

**Alis Volat Propriis:
Pathways, Challenges, and Strategies for
Australian Women in Elite-Level Sport Leadership**

Lenora J. Sundstrom

A.S., Sheridan College, 1999

B.S.S., Cornell College, 2001

M.A., Minnesota State University—Mankato, 2003

A thesis submitted in fulfilment of the requirement for the degree of

DOCTOR OF PHILOSOPHY

School of Sport and Exercise Science

Faculty of Arts, Education, and Human Development

Victoria University, Melbourne, Australia

March, 2012

A Note About the Title

The Latin phrase *alis volat propriis* translates as “she flies on her own wings”. It is included in the title as it captures eloquently and succinctly the indomitable spirit common among the participants of this research. It is symbolic in three ways. “She flies” describes the participants’ gentle courage, quiet confidence, and willingness to take risks—that they dare to fly at all. “On her own” expresses their intense determination, resolute perseverance, and intrinsic motivation: these women make it happen for themselves. “Wings” illustrates the utilisation of their innate talents to rise above gender-based discrimination as agents for change in their own lives, but also for women in general: they are true to themselves and their beliefs. Thus *she flies on her own wings* with a formidable desire to succeed, as a genuine leader, and with great humility. Finally, the phrase is included not only to honour the study participants, but as a tribute to women throughout time who have fought for gender equity.

Declaration

I, Lenora J. Sundstrom, declare that the PhD thesis entitled “Alis Volat Propriis: Pathways, Challenges, and Strategies for Australian Women at the Elite Level of Sport Leadership in Australia”, is not more than 100,000 words in length, exclusive of tables, figures, appendices, references, and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

Signature:

A solid black rectangular box used to redact the signature.

_____ Date: 15 April 2012

Abstract

Despite increased female participation in sport, there remains an under-representation of women in sport leadership positions, particularly at the elite level (e.g., Acosta & Carpenter, 2010; Cameron, 1996; Hartmann-Tews & Pfister, 2003; McKay, 1997; Robertson, 2010). Researchers have identified barriers that have inhibited women's progression to elite-level roles. Little is known, however, about the pathways or experiences of women who do advance to elite-level positions. The primary aim of this dissertation research was to explore how women overcome societal, organisational, familial, and personal barriers to obtain employment as elite-level coaches, officials (referees, umpires), and administrators (managers, directors, executives).

Semi-structured, in-depth interviews were conducted with 33 women coaches, officials, and administrators (COAs) in order to identify their career progression pathways, barriers experienced, and strategies utilised. Participants from across Australia were recruited from the sports of athletics (track and field), basketball, football (soccer), and swimming. Interviews were recorded, transcribed verbatim, and analysed according to the inductive procedure outlined by Auerbach and Silverstein (2003).

Key findings include the development of a pathway model specific to each groups' career progression, and the identification of barriers faced and strategies employed by the participants. The COAs generally progressed through four phases of career development, in which they negotiated barriers and developed strategies. Barriers arose primarily in the third stage, and were most prevalent at the organisational level, although barriers occurred across all levels and were juggled throughout participants' careers. Strategies were organised into five main groups: an internal locus of control,

comfortable in male sport culture, intrinsic motivation, leadership qualities, and sources of support. Participants often approached “barriers” as challenges or setbacks rather than defeats. A “male champion” provided encouragement and assistance to the COA as she progressed. Participants generally viewed themselves as agents for change and were driven to improve opportunities for other women COAs. Most of the women demonstrated a transformational style of leadership in their interactions with athletes, parents, spectators, and other COAs. An extensive support network enabled the participants to balance their often competing sport and non-sport roles.

Participants’ experiences were compared and contrasted across the COA groups, and by sport. Recommendations drawn from the findings are available to assist organisations (State Sport Organisations [SSOs], National Sport Organisations [NSOs]) promoting the advancement of women in sport leadership, including recruitment and selection, professional development and mentoring, and policy and legislation.

Acknowledgements

It is said that it takes a community to raise a child. So too, a community is required to see through a doctoral candidate. To properly acknowledge everyone who has in some way supported me on this journey would result in an introduction three times the length of the thesis. Though I must be brief, my appreciation is unfathomable and immeasurable.

I am indebted to the participants who so willingly gave their time and shared their lives, honouring me with their enthusiasm and cooperation. Utmost gratefulness to Daryl and Caroline, my supervisors, who persevered through the many challenges this project presented. I would also like to acknowledge Ms Merryn Bellamy at Sport and Recreation Victoria, who provided funding for this research through a generous Women in Sport Leadership grant.

Heartfelt thanks are also extended to Sue, Samantha, and the entire International Student Support team, and the staff in the OPR, who always had a smile and a solution. Thanks also to the members of the FGSC and PRC, who welcomed and encouraged me.

Words cannot express the depth or breadth of gratitude due to my family and friends, both Australian and American. To R2G2; Master Jim and Jan; Westy, Michael, Deirdre, and the basketball mob; Rosie at TKD; Becky; and the Willie UCA congregation—you're the best mates a Yank could have. And to Mom and Dad, Marc and Heather, Auntie Roo, Linea, and everyone else who made Home just a phone call away, your emails, letters, pictures, DVDs, packages, thoughts, and prayers mean more than you'll ever know. You are on every page.

Dedication

For Mumsy...the wind beneath my wings.

Contents

| | |
|---|----------|
| Title | i |
| Note About the Title | ii |
| Declaration | iii |
| Abstract | iv |
| Acknowledgements | vi |
| Dedication | vii |
| Contents | viii |
| List of Figures | xviii |
| List of Tables | xix |
| List of Appendices | xxiii |
| List of Acronyms | xxvi |
| Sport-specific Terms Used in the Thesis | xxviii |
| Glossary | xxix |
| Prologue: Personal Statement | xxxiii |
| Chapter 1: Introduction | 1 |
| Problem | 2 |
| Current Status: World-wide Underrepresentation of Women | |
| in Sport Leadership | 5 |
| International | 6 |
| North America | 8 |
| The UK and Europe | 11 |
| Africa, Asia, Central and South America | 16 |
| Oceania | 16 |

| | | | | | | | | |
|-------------------------------------|----|----|----|----|----|----|----|-----------|
| Australia | .. | .. | .. | .. | .. | .. | .. | 17 |
| Australian Sport Context | .. | .. | .. | .. | .. | .. | .. | 22 |
| Historical development of sport | .. | .. | .. | .. | .. | .. | .. | 22 |
| Current sport structure | .. | .. | .. | .. | .. | .. | .. | 24 |
| Current sport context | .. | .. | .. | .. | .. | .. | .. | 24 |
| Need for Research | .. | .. | .. | .. | .. | .. | .. | 26 |
| Innovation | .. | .. | .. | .. | .. | .. | .. | 27 |
| Research Questions | .. | .. | .. | .. | .. | .. | .. | 28 |
| Contribution to Knowledge | .. | .. | .. | .. | .. | .. | .. | 28 |
| Statement of Significance | .. | .. | .. | .. | .. | .. | .. | 29 |
| Thesis Overview | .. | .. | .. | .. | .. | .. | .. | 30 |
| Chapter 2: Literature Review | .. | .. | .. | .. | .. | .. | .. | 32 |
| Early works | .. | .. | .. | .. | .. | .. | .. | 34 |
| Knoppers and Colleagues | .. | .. | .. | .. | .. | .. | .. | 36 |
| Stangl & Kane | .. | .. | .. | .. | .. | .. | .. | 41 |
| Theberge | .. | .. | .. | .. | .. | .. | .. | 43 |
| Inglis | .. | .. | .. | .. | .. | .. | .. | 46 |
| Section summary | .. | .. | .. | .. | .. | .. | .. | 47 |
| Coaches | .. | .. | .. | .. | .. | .. | .. | 49 |
| Pathways | .. | .. | .. | .. | .. | .. | .. | 49 |
| Barriers | .. | .. | .. | .. | .. | .. | .. | 53 |
| Societal | .. | .. | .. | .. | .. | .. | .. | 53 |
| Organisational | .. | .. | .. | .. | .. | .. | .. | 56 |
| Familial | .. | .. | .. | .. | .. | .. | .. | 61 |

