	0.736	0.705	0.305	0.81		
Training	0.494	0.428	0.233	0.769	0.537	

In the analysis of the six variable measurement models of Training, Teaching, Management, Innovation, Self-improvement, Strategic Management, the HTMT parameters between each variable were all below 0.9, which is below the standard requirement of 0.9. This indicates that the variables we constructed have good discriminant validity.

#### 2.4 Structural Equation Model

This study used SmartPLS4.0 to establish a path model and imported the collected 367 sample data into it. The path model estimation diagram is shown in Figure 2.



**Figure 2** Schematic diagram of the structural mode  
Source: Constructed by the researcher

**Table 4** Variable Interpretation Rate

	R-square	R-square adjusted
Apply professional knowledge and ability	0.675	0.674
Classroom Management Ability	0.697	0.696
Competition Guidance	0.609	0.608
Coordinate interpersonal skills	0.655	0.654
Decisive decision-making skills	0.562	0.561
Demonstration Ability	0.645	0.644
Experience summary ability	0.622	0.621
Movement explanation ability	0.677	0.676
Objectively evaluate self-ability	0.577	0.575
Professional Skill	0.735	0.734
Self-learning ability	0.619	0.618
Strategic Management	0.514	0.507
Strategy evaluation	0.533	0.532
Strategy formulation	0.579	0.577
Strategy implementation	0.58	0.579
Training content innovation ability	0.63	0.629
Training method innovation ability	0.676	0.675
Training plan arrangement ability	0.633	0.632
Training setting ability	0.672	0.671

The calculation results show that the five independent variables Training, Teaching, Management, Innovation, Self-improvement, in the model have a predictive explanatory power of 0.514 for the dependent variable Strategic Management, which is higher than 0.33 and belongs to a moderate or above level of explanatory power.

**Table 5** Variable prediction determination coefficient

Regression path	f-square	Result
Innovation -> Strategic Management	0.023	medium
Management -> Strategic Management	0.047	medium
Self-improvement -> Strategic Management	0.104	medium
Teaching -> Strategic Management	0.059	medium
Training -> Strategic Management	0.128	medium

The calculation results show that the five independent variables Training, Teaching, Management, Innovation, Self-improvement in the model have a determination coefficient of not less than 0.02 for the dependent variable Strategic Management, indicating relatively good predictive performance of the model.

**Table 6** Correlation value analysis of predictive ability

	SSO	Residual Sum of Squares (SSE)	Q <sup>2</sup> (=1-SSE/SSO)	Result
Innovation	1101	748.014	0.321	medium
Management	1101	790.484	0.282	medium
Self-improvement	1101	855.69	0.223	medium
Teaching	1101	702.292	0.362	medium
Training	1101	793.372	0.279	medium

In the structural model, Q2 represents the predicted correlation of variables, and the higher the value, the stronger the predicted correlation. The results show that the Q2 statistic of Training for the dependent variable Strategic Management is 0.362, the Q2 statistic of Teaching for the dependent variable Strategic Management is 0.279, and the Q2 statistic of Management for the dependent variable Strategic Management is 0.282, The Q2 statistic of Innovation was 0.321 for the dependent variable Strategic Management, and the Q2 statistic for Self-improvement was 0.223 for the dependent variable Strategic Management.

## 2.5 Structural model path coefficients/relationships

**Table 7** Hypothesis Testing

11	$\beta$	SE	t	p	95% Lower	95% Upper	Decide
Innovation -> Strategic Management	0.132	0.049	2.701	0.007	0.036	0.229	Supported
Management -> Strategic Management	0.183	0.049	3.772	0.000	0.080	0.274	Supported
Self-improvement -> Strategic Management	0.233	0.044	5.312	0.000	0.144	0.314	Supported
Teaching -> Strategic Management	0.224	0.054	4.123	0.000	0.116	0.328	Supported
Training -> Strategic Management	0.278	0.043	6.407	0.000	0.192	0.362	Supported

In this structural model analysis path coefficient test, Innovation has a significant positive regression effect on the dependent variable Strategic Management, and the standardized regression coefficient is  $\beta=0.132$ ,  $p<0.01$ , that is, the null hypothesis H1 is true. Management has a significant positive regression effect on the dependent variable Strategic Management, and the standardized regression coefficient is  $\beta=0.183$ ,  $p<0.001$ , that is, the null hypothesis H2 is true. Self-improvement has a significant positive regression effect on the dependent variable Strategic Management, and the standardized regression coefficient is  $\beta=0.233$ ,  $p<0.001$ , that is, the null hypothesis H3 is true. Teaching has a significant positive regression effect on the dependent variable Strategic Management, and the standardized regression coefficient is  $\beta=0.224$ ,  $p<0.001$ , that is, the null hypothesis H4 is true. Training has a significant positive regression effect on the dependent variable Strategic Management, and the standardized regression coefficient is  $\beta=0.278$ ,  $p<0.001$ , that is, the null hypothesis H5 is true.