| | | | | | | | |
|------------------------------------|----|----|----|----|----|----|-----|
| Personal | .. | .. | .. | .. | .. | .. | 65 |
| International & Australia | .. | .. | .. | .. | .. | .. | 69 |
| Canada | .. | .. | .. | .. | .. | .. | 69 |
| The UK and Europe | .. | .. | .. | .. | .. | .. | 70 |
| New Zealand | .. | .. | .. | .. | .. | .. | 72 |
| Australia | .. | .. | .. | .. | .. | .. | 74 |
| Strategies | .. | .. | .. | .. | .. | .. | 75 |
| Job satisfaction | .. | .. | .. | .. | .. | .. | 75 |
| Sources of support | .. | .. | .. | .. | .. | .. | 78 |
| Recruitment and retention | .. | .. | .. | .. | .. | .. | 81 |
| Section summary | .. | .. | .. | .. | .. | .. | 85 |
| Officials | .. | .. | .. | .. | .. | .. | 87 |
| Pathways, barriers, and strategies | .. | .. | .. | .. | .. | .. | 90 |
| Section summary | .. | .. | .. | .. | .. | .. | 91 |
| Administrators | .. | .. | .. | .. | .. | .. | 91 |
| Pathways | .. | .. | .. | .. | .. | .. | 92 |
| Barriers | .. | .. | .. | .. | .. | .. | 95 |
| Societal | . | .. | .. | .. | .. | .. | 95 |
| Hegemonic masculinity | .. | .. | .. | .. | .. | .. | 96 |
| Patriarchy | .. | .. | .. | .. | .. | .. | 97 |
| Liberal feminist policies | .. | .. | .. | .. | .. | .. | 97 |
| Organisational | .. | .. | .. | .. | .. | .. | 98 |
| US | .. | .. | .. | .. | .. | .. | 99 |
| Canada | .. | .. | .. | .. | .. | .. | 100 |

| | | | | | | |
|-------------------|------------------------------------|----|----|----|----|------------|
| | The UK and Europe | .. | .. | .. | .. | 101 |
| | China | .. | .. | .. | .. | 115 |
| | New Zealand | .. | .. | .. | .. | 117 |
| | Australia | .. | .. | .. | .. | 118 |
| | Familial and personal | .. | .. | .. | .. | 122 |
| Strategies | .. | .. | .. | .. | .. | 124 |
| | Leadership style | .. | .. | .. | .. | 125 |
| | Mentoring and networking | .. | .. | .. | .. | 125 |
| | HRM structures | .. | .. | .. | .. | 128 |
| | Section summary | .. | .. | .. | .. | 130 |
| Literature Review | Conclusions | .. | .. | .. | .. | 131 |
| Chapter 3: | Data Collection | .. | .. | .. | .. | 132 |
| | Conceptual Framework | .. | .. | .. | .. | 132 |
| | Epistemology | .. | .. | .. | .. | 133 |
| | Theoretical perspective | .. | .. | .. | .. | 134 |
| | Methodology | .. | .. | .. | .. | 136 |
| | Method | .. | .. | .. | .. | 137 |
| | Research Design | .. | .. | .. | .. | 138 |
| | Data Collection | .. | .. | .. | .. | 140 |
| | Ethics clearance | .. | .. | .. | .. | 140 |
| | Procedural overview | .. | .. | .. | .. | 140 |
| | Information sheet and consent form | .. | .. | .. | .. | 140 |
| | Interview guide | .. | .. | .. | .. | 141 |
| | Participants | .. | .. | .. | .. | 142 |

| | | | | | | | |
|--|----|----|----|----|----|----|------------|
| Sampling | .. | .. | .. | .. | .. | .. | 142 |
| Recruitment and selection | .. | .. | .. | .. | .. | .. | 143 |
| Profile | .. | .. | .. | .. | .. | .. | 144 |
| Interview process | .. | .. | .. | .. | .. | .. | 145 |
| Scheduling the interview | .. | .. | .. | .. | .. | .. | 145 |
| Meeting with the participant | .. | .. | .. | .. | .. | .. | 146 |
| Interview conclusion | .. | .. | .. | .. | .. | .. | 147 |
| Post-interview procedures | .. | .. | .. | .. | .. | .. | 148 |
| Memos | .. | .. | .. | .. | .. | .. | 148 |
| Triangulation | .. | .. | .. | .. | .. | .. | 148 |
| Maintaining confidentiality and data safekeeping | .. | .. | .. | .. | .. | .. | 148 |
| Data transformation | .. | .. | .. | .. | .. | .. | 148 |
| Limitations | .. | .. | .. | .. | .. | .. | 149 |
| Chapter 4: Data Analysis.. | .. | .. | .. | .. | .. | .. | 150 |
| Data Analysis | .. | .. | .. | .. | .. | .. | 150 |
| The Six-step Process | .. | .. | .. | .. | .. | .. | 151 |
| Step 1: Delineate the research concern and theoretical framework | | | | | | | 151 |
| Step 2: Reduce the whole text to what will be further analysed | | | | | | | 152 |
| Step 2a: Initial reading of the transcript | .. | .. | .. | .. | .. | .. | 152 |
| Step 2b: Identifying relevant text | .. | .. | .. | .. | .. | .. | 152 |
| Step 3: Identify “repeating ideas”—ideas expressed by | | | | | | | |
| more than one person | .. | .. | .. | .. | .. | .. | 153 |
| Step 3a: Code for main ideas | .. | .. | .. | .. | .. | .. | 153 |
| Step 3b: Identify repeating ideas | .. | .. | .. | .. | .. | .. | 153 |

| | |
|--|------------|
| Step 4: Organise repeating ideas into like groups or themes .. | 154 |
| Step 5: Organise themes into broader theoretical constructs .. | 154 |
| Step 6: Create a theoretical narrative to tell the participants' stories in the language of the theoretical constructs | 155 |
| Presentation of the Findings | 156 |
| Chapter 5: Findings and Discussion: Elite-level Coaches .. | 157 |
| Pathways | 158 |
| Theoretical Construct 1: Stage 1—Pre-coaching Phase .. | 164 |
| Theoretical Construct 2: Stage 2—Getting Involved .. | 165 |
| Theoretical Construct 3: Stage 3a—Becoming More Strategic | 166 |
| Theoretical Construct 4: Stage 3b—Setbacks | 169 |
| Theoretical Construct 5: Stage 4—Coaching at the Elite Level | 170 |
| Barriers | 171 |
| Theoretical Construct 1: Societal Challenges | 172 |
| Theoretical Construct 2: Organisational Challenges | 173 |
| Theoretical Construct 3: Familial Challenges | 176 |
| Theoretical Construct 4: Personal Challenges | 177 |
| Strategies | 179 |
| Theoretical Construct 1: Internal Locus of Control | 179 |
| Theoretical Construct 2: Comfortable in Male Sport Culture | 181 |
| Theoretical Construct 3: Intrinsic Motivation | 182 |
| Theoretical Construct 4: Leadership Qualities | 183 |
| Theoretical Construct 5: Support | 185 |
| Discussion | 187 |

| | | | | | | | | |
|--|----|----|----|----|----|----|-------|------------|
| Pathways | .. | .. | .. | .. | .. | .. | .. | 187 |
| Challenges | .. | .. | .. | .. | .. | .. | .. | 192 |
| Strategies | .. | .. | .. | .. | .. | .. | .. | 201 |
| Chapter 6: Findings and Discussion: Elite-level Officials | .. | .. | | | | | | 210 |
| Pathways | .. | .. | .. | .. | .. | .. | .. | 212 |
| Theoretical Construct 1: Stage 1—Pre-officiating Phase | | | | | | | .. | 217 |
| Theoretical Construct 2: Stage 2—Getting Involved | | | | | | | .. | 218 |
| Theoretical Construct 3: Stage 3a—Becoming More Strategic | | | | | | | | 219 |
| Theoretical Construct 4: Stage 3b—Setbacks |  |  |  |  |  |  | .. .. | 220 |
| Theoretical Construct 5: Stage 4—Officiating at the Elite Level | | | | | | | | 222 |
| Challenges | .. | .. | .. | .. | .. | .. | .. | 223 |
| Theoretical Construct 1: Societal Challenges |  |  |  |  |  |  | .. .. | 224 |
| Theoretical Construct 2: Organisational Challenges |  |  |  |  |  |  | .. .. | 225 |
| Theoretical Construct 3: Familial Challenges |  |  |  |  |  |  | .. .. | 228 |
| Theoretical Construct 4: Personal Challenges |  |  |  |  |  |  | .. .. | 229 |
| Strategies | .. | .. | .. | .. | .. | .. | .. | 230 |
| Theoretical Construct 1: Internal Locus of Control |  |  |  |  |  |  | .. .. | 230 |
| Theoretical Construct 2: Comfortable in Male Sport Culture | | | | | | | | 232 |
| Theoretical Construct 3: Intrinsic Motivation |  |  |  |  |  |  | .. .. | 234 |
| Theoretical Construct 4: Leadership Qualities |  |  |  |  |  |  | .. .. | 236 |
| Theoretical Construct 5: Support |  |  |  |  |  |  | .. .. | 237 |
| Discussion | .. | .. | .. | .. | .. | .. | .. | 239 |
| Pathways | .. | .. | .. | .. | .. | .. | .. | 239 |
| Challenges | .. | .. | .. | .. | .. | .. | .. | 241 |

| | | | | | | | | |
|---|----|----|----|----|----|----|----|------------|
| Strategies | .. | .. | .. | .. | .. | .. | .. | 247 |
| Chapter 7: Findings and Discussion: Elite-level Administrators | .. | | | | | | | 253 |
| Pathways | .. | .. | .. | .. | .. | .. | .. | 254 |
| Theoretical Construct 1: Stage 1—Pre-administration Phase | | | | | | | | 258 |
| Theoretical Construct 2: Stage 2—Getting Involved | | | | | | .. | | 259 |
| Theoretical Construct 3: Stage 3a—Becoming More Strategic | | | | | | | | 260 |
| Theoretical Construct 4: Stage 3b—Setbacks | | | | | | .. | .. | 262 |
| Theoretical Construct 5: Stage 4—Elite Level Administrator | | | | | | | | 262 |
| Challenges | .. | .. | .. | .. | .. | .. | .. | 263 |
| Theoretical Construct 1: Societal Challenges | | | | | | .. | .. | 264 |
| Theoretical Construct 2: Organisational Challenges | | | | | | .. | .. | 265 |
| Theoretical Construct 3: Familial Challenges | | | | | | .. | .. | 266 |
| Theoretical Construct 4: Personal Challenges | | | | | | .. | .. | 267 |
| Strategies | .. | .. | .. | .. | .. | .. | .. | 268 |
| Theoretical Construct 1: Internal Locus of Control | | | | | | .. | .. | 268 |
| Theoretical Construct 2: Comfortable in Male Sport Culture | | | | | | | | 269 |
| Theoretical Construct 3: Intrinsic Motivation | | | | | | .. | .. | 270 |
| Theoretical Construct 4: Leadership Qualities | | | | | | .. | .. | 271 |
| Theoretical Construct 5: Support | | | | | | .. | .. | 273 |
| Discussion | .. | .. | .. | .. | .. | .. | .. | 274 |
| Pathways | .. | .. | .. | .. | .. | .. | .. | 274 |
| Challenges | .. | .. | .. | .. | .. | .. | .. | 277 |
| Strategies | .. | .. | .. | .. | .. | .. | .. | 284 |

| | | | |
|--|----|----|------------|
| Chapter 8: Combined Findings and General Discussion | .. | .. | 288 |
| Pathways | .. | .. | 288 |
| Four-phase Pathway Model | .. | .. | 288 |
| Lack of Elite-level Intention and External Encouragement | .. | | 290 |
| Keys to Establishing Oneself as COA | .. | .. | 291 |
| Internal locus of control | .. | .. | 292 |
| Male champion | .. | .. | 293 |
| Mentors | .. | .. | 295 |
| Challenges | .. | .. | 296 |
| Societal Level | .. | .. | 296 |
| Organisational Level | .. | .. | 297 |
| Familial Level | .. | .. | 298 |
| Personal Level | .. | .. | 299 |
| Barriers Versus Challenges | .. | .. | 299 |
| Strategies | .. | .. | 300 |
| Internal Locus of Control | .. | .. | 301 |
| Comfortable in Male Sport Culture | .. | .. | 302 |
| Intrinsic Motivation | .. | .. | 304 |
| Leadership Qualities | .. | .. | 304 |
| Support | .. | .. | 305 |
| Identified Strategies in the Context of Structural Change | .. | | 305 |
| Methodological Issues and Future Directions | .. | .. | 307 |

| | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|------------|
| Chapter 9: Conclusions and Recommendations | .. | .. | .. | | | | | | 310 |
| Conclusions | .. | .. | .. | .. | .. | .. | .. | .. | 310 |
| Pathways | .. | .. | .. | .. | .. | .. | .. | .. | 310 |
| Challenges | .. | .. | .. | .. | .. | .. | .. | .. | 310 |
| Strategies | .. | .. | .. | .. | .. | .. | .. | .. | 311 |
| Recommendations | .. | .. | .. | .. | .. | .. | .. | .. | 312 |
| Federal – National Level | | | .. | .. | .. | .. | .. | .. | 312 |
| State – Local Level | .. | .. | .. | .. | .. | .. | .. | .. | 314 |
| Familial – Personal Level | | | .. | .. | .. | .. | .. | .. | 314 |
| Concluding Statement | | .. | .. | .. | .. | .. | .. | .. | 315 |
| References | .. | .. | .. | .. | .. | .. | .. | .. | 316 |
| Appendices | .. | .. | .. | .. | .. | .. | .. | .. | 344 |

List of Figures

| | | |
|--------------------|--|-----|
| <i>Figure 2.1.</i> | Influence of barriers and strategies on pathway progression .. | 49 |
| <i>Figure 5.1.</i> | Pathway progression model for coaches | 163 |
| <i>Figure 6.1.</i> | Pathway progression model for officials | 216 |
| <i>Figure 7.1.</i> | Pathway progression model for administrators | 257 |

List of Tables

| | | |
|------------|---|----|
| Table 1.1 | Intercollegiate Female Participation Before and After the Introduction of Title IX | 3 |
| Table 1.2 | Female Leadership in NCAA Division I, II, & III Athletics Programs in the US | 4 |
| Table 1.3 | Women's Representation in the IOC in 2004, 2008, and 2009 | 7 |
| Table 1.4 | Percentages of Female Coaches from Canada at Recent Olympic Games | 8 |
| Table 1.5 | Selected Titles from the Canadian Journal for Women in Coaching Online | 9 |
| Table 1.6 | Percentages of Women Members of the United States Olympic Committee | 11 |
| Table 1.7 | Percentages of Female Competitors, Coaches, and Medallists at Commonwealth Games | 12 |
| Table 1.8 | Representation by Gender on Selected National Olympic Committees | 14 |
| Table 1.9 | Membership by Gender of the Australian Olympic Committee | 18 |
| Table 1.10 | Gender Distribution of Selected Australian NSO Governing Boards | 19 |
| Table 1.11 | Gender Distribution of Governance Bodies and Institute-affiliated Coaches | 20 |
| Table 2.1 | Gender of Participants in Selected Studies of Officials, 1995-2010 | 89 |

| | | | |
|-----------------|--|---------|-----|
| Table 2.2 | External Barriers Identified from McKay's Interviews with Female and Male Australian Sport Executives | .. | 121 |
| Table 2.3 | Key Influences on the Career Development of Elite-level Women Administrators | .. .. . | 127 |
| Table 3.1 | Nested Research Design | .. .. . | 138 |
| Table 3.2 | Three Study Research Design | .. .. . | 139 |
| Table 3.3 | Participant Representation for Leadership Position and Sport | | 144 |
| Table 3.4 | Participant Demographics | .. .. . | 145 |
| Table 3.5 | Participant Interviews by Sport and Location | .. .. | 146 |
| Table 4.1 | An Example: Repeating Ideas, Themes, and Theoretical Constructs | .. .. . | 155 |
| Table 4.2 | Outline for the Presentation of Findings | .. .. . | 156 |
| Coaches: | Pathways | | |
| Table 5.1 | Theoretical Construct 1: Stage 1—Pre-coaching Phase | .. | 165 |
| Table 5.2 | Theoretical Construct 2: Stage 2—Getting Involved | .. | 166 |
| Table 5.3 | Theoretical Construct 3: Stage 3a—Becoming More Strategic | | 168 |
| Table 5.4 | Theoretical Construct 4: Stage 3b—Setbacks | .. .. | 169 |
| Table 5.5 | Theoretical Construct 5: Stage 4—Coaching at the Elite Level | | 170 |
| Coaches: | Challenges | | |
| Table 5.6 | Theoretical Construct 1: Societal Challenges | .. .. | 173 |
| Table 5.7 | Theoretical Construct 2: Organisational Challenges | .. .. | 175 |
| Table 5.8 | Theoretical Construct 3: Familial Challenges | .. .. | 177 |
| Table 5.9 | Theoretical Construct 4: Personal Challenges | .. .. | 178 |

Coaches: Strategies

| | | |
|------------|--|-----|
| Table 5.10 | Theoretical Construct 1: Internal Locus of Control | 180 |
| Table 5.11 | Theoretical Construct 2: Comfortable in Male Sport Culture | 182 |
| Table 5.12 | Theoretical Construct 3: Intrinsic Motivation | 183 |
| Table 5.13 | Theoretical Construct 4: Leadership Qualities | 184 |
| Table 5.14 | Theoretical Construct 5: Support | 186 |

Officials: Pathways

| | | |
|-----------|---|-----|
| Table 6.1 | Theoretical Construct 1: Stage 1—Pre-officiating Phase .. | 217 |
| Table 6.2 | Theoretical Construct 2: Stage 2—Getting Involved .. | 219 |
| Table 6.3 | Theoretical Construct 3: Stage 3a—Becoming More Strategic | 220 |
| Table 6.4 | Theoretical Construct 4: Stage 3b—Setbacks | 222 |
| Table 6.5 | Theoretical Construct 5: Stage 4—Officiating at the Elite Level | 223 |

Officials: Challenges

| | | |
|-----------|--|-----|
| Table 6.6 | Theoretical Construct 1: Societal Challenges | 225 |
| Table 6.7 | Theoretical Construct 2: Organisational Challenges | 227 |
| Table 6.8 | Theoretical Construct 3: Familial Challenges | 229 |
| Table 6.9 | Theoretical Construct 4: Personal Challenges | 230 |