3. Examine and confirm the coaching competency strategic management of Chengdu Wushu Sanda Club by focus group.

The study convened a panel of fifteen people industry stakeholders to inductively validate the previous research. The panel discussion convened :(1) Government Sports Management Department 2 people. (2) Association management center personnel, 2 people. (3) Club management, 5 people. (4) Experts in the field of wushu sanda, 6 people. total 15 people collected by purposive random sampling. First, the researcher reported the results of the previous study and questioned the panelists individually. Second, the panelists confirm the findings and provide comments by focus group. Finally, the researcher collects the panelists' opinions of the meeting discussion results.

The study's analysis of the current situation survey information and research data on the Coaching Competency strategic management of Chengdu Wushu Sanda Club was unanimously approved. And the quantitative research results all have a certain degree of interpretability, and the structural equation model has good credibility and validity, which has a certain value of promotion.

## Discussion

The current situation of Coaching Competency strategic management of Chengdu Wushu Sanda Club is as follows: Training Dimension: Setting ability is the basis and starting point, including precise setting of training goals, content, intensity and difficulty. Training planning arrangement ability affects the implementation effect and efficiency. Competition guidance is an important extension and inspection link. These three interact and influence to form a complete training system. Teaching Dimension: Movement explanation ability helps trainees understand theoretically, demonstration ability enables them to master through perception, and professional skills provide a foundation. These three combine to enhance teaching effect and promote trainees' growth. Management Dimension: Classroom management ability is the basic link, affecting the order and effect. Coordinating interpersonal skills is essential. Decisive decision-making skills play a key role. These three collaborate to enhance management efficiency and promote stable development. Innovation Dimension: Applied expertise and ability are the cornerstone. Training content innovation ability determines the essence and value. Training method innovation ability affects implementation and promotion. These three interact to promote innovation ability and bring opportunities and breakthroughs. Self-Improvement Dimension: Objective self-evaluation ability is the starting point and foundation. Experience summary ability is the key link. Self-learning ability is the core driving force. These three cooperate to form strong self-improvement ability for individuals' growth. The study highlights the importance of strategic management in optimizing coaching effectiveness. It shows how a systematic approach to managing coaching competencies can improve athlete performance, increase club success, and a stronger overall martial arts community. This knowledge contribution underscores the need for clubs to invest in the development and management of their coaching resources. Overall, this research enriches the understanding of coaching competence and strategic management in the context of martial arts clubs and makes a significant contribution to the field.

## Suggestions

### 1. Theoretical Suggestions

The strategic management of coaches' competency can be based on the following theories: Firstly, applying the theory of human resource management, considering coaches as important human resources, and enhancing the overall quality and competency of coaches through scientific selection, training, performance management, and career development planning. Secondly, drawing on the theory of learning organizations, encouraging the coaching team to continuously learn, innovate, and share experiences, and creating a positive learning atmosphere. Furthermore, guided by the theory of strategic management, clarifying the development strategic goals of the club, and closely integrating the improvement of coaches' Competency with the strategic goals to ensure that the coaching team can provide strong support for the long-term development of the club.

### 2. Policy Suggestions

Clarify the Competency Standards of Coaches: Develop detailed Competency models for coaches, including specific standards in aspects such as professional skills, teaching ability, communication skills, teamwork, etc., providing a basis for the selection, training, and evaluation of coaches. Continuous Training and Development: Regularly organize coaches to participate in professional training, seminars, and exchange activities, continuously update knowledge and skills, and improve teaching levels. Establish Incentive Mechanisms: Set up a reward system to commend and reward outstanding coaches, stimulating their work enthusiasm and creativity. Performance Evaluation and Feedback: Establish a scientific performance evaluation system, regularly evaluate the work performance of coaches, and provide timely feedback to help coaches identify problems and improve deficiencies.

### 3. Further Research Suggestions

Carry out Internal Training Courses: Experienced coaches serve as training instructors to share teaching experiences and skills, improving the teaching level of the entire coaching team. Encourage Coaches to Participate in Scientific Research Projects: Cooperate with universities or research institutions to carry out scientific research projects related to Wushu Sanda, enhancing the theoretical level and scientific research ability of coaches. Establish a Coaching Exchange Platform: Utilize online and offline platforms to promote exchanges and cooperation among coaches, and share teaching resources and experiences.

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