Officials: Strategies

| | | |
|------------|--|-----|
| Table 6.10 | Theoretical Construct 1: Internal Locus of Control | 232 |
| Table 6.11 | Theoretical Construct 2: Comfortable in Male Sport Culture | 334 |
| Table 6.12 | Theoretical Construct 3: Intrinsic Motivation | 235 |
| Table 6.13 | Theoretical Construct 4: Leadership Qualities | 237 |
| Table 6.14 | Theoretical Construct 5: Support | 238 |

Administrators: Pathways

| | | |
|-----------|--|-----|
| Table 7.1 | Theoretical Construct 1: Stage 1—Pre-administration Phase | 259 |
| Table 7.2 | Theoretical Construct 2: Stage 2—Getting Involved .. | 260 |
| Table 7.3 | Theoretical Construct 3: Stage 3a—Becoming More Strategic | 261 |
| Table 7.4 | Theoretical Construct 4: Stage 3b—Setbacks | 262 |
| Table 7.5 | Theoretical Construct 5: Stage 4—Elite-level Administrator | 263 |

Administrators: Challenges

| | | |
|-----------|--|-----|
| Table 7.6 | Theoretical Construct 1: Societal Challenges | 264 |
| Table 7.7 | Theoretical Construct 2: Organisational Challenges | 266 |
| Table 7.8 | Theoretical Construct 3: Familial Challenges | 267 |
| Table 7.9 | Theoretical Construct 4: Personal Challenges | 268 |

Administrators: Strategies

| | | |
|------------|--|-----|
| Table 7.10 | Theoretical Construct 1: Internal Locus of Control | 269 |
| Table 7.11 | Theoretical Construct 2: Comfortable in Male Sport Culture | 270 |
| Table 7.12 | Theoretical Construct 3: Intrinsic Motivation | 271 |
| Table 7.13 | Theoretical Construct 4: Leadership Qualities | 272 |
| Table 7.14 | Theoretical Construct 5: Support | 273 |

List of Appendices

| | | | | |
|-------------------|---|----|-----|------------|
| Appendix A | The Brighton Declaration on Women and Sport | .. | .. | 344 |
| Appendix B | Reference details for Tables 1.8, 1.9, and 1.11 | .. | .. | 348 |
| Appendix C | Early Works Summary Table | .. | .. | 352 |
| Appendix D | Participant Perceptions of Women’s Underrepresentation (McKay, 1992, 1997) | .. | .. | 358 |
| Appendix E | Participant Perceptions of Organisational Structures and Processes (McKay, 1992, 1997) | .. | .. | 359 |
| Appendix F | Information for Participants Involved in Research | .. | .. | 360 |
| Appendix G | Informed Consent for Participants Involved in Research | .. | | 361 |
| Appendix H | Interview Guide Template – Coaches | .. | .. | 362 |
| Appendix I | Interview Guide Template – Officials | .. | .. | 363 |
| Appendix J | Interview Guide Template – Administrators | .. | .. | 364 |
| Appendix K | Recruitment Flier | .. | .. | 365 |
| Appendix L | Coaches Coding Tree Structure – Pathways | .. | .. | 366 |
| Appendix L-1 | Coaches’ Pathway – Stage 1 | .. | .. | 368 |
| Appendix L-2 | Coaches’ Pathway – Stage 2 | .. | .. | 370 |
| Appendix L-3a | Coaches’ Pathway – Stage 3a | .. | .. | 375 |
| Appendix L-3b | Coaches’ Pathway – Stage 3b | .. | .. | 381 |
| Appendix L-4 | Coaches’ Pathway – Stage 4 | .. | .. | 383 |
| Appendix M | Coaches Coding Tree Structure – Challenges | .. | .. | 386 |
| Appendix M-1: | Coaches’ Challenges – Societal | .. | ... | 388 |
| Appendix M-2: | Coaches’ Challenges – Organisational | .. | .. | 392 |
| Appendix M-3: | Coaches’ Challenges – Familial | .. | .. | 401 |

| | | | | | |
|---|----|----|----|----|------------|
| Appendix M-4: Coaches' Challenges – Personal | .. | .. | .. | .. | 403 |
| Appendix N Coaches Coding Tree Structure – Strategies | .. | .. | | | 405 |
| Appendix N-1: Coaches' Strategies – Internal Locus of Control | .. | .. | | | 407 |
| Appendix N-2: Coaches' Strategies – Comfortable in Male Sport Culture | .. | | | | 412 |
| Appendix N-3: Coaches' Strategies – Intrinsic Motivation | .. | .. | .. | | 414 |
| Appendix N-4: Coaches' Strategies – Leadership Qualities | .. | .. | .. | | 416 |
| Appendix N-5: Coaches' Strategies – Support | .. | .. | .. | .. | 420 |
| Appendix O Officials Coding Tree Structure – Pathways | .. | .. | | | 425 |
| Appendix O-1: Officials' Pathway – Stage 1 | .. | .. | .. | .. | 427 |
| Appendix O-2: Officials' Pathway – Stage 2 | .. | .. | .. | .. | 429 |
| Appendix O-3a: Officials' Pathway – Stage 3a | .. | .. | .. | .. | 432 |
| Appendix O-3b: Officials' Pathway – Stage 3b | .. | .. | .. | .. | 438 |
| Appendix O-4: Officials' Pathway – Stage 4 | .. | .. | .. | .. | 441 |
| Appendix P Officials Coding Tree Structure – Challenges | .. | .. | | | 442 |
| Appendix P-1: Officials' Challenges – Societal | .. | .. | .. | .. | 444 |
| Appendix P-2: Officials' Challenges – Organisational | .. | .. | .. | | 450 |
| Appendix P-3: Officials' Challenges – Familial | .. | .. | .. | .. | 461 |
| Appendix P-4: Officials' Challenges – Personal | .. | .. | .. | .. | 463 |
| Appendix Q Officials Coding Tree Structure – Strategies | .. | .. | | | 465 |
| Appendix Q-1: Officials' Strategies – Internal Locus of Control | .. | .. | | | 467 |
| Appendix Q-2: Officials' Strategies – Comfortable in Male Sport Culture | .. | | | | 473 |
| Appendix Q-3: Officials' Strategies – Intrinsic Motivation | .. | .. | .. | | 475 |
| Appendix Q-4: Officials' Strategies – Leadership Qualities | .. | .. | .. | | 478 |

| | | |
|--|----|------------|
| Appendix R Administrators Coding Tree Structure – Pathways | .. | 487 |
| Appendix R-1: Administrators’ Pathway – Stage 1 | .. | 489 |
| Appendix R-2: Administrators’ Pathway – Stage 2 | .. | 492 |
| Appendix R-3a: Administrators’ Pathway – Stage 3a | .. | 495 |
| Appendix R-3b: Administrators’ Pathway – Stage 3b | .. | 499 |
| Appendix R-4: Administrators’ Pathway – Stage 4 | .. | 500 |
| Appendix S Administrators Coding Tree Structure – Challenges | .. | 502 |
| Appendix S-1: Administrators’ Challenges – Societal | .. | 504 |
| Appendix S-2: Administrators’ Challenges – Organisational | .. | 508 |
| Appendix S-3: Administrators’ Challenges – Familial | .. | 515 |
| Appendix S-4: Administrators’ Challenges – Personal | .. | 517 |
| Appendix T Administrators Coding Tree Structure – Strategies | .. | 519 |
| Appendix T-1: Administrators’ Strategies – Internal Locus of Control | .. | 521 |
| Appendix T-2: Administrators’ Strategies – Comfortable in Male Sport Culture | | 527 |
| Appendix T-3: Administrators’ Strategies – Intrinsic Motivation | .. | 529 |
| Appendix T-4: Administrators’ Strategies – Leadership Qualities | .. | 532 |
| Appendix T-5: Administrators’ Strategies – Support | .. | 538 |

List of Acronyms

The following acronyms are used throughout the thesis. List A includes acronyms used in common sport parlance. List B includes acronyms used throughout the thesis to shorten often-used phrases.

List A

AIS—Australian Institute of Sport

ACTAS—Australian Capital Territory Academy of Sport

NSWIS—New South Wales Institute of Sport

NTIS—Northern Territory Institute of Sport

QAS—Queensland Academy of Sport

SASI—South Australian Sports Institute

TIS—Tasmanian Institute of Sport

VIS—Victorian Institute of Sport

WAIS—Western Australia Institute of Sport

ASC—Australian Sports Commission

IF—International Federation

IOC—International Olympic Committee

IWG—International Working Group on Women in Sport

NCAA—National Collegiate Athletic Association

NOC—National Olympic Committee

AOC—Australian Olympic Committee

NZOC—New Zealand Olympic Committee

USOC—United States Olympic Committee

NSO—national sport organisation¹

ISOs – international sport organisation²

SSO—state sport organisation³

SSI—state sport institute⁴

¹ Examples of NSOs: Athletics Australia; Basketball Australia; also known as national governing bodies or NGBs in some countries

² Examples of ISOs: Fédération Internationale de Basketball Amateur (FIBA); Fédération Internationale de Football Association (FIFA)

³ Examples of SSOs: Football Federation Victoria; Swimming Victoria; also known as regional or county sport organisations in some countries

⁴ Examples of SSIs: NSWIS, QAS, VIS (See Acronyms List A: AIS)

SPARC—Sport and Recreation New Zealand
SRV—Sport and Recreation Victoria
SWA—Senior Woman Administrator (US/NCAA)
UK—United Kingdom
US—United States of America
WSF—Women’s Sports Foundation (US)
WSFF—Women’s Sport and Fitness Foundation (UK)
WNBL—Women’s National Basketball League (Australia)

List B

COA—coaches, officials, and administrators
JDP—Junior Development Program
LOC—locus of control
 E-LOC—external locus of control
 I-LOC—internal locus of control
VU-HREC—Victoria University Human Research Ethics Committee

Sport-specific Terms Used in the Thesis

A variety of sport-specific terms are used differently in varying geographical regions. The list below indicates synonyms. The Australian term is used throughout this thesis.

| Australia | Other |
|---------------------------------------|--|
| Athletics (sport) | Track and field (does not include cross country running) |
| Football (sport) | Soccer |
| “Footy” or AFL (sport) | Australian Rules football (does not include the rugby codes) |
| Gridiron football (sport) | US / American football |
| Elite level (competition designation) | High performance |
| Program Director (administrator) | Athletics or Sports Director, Program Manager, Senior Woman Administrator |
| University (education level) | Interscholastic (i.e., competition between high schools); intercollegiate (i.e., competition between colleges or universities [US]); interuniversity (i.e., competition between universities [Canada]) |

Glossary

Considerable variety exists in how words and phrases are used relative to sport; even the term *sport* itself can be contentious. Thus, terms used in this thesis that require a common understanding are defined below.

Personnel. Terms used to describe key positions and roles within the sport leadership context.

Coach. A person who helps prepare an individual or a team prior to, and guides the individual or team during, competitive events.

Head coach. The person ultimately responsible for the health and performance of the athlete or team.

Assistant coach. Individual(s) who support the head coach but are not ultimately responsible for the health and performance of the athlete or team.

Official. A person directly involved in the competitive event who ensures safety for participants and enforces the rules and spirit of the game. Includes referees, umpires, linesperson(s), starters, timers, judges, and marshals⁵.

Administrator. A person who takes part in the daily organisation and operation of sports events or programs, sports clubs or associations, or sports institutes or training centres. Administrators include Chief Executive Officers (CEOs), Executive Directors (EDs), Presidents, Board Members, Managing Directors, Athletics Directors, and general sport program officers or managers (media, events, membership, youth, and so on).

⁵ This definition is similar to that used by van Aalst and Daly (2003) in their investigation of high performance sports officials in New Zealand, and by Cuskelly and Hoye (2004) in their investigation of the recruitment and retention of officials in Australia.

Competition level. Terms that indicate the general skill level of the participants. Associated with competition level is the perceived importance of the contest outcome, media coverage, and compensation or rewards for participants.

Elite level. Competition at the semi-professional or professional level⁶. Includes the Olympics and Paralympics; Commonwealth Games; World Championships and World Cups; domestic national leagues or international competitions; a scholarship or sponsorship through a state or national sport organisation; or a sportsperson contracted to represent an organisation or company⁷. A coach, official, or administrator associated with an athlete, a team, or an organisation at this level was considered as elite-level for the purposes of this study⁸.

Sub-elite level. Competition with a developmental focus. Includes higher-level representative teams and state or regional leagues⁹. Most participants would pay to play but some may be sponsored by the club / association, or a local business.

Grassroots level. Competition at the domestic level¹⁰. Participants pay their own way and are not individually sponsored.

Elite junior development. Youth and young adult participants who have been identified as potential elite-level athletes and therefore receive additional training and support. These athletes are sponsored by a state or national sport organisation and compete at the national or international level¹¹. Several of the study participants were involved at this level.

⁶ This definition is similar to that used by Cuskelly and Hoye (2004) in their investigation of the recruitment and retention of officials in Australia.

⁷ Would include most Division I scholarship athletes in the US.

⁸ This affiliation is similar to that used by Reade et al (2009) in their investigation of coaches in Canada.

⁹ Would include most Division II and higher level Division III athletes in the US.

¹⁰ Would include most primary and secondary school athletes in the US.

¹¹ This level was equated with high performance in Allen and Shaw's (2009) study of women coaches in New Zealand.

Competition designations. Terms that indicate how participants' performances are evaluated, and the popularity of the sport in mainstream culture.

Individual sport. A sport in which an athlete's performance is judged solely on her own ability (although "team" points may be compiled from several athletes' performances). Includes athletics and swimming; also archery and tae kwon do.

Team sport. A sport in which an athlete's performance is judged in combination with a group of individuals working toward the same goal. Includes basketball and soccer/football; also volleyball and softball.

Top tier sport. A sport which receives large government subsidies and the majority of prime-time or prime-space media coverage. Includes athletics, basketball, soccer/football, and swimming; also cycling, golf, rugby, and tennis.

Second tier sport. A sport which receives minimal government subsidies, or prime-time or prime-space media coverage. Includes archery, softball, tae kwon do, and volleyball.

Psychological constructs. Concepts from psychology that are used to explain or predict thought processes or behaviours.

Locus of control. The degree to which an individual feels in control of her life. Locus of control exists on a continuum ranging from external to internal.

External locus of control. An individual believes outside forces (i.e. fate, destiny) control one's decisions and the outcome of one's life.

Internal locus of control. An individual believes she makes her own decisions had has control over the events in her life.

Motivation. The forces or reason behind why a person behaves (or does not behave) in a certain way.

Extrinsic motivation. Individuals are motivated by outside rewards such as payment, prizes, or a desired outcome.

Intrinsic motivation. Individuals are motivated by personal interest, enjoyment, or pleasure of an activity or behaviour.

Prologue: Personal Statement

The purpose of this prologue is to provide an overview of my personal interests in researching women in elite-level sport leadership, and how my life experiences have influenced this project. I am passionate about helping women to reach the elite level of leadership in sport, and that passion permeates every aspect of this research project. The following account chronologically summarises meaningful sport and academic experiences in my life, to demonstrate how this passion evolved and has culminated in the choice of PhD topic.

Two undercurrents have carried me through the formation of my identity as an athlete, student, coach, and administrator. The first, Title IX¹², is legislation in the US that requires equitable participation opportunities in school-sponsored activities for both boys and girls. The second undercurrent, embodied in the mantra “Cowboy Up”, is an ideological mandate of my home community. These influences worked both for me and against me; both will be described further below.

At four months of age, I attended my first sport event—a basketball game. My parents are not athletes, but enjoy sport as spectators; often my mother, a teacher, is involved indirectly with school teams. My parents’ enjoyment of sport when I was young sparked my love of sport and competition. With their support and encouragement, I participated in seemingly every sport available while growing up, including traditionally “boys” sports like baseball. I quickly discovered my intrinsic competitiveness, and experienced early athletic success.

¹² Title IX, passed in 1972 as part of the Education Amendments, declares: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (“Title IX”, 2010, ¶1).

A subtle, but potent, benefit of this early sport participation was the musculoskeletal development required to be competitive when I made the boys' gridiron football team. It was at this point that I first became consciously aware of Title IX, as without this legislation, I would not have been allowed to play football, simply because I am female. Title IX is commonly associated with sport participation but applies to all school-sponsored activities. Sport, however, is where Title IX has revolutionised participation equity for girls.

Title IX-enforced equity, combined with early sport participation and intrinsic competitiveness, led to success on the field. It was blatantly obvious, however, that Title IX did not legislate people's attitudes, and I found myself balancing precariously between opposing sets of gender-prescribed behaviours. Growing up in an insular ranching community, I was bombarded with mixed messages. For many, playing football was inappropriate for an adolescent girl; for others, it was exactly what a female teen in the 90s should do. Thus, I constantly received support or resistance from different groups of men and women.

Negotiating compromise between polarised liberal and conservative expectations of my proper place in society taught me two important lessons. The first lesson, reinforced by feminist family and friends, was to pursue my interests regardless of whether society deemed them appropriate for my gender. The second, tested by the very community I learned it from, was the iconic Wild West attitude of Cowboy Up—the “tuff stuff” mindset of wilful resilience that sees pain as weakness and refuses to accept defeat. Cowboy Up meant if I was going to play with the boys, I had to hold my own and play by their rules; this is why I use Cowboy Up rather than the gender specific Cowgirl Up.

In colloquial use, Cowboy Up translates as “quit complaining”. As such, it is almost an insult, implying the recipient is being weak or soft. However, Cowboy Up is sometimes used as encouragement, suggesting the person is capable of overcoming adversity by persevering through frustration, disappointment, or injustice. This second meaning of Cowboy Up was, for me, central to overcoming the discrimination I faced as a girl football player; I bought into Cowboy Up whole-heartedly. I refused to quit playing football or challenging gender stereotypes. Title IX got me on the field; Cowboy Up kept me there.

Eventually, I stopped playing football but the stubbornness in Cowboy Up ideology remained with me. Little time had elapsed before the next challenge to my developing identity emerged, integrating the oxymoronic dichotomies of student and athlete. I invested enormous effort into being successful academically and athletically yet never found acceptance with either subculture. I had simply gone from “tomboy” to “smart jock”. I felt increasing pressure in high school and during my undergraduate education to be a student *or* an athlete, yet could never reconcile giving up either. I was also frustrated with teammates who were unwilling or unable to balance both their academic and athletic commitments. I reached a tenuous compromise as a student-athlete but this identity was strained at best.

Following the completion of my undergraduate education and the cessation of playing competitive basketball, my fragile student-athlete persona was seriously challenged. The moment my basketball career was over, half of my meticulously constructed identity was erased; I was no longer an athlete. Initially I had no interest in pursuing a coaching role. Instead, I began a master’s degree in sport psychology. Yet I

realised I was not yet ready to walk away from basketball and was fortunate to find a part-time assistant coach position while completing my master's program.

My first two years of coaching were the best experience I could have had as a young coach, especially given my uncertainty regarding a coaching future. I had an integral role on the coaching staff without having to make a massive time commitment to the program. The team was successful at the national level and the head coach was the epitome of the thriving, modern, split career, do-it-all mother-wife-coach. I learned from her how to maintain work-family balance and create a positive, functional team climate.

By the completion of my master's degree I had decided to pursue a coaching career and was hired full-time by a school in a different part of the US. My new position involved working in both the school's admission office and as the assistant women's basketball coach, though I saw myself primarily as a basketball coach. It quickly became clear the proposed 50-50% split of my time between the two was unrealistic; both of my superiors saw my time as 90-10% in their favour and demanded dawn to dusk devotion seven days a week. The Cowboy Up mentality again provided daily strength as I was pulled between two very difficult women who constantly antagonised each other.

In less than a year both of the women were replaced and I assumed their removal was a positive move by the school. I also left the admission office for a fulltime position as Office and Budget Manager in the Athletics Department, while still retaining my role as the assistant women's basketball coach. Finally I was working fulltime in athletics, which was exactly where I wanted to be. Now in the athletics department fulltime, I had a better understanding of its workings and politics. I supported the appointment of a

male as the new women's basketball head coach. He was a previous assistant, a tested high school coach, and a friend. I became concerned, however, when the (female) women's soccer coach was dismissed, and a male replaced her. Cross country, swimming and diving, tennis, and track and field already had male head coaches. Women's golf was tacked onto the responsibilities of the (now male) head women's basketball coach.

Suddenly only volleyball and softball had women coaches, or two out of nine sports offered to female students, barely 20%¹³. I began to believe the discrepancy was deliberate. The proportion of women on the coaching staff did not represent the proportion of women's to men's sports offered (nine and nine), the proportion of female athletes competing, or the proportion of female students at the school. I felt the school was cutting corners by lumping women's sports under male head coaches (cross country, swimming and diving, tennis, and track and field) or intentionally discriminating against women coaches¹⁴.

The Cowboy Up approach taught me to act on perceived injustices so I began looking for where the system was breaking down. A quick review of existing longitudinal statistics (Acosta & Carpenter, 2006) revealed the underrepresentation of women in sports leadership roles was endemic and not unique to that school. Furthermore, I was shocked to realise the increased participation opportunities mandated by Title IX had not resulted in increased employment opportunities for women in sport leadership positions.

¹³ Statistics are from the 2004-05 and 2005-06 academic years. At the start of the 2010-2011 academic year, this school currently employs three women head coaches across seven total women's sports (one female is the head coach of two sports for women) and a total of three women head coaches to eight men head coaches. The school has not been identified in concordance with confidentiality requirements.

¹⁴ This school has since cut both tennis and track and field for both women and men. Both cross country and swimming and diving continue to have a male head coach for both the women's and men's teams.

As alluded earlier, despite Title IX's success increasing participation rates for girls in sport, decreased participation of women in sport leadership roles has also followed from this legislation. Prior to the implementation of Title IX, nearly all sports for females were coached, officiated, and administered by women (Acosta & Carpenter, 2010). Following Title IX, the percentage of women coaches of female sports dropped to only 42.4% in 2006 and is currently at 42.6% (Acosta & Carpenter, 2010). Thus as a young girl, Title IX ensured access to the world of sport, but worked against me in the transition from athlete to career coach.

I wanted to address the underrepresentation of women in sport leadership but I was unsure how to best assist the greatest number of women. I felt attempting change where I was employed was futile as any improvements made there would have been superficial, short lived, and too localised. Instead, I believed investigating the problem at the elite level, in an international setting, would provide the best opportunity to help diverse groups of women at multiple leadership levels. Accordingly I chose this topic for my PhD research.

In reviewing the current literature (discussed in Chapter 2) it was clear that barriers for women sport coaches, officials, and administrators attempting to reach the elite level are well researched. But there is little understanding of how women reach the elite level, or how they maintain these positions. Consequently, I have designed this research project to identify the pathways and strategies used by successful women coaches, officials, and administrators in reaching and maintaining positions at the elite level of sport.

Chapter 1: Introduction

All of us, as we examine our sporting, business, or academic careers, have seen an increase in female participation in our fields of expertise. However, with rare exception, we have seen little or no change in the numbers of women who make it to the top: as national team coaches, chief executive officers of corporations, presidents of universities, or chairs of boards. Despite the odds, some women do make it—and in many cases, in those organizations, we see transformational leadership. Why, despite increased participation of women in various fields and numerous studies that demonstrate the importance of diversity in leadership teams for success, are women so under-represented at senior leadership levels?

*~Dru Marshall, PhD
Deputy Provost, University of Alberta, Canada¹*

* * *

The underrepresentation of women in elite sport leadership is only one facet of Marshall's question, yet it is perhaps the most alarming. Women are underrepresented as coaches, officials, and administrators (COAs) to a greater degree than women in business or academia. Marshall's comments on the "increased participation-decreased representation" paradox summarise what researchers have been reporting for nearly 30 years regarding women COAs who aspire to the elite level. Progress has been painfully slow, leaving a quagmire of confusion and inconsistency, of stops and starts. Pathways are poorly understood, barriers abound, and strategies are underutilised.

The experience of researching women in sport leadership can be strikingly similar. Countless theories, perspectives, methodologies, and methods have been explored, yet the enigma of underrepresentation persists. An abundance of research, writing, and recommendations have been compiled, but the implementation of potential solutions has been slow, incomplete, or indifferent. The underrepresentation of women

¹ From the introduction to *Taking the Lead: Strategies and Solutions from Female Coaches* (Robertson, 2010, p. xv).

COAs is further compounded by the dizzying rate of societal and organisational change, and the resulting speed at which research findings quickly become dated.

Essentially, Marshall is questioning why the glass ceiling persists despite three decades of research, increased awareness and support programs, and equal opportunity legislation. Presently in Australia, the positions of Prime Minister and Governor General are held by women, potentially suggesting that the representation of women in politics, business, and sport is improving. At the recent 2010 Commonwealth Games in India, however, only 12 of a total 85 Australian coaches (14%) were female² (Australian Commonwealth Games Association, 2010). As Marshall suggests, some women do avoid or break through the glass ceiling and fill key leadership positions; these women are the focus of this study. It is anticipated that by exploring the pathways, barriers, and strategies common among elite-level women COAs, opportunities and support structures can be improved, enabling more women to reach “the top”.

Problem

Throughout the 1970s and 1980s a number of countries implemented policies or legislation designed to increase the participation rates of girls and women in recreation, fitness, and sport activities. The most well-known initiative, Title IX³ in the United States of America (US), resulted in dramatic changes in the US sport system, particularly at the interscholastic and intercollegiate levels (see Table 1.1 below). A generation later, progress is evident in terms of improved participation rates, number and type of opportunities available, levels of competition (Acosta & Carpenter, 2010), and financial incentives and rewards (International Olympic Committee [IOC], 2008b).

² Of the 12 women coaches, three were head coaches (gymnastics, netball, and women’s tennis).

³ Title IX was described in the Prologue.

Table 1.1

Intercollegiate Female Participation Before and After the Introduction of Title IX

| | Year of statistical report | | | | | | |
|------------------------------------|----------------------------|-------------------|-------------------|------|------|------|----------|
| | 1968 | 1970 ^a | 1978 ^b | 1980 | 1990 | 2000 | 2010 |
| Teams per school, all divisions | | 2.5 | 5.62 | 6.48 | 7.24 | 8.14 | 8.64 |
| Athletes | 16,000 | | | | | | 180,000+ |

Note. Adapted from “Women in intercollegiate sport: A longitudinal, national study—Thirty three year update, 1977-2010,” by R. V. Acosta and L. J. Carpenter, 2010, retrieved 25 July 2010.

^aTwo years prior to the passage of Title IX (1972). ^bFirst year of required compliance.

Although progress toward equity has been made, females are still disadvantaged and under-represented in sport (Commonwealth of Australia, 2010; International Working Group on Women in Sport [IWG], 2010a, 2010b; United Nations, 2007). This under-representation is most noticeable in career opportunities in recreation, fitness, and sport for women, when compared to men, especially at the elite-level of sport leadership (Acosta & Carpenter, 2010; Cameron, 1996; Crawford, Mostyn, Tye, & Carter, 2009; Commonwealth of Australia, 2010; McKay, 1997; Hartmann-Tews & Pfister, 2003; Robertson, 2010; The Senate, 2006; UK Sport, 2006). Of particular concern is the marked decrease in the proportion of women in coaching, officiating, and administration positions that corresponds inversely to the increase in female sport participation (Acosta & Carpenter, 2010; Drago, Hennighausen, Rogers, Vescio, & Stauffer, 2005; see also Cameron, 1996; Stell, 1991). Stated simply, while the participation rates of female athletes have increased, the percentages of female COAs have not kept pace, and very few women have become COAs in men’s sports (for an example from the US, see Table 1.2 below).

Table 1.2

Female Leadership in NCAA Division I, II, & III Athletics Programs in the US

| Leadership Level | Year of statistical report | |
|---|----------------------------|--------------|
| | 1972 | 2010 |
| Percentage of female athletics directors | 90+% | 19.3% |
| Percentage of female coaches of women's teams | 90+% | 42.6% |
| Percentage of female coaches of men's teams | Less than 2% | Less than 3% |

Note. Adapted from “Women in intercollegiate sport: A longitudinal, national study—Thirty three year update, 1977-2010,” by R. V. Acosta and L. J. Carpenter, 2010, retrieved 25 July 2010.

Some theorists have suggested the lack of women in sport leadership is a result of the combination of once separate men's and women's sport organisations under the leadership of the existing men's program (Hockey Australia, 2006; Strawbridge, 2000; see also Acosta & Carpenter, 2010; The Senate, 2006). In these instances, the leadership of the combined organisation is often dominated by men. When not carefully monitored, this amalgamation of programs perpetuates the cyclical process of homologous reproduction (Kanter, 1977; Stangl & Kane, 1991; in Australia: Greenhill, Auld, Cuskelly, & Hooper, 2009) in which male sport executives recruit and hire male COAs (Acosta & Carpenter, 2002).

The current situation is best described in the introduction to the Brighton Declaration (IWG, 1994, pp. 1-2):

Despite growing participation of women in sport in recent years and increased opportunities for women to participate in domestic and international arenas, increased representation of women in decision making and leadership roles within sport has not followed.

Women are significantly under-represented in management, coaching and officiating, particularly at the higher levels. Without women leaders, decision makers and role models within sport, equal opportunities for women and girls will not be achieved.

Women's experiences, values and attitudes can enrich, enhance and develop sport. Similarly, participation in sport can enrich, enhance and develop women's lives.

The Brighton Declaration was introduced at the conclusion of the first International Working Group on Women and Sport conference and called for world-wide action to improve opportunities for girls and women in sport, fitness, and recreation. Though the Brighton Declaration was created over 15 years ago and has been endorsed by hundreds of sport organisations, including the International Olympic Committee, its message is still pertinent today (see Appendix A for the full text of the Brighton Declaration).

To summarise, the problem of underrepresentation exists on a number of levels. Historically, girls and women were discriminated against in terms of opportunities to participate. Governmental interventions, such as changes to policy and legislation, have generally resulted in participation increases for many girls and women. Often, however, these initiatives were inadvertently detrimental to women in sport leadership positions, as males have filled most of the positions created by the "legitimisation" of female sport. Today, females face lingering opposition to equal participation as sportswomen; these challenges are multiplied for those who pursue sport leadership positions.

Current Status: World-wide Underrepresentation of Women in Sport Leadership

In the following section, the status of women in sport leadership internationally is briefly outlined: statistics are presented and key initiatives are highlighted. It is

important to note, however, that statistics relating to women in sport leadership are imprecise. Lack of uniformity or consistency, both in sport structures and the statistical measures used to collect data, within or across countries, undermines direct comparisons. In addition, relatively few nations monitor the participation of women in sport leadership positions. Where available, the gender ratio of National Olympic Committee membership is provided.

The information in this section, and throughout the thesis, is organised by geographical region in order to group countries with similar sport structures, cultures, political systems, and equity legislation. Although an explanation of all the different sport systems is beyond the scope of this thesis, in most countries competitive sport is either school-based (e.g., US), club-based (e.g., Australia) or a hybrid combination of the two (e.g., Canada). When making comparisons of representation rates and research findings among countries, consideration should be given to these differences, as they have profound effects on women's access to elite sport leadership positions.

International. The paucity of women in sport leadership is evident world-wide. As the Olympics are generally regarded to be the pinnacle of international competition, ideally the IOC would be proactive in terms of social inclusion initiatives, such as gender equity. To date, however, the gender distribution of its membership has been far from equitable, as evidenced in Table 1.3.

Table 1.3

Women's Representation in the IOC in 2004, 2008, and 2009

| Date | IOC Member Representation | | | |
|-----------------|---------------------------|-----|-------|---------|
| | Women | Men | Total | % Women |
| January 2004 | | | | |
| Executive Board | 1 | 14 | 15 | 6.7 |
| IOC Members | 12 | 113 | 125 | 9.6 |
| Commissions | 28 | 210 | 238 | 11.8 |
| January 2008 | | | | |
| Executive Board | 1 | 14 | 15 | 6.7 |
| IOC Members | 16 | 94 | 110 | 14.5 |
| Commissions | 55 | 377 | 432 | 12.7 |
| April 2009 | | | | |
| Executive Board | 1 | 14 | 15 | 6.7 |
| IOC Members | 16 | 91 | 107 | 15.0 |
| Commissions | 65 | 317 | 382 | 17 |

Note. Table based on data from IOC, 2008b, p. 8 and Smith & Wrynn, 2009, p. 28.

The statistics reported in Table 1.3 are even more discouraging when one considers that in 1996 the IOC set recommended targets for all National Olympic Committees (NOCs), International Federations (IFs), and other organisations associated with the Olympic Movement (IOC, 2008b). In response to the low numbers of women in sports leadership around the world, the IOC recommended 10% representation of women in all NOCs and IFs by December 31, 2000. The representation of women was to further increase to 20% in Olympics-affiliated organisations by December 31, 2005. As such, the IOC currently does not meet its own recommended targets (Smith & Wrynn, 2009). Perhaps if the IOC set a better example, member organisations would be

more likely to follow their lead. Instead, the IOC is sending the message that equity for women in sport leadership is not a priority.

North America. While Canada and the US have made a concerted effort to address the underrepresentation of women in sport leadership, inequities remain. In a recent study, Reade et al. (2009) reported that 26% of high performance coaches in Canada are women. The Coaching Association of Canada found in 2005 that women comprised 29.5% of Level 1, 33.84% of Level 2, and 29.06% of Level 3 coaches, yet only 19.95% of Level 4 and 9.64% of Level 5 coaches. This concentration of women at lower levels of accreditation is indicative of another global trend, that women coaches often do not progress beyond lower, or grassroots, levels. Further demonstration of this tendency is provided in Table 1.4.

Table 1.4

Percentages of Female Coaches from Canada at Recent Olympic Games

| Per cent female coaches | Summer Games | | | | Winter Games | | | Total |
|-------------------------|--------------|------|------|------|--------------|------|------|-------|
| | 1996 | 2000 | 2004 | 2008 | 1998 | 2002 | 2006 | |
| Total | 15 | 19 | 10 | 12 | 22 | 25 | 15 | 17 |
| Head coach | 6 | 10 | 7 | 9 | 22 | 21 | 15 | 13 |

Note. Adapted from Coaching Association of Canada, 2008.

Canada has implemented diverse initiatives to address the under-representation of women in sport leadership positions. One such initiative is the formation of the Canadian Association for the Advancement of Women in Sport (CAAWS), including their 2008 resource *Women on boards: A guide to getting involved*. Canada also hosted the 2002 IWG World Conference on Women and Sport; the conference legacy project, the Montreal Tool Kit, was created to assist those promoting girls and women in sport

(IWG, 2002). In addition, the Coaching Association of Canada has published the *Canadian Journal for Women in Coaching Online*, since 2000. Recent topics from the *Journal* are listed in Table 1.5.

Table 1.5

Selected Titles from the Canadian Journal for Women in Coaching Online

| Date | Author(s) | Title |
|---------------|-----------------|--|
| April 2010 | Kerr | Creating a Harassment-Free Work Environment for Women in Coaching |
| January 2010 | Carver-Dias | Pursuing motherhood and medals |
| July 2009 | Kerr | Female Coaches' Experiences of Harassment and Bullying |
| April 2009 | Demers | "We are coaches": Program tackles the under-representation of female coaches |
| October 2008 | Mercier | The Business of Greatness |
| April 2008 | Robertson | They Never Give Up: Once a Coach, Always a Coach |
| December 2007 | Demers & Audet | What We Know About the Experiences of Women Beginner Coaches |
| October 2007 | Kerr & Marshall | Shifting the Culture: Implications for Female Coaches |
| April 2007 | Robertson | Coaching and Motherhood: Staying in the Profession |
| January 2007 | Anderson | Why Growing Numbers of Canadian Women Coaches Are Going South |
| April 2006 | Demers | Homophobia in Sport — Fact of Life, Taboo Subject |

Note. List compiled from the *Canadian Journal for Women in Coaching* website (see also Robertson, 2010): www.coach.ca/women/e/journal/past_issues.htm

The situation for women coaches and administrators at the intercollegiate level in the US was documented previously (see Table 1.2). Although the actual number of women coaches and administrators has grown substantially since the passage of Title IX, this growth pales in comparison to increases in the numbers of male coaches and administrators (Acosta & Carpenter, 2010). This has resulted in a significant decrease in the percentage of women coaches and administrators at the intercollegiate level. Unfortunately, the Acosta and Carpenter longitudinal analysis has not monitored officials, but it is likely that trends in officiating are consistent with those of coaches and administrators. Also, the analysis provided by Acosta and Carpenter is specific to the National Collegiate Athletic Association (NCAA), and therefore represents only one sport association at one level of competition in the US (college/university). The analysis does not take into account other governing associations (interscholastic or intercollegiate), nor are sport groups external to the school sport system included. As such, caution should be exercised when gauging the representativeness of their findings.

The representation of women comprising the United States Olympic Committee (USOC) provides a different perspective for analysis, as it falls outside the jurisdiction of Title IX (see Table 1.6). Across the USOC, women make up at least 25% of each group, exceeding the IOC's 20% target, and the USOC management team is relatively close to gender balance. While only a few women hold leadership positions of National Governing Bodies (NGBs; CEO, etc.), women hold close to 30% of available NGB Board of Director positions (Smith & Wrynn, 2009). Of all NOCs internationally, the USOC has some of the highest percentages of women. It is unclear, however, what influences have contributed to the greater rates of women (e.g., quotas or other policy regulations; proactive recruiting and support programs; shifting cultural attitudes).

Table 1.6

Percentages of Women Members of the United States Olympic Committee

| USOC membership | Women | Men | Total | % Women |
|-----------------------------|-------|-----|-------|---------|
| Representatives to the IOC | 1 | 2 | 3 | 33.3 |
| Board of directors | 3 | 8 | 11 | 27.3 |
| Board of directors votes | 7 | 20 | 27 | 25.9 |
| Executive team ^a | 4 | 8 | 12 | 33.3 |
| Management team | 20 | 21 | 41 | 48.8 |
| National Governing Bodies | 8 | 50 | 58 | 13.8 |

Note. Compiled from Smith & Wrynn, 2009, p. 39; current as of April 1, 2009.

^aIncludes then acting CEO Stephanie Streeter.

The UK and Europe. Researchers in the United Kingdom (UK) have monitored the representation of women in sport leadership positions since the 1970s. In 1985 (A. White & Brackenridge) it was reported that the percentages of COAs in the UK showed slight increases in some sports, but generally had remained constant or decreased, between 1960 and 1980. The authors suggested the formation of the Sports Council in 1972, and the professionalisation of sport administration that followed, contributed to the decrease, similar to the effects of Title IX in the US. Conversely, in a comparison study in 2006 (M. White & Kay), professionalisation was suggested as the reason women's representation in leadership positions was slowly increasing. Greater representation was most common in "younger" organisations, that is, those established in the previous ten years (these two studies are discussed in greater detail in Chapter 2).

Currently the representation of women in sport leadership positions in the UK is around 20%. In terms of governance, UK Sport (2006) reported that in 2005, 17% of all governing body members of NGBs and Sport Councils were women; in 2006 representation fell to 14%. Women made up 27% of sport boards and committees in

2005, and 29% in 2006. Women who work fulltime in UK sport organisations, however, earn 18% less than males (21% in 2004; 19% in 2005). According to the findings of the *Women in Sport Audit* (Women's Sport and Fitness Foundation [WSFF], 2008), only four of the 35 British NGBs had a female chief executive (10%). Ten NGBs (26%) had no women on their boards; of these ten, half were sports in which both women and men participate. Twenty-five per cent of NGB-employed coaches were women.

A slightly different range of statistics was reported in *Trophy Women* (WSFF, 2009). At this time it was found that 21% of NGB board members were female, while 29% of Sport Council board members were female. Women held 21% of executive leadership positions and 20% of all leadership positions. Of coaches in NGBs and Sports Councils, 24% were women, but only 15% of coaches directly employed by NGBs were women. In addition, 45% of NGB and Sport Council staff members were female. A comparison of UK women athletes and coaches at the Manchester (2002) and Melbourne (2006) Commonwealth Games is presented in Table 7.

Table 1.7

Percentages of Female Competitors, Coaches, and Medallists at Commonwealth Games

| | England | | North Ireland | | Scotland | | Wales | | Combined | |
|-------------|---------|------|---------------|----------------|----------|------|-------|------|----------|------|
| | 2002 | 2006 | 2002 | 2006 | 2002 | 2006 | 2002 | 2006 | 2002 | 2006 |
| Competitors | 45 | 47 | 34 | 27 | 42 | 37 | 40 | 46 | 40 | 43 |
| Coaches | 13 | 17 | 20 | 31 | 20 | 14 | 32 | 27 | 21 | 20 |
| Medallists | 39 | 44 | 33 | 0 ^a | 38 | 35 | 39 | 37 | 33 | 41 |

Note: Data from UK Sport, 2006, p. 15

^aNorth Ireland sent 17 female competitors and 46 male competitors; no medals were won by female and two medals were won by male team members.

Initiatives to increase the representation of women in sport leadership in the UK exist in a variety of forms. The Women and Leadership Development Programme (WLDP) provided dedicated mentoring, training, and support for 15 women administrators across a three year period (White, 2009); this program has now been expanded across Europe (Women's International Leadership Development Programme [WILD], 2009). Resources for sport clubs and associations include *The Equality Standard: A Framework for Sport* (Sport England, 2004; see also Shaw, 2007), and *Women in Sport: The State of Play* (UK Sport, 2006). Several organisations are also working to monitor and increase women in sport leadership positions, including The Commission on the Future of Women's Sport, managed by the WSFF (2009).

Quantitative comparisons of the representation of women in sport leadership positions across mainland Europe are difficult to assess, primarily because of differences in language and sport systems⁴. The most reliable basis for comparison is the membership profiles of National Olympic Committees (NOCs). Caution must be taken when interpreting these statistics, as each country has its own structure of NOC committees and governance (a gender breakdown of selected NOC members is provided in Table 1.8). A number of programs and organisations are supporting European women in sport leadership. The previously mentioned WILD Program (2009), based on the UK's WLDP (White, 2009), is a collaborative project supported by eight European nations. The European Women and Sport organisation (EWS) has 41 member countries and supports a number of projects for women in sport leadership (EWS, 2010).

⁴ Statistics for some European countries have been documented but are not available in English. Representation rates can be gleaned from Claringbould and Knoppers (2007, 2008) and several articles by Pfister and colleagues (Ottesen, Skirstad, Pfister, & Habermann, 2010; Pfister, 2006, 2010; Pfister & Radtke, 2006, 2009). The statistics reported in these articles are often referenced to earlier non-English sources. Also, each country has its own sport structure which affects the representation of women COAs at different levels, meaning cross-national comparisons are not possible. As I am only fluent in English, and given the structural differences, NOC membership data was chosen for international comparisons.

Table 1.8

Representation by Gender on Selected National Olympic Committees

| Organisation | Women | Men | Total | % Women |
|--|-----------|-----------|------------|-------------|
| IOC Members | 19 | 94 | 113 | 16.8 |
| IOC Executive Board | 1 | 14 | 15 | 6.7 |
| IOC Honorary Members | 4 | 24 | 28 | 14.3 |
| Association of National Olympic Committees (ANOC): Executive Council | 2 | 25 | 27 | 7.4 |
| Association of National Olympic Committees of Africa (ANOCA): Executive Committee | 1 | 13 | 14 | 7.1 |
| Morocco: Executive Committee | 1 | 9 | 10 | 10 |
| South Africa: Olympic Committee | 2 | 9 | 11 | 18.2 |
| Zimbabwe: Executive Board | 1 | 4 | 5 | 20 |
| Pan American Sports Organisation (PASO)^a | | | | |
| Argentina: Executive Board | 2 | 9 | 11 | 18.2 |
| Canada: Board of Directors | 7 | 13 | 20 | 35 |
| Chile: Directorate | 2 | 7 | 9 | 22.2 |
| Colombia: Executive Committee | 1 | 12 | 13 | 7.7 |
| Costa Rica: Executive Committee | 1 | 6 | 7 | 14.3 |
| Ecuador: Executive Committee | 1 | 10 | 11 | 9.1 |
| El Salvador: Executive Committee | 1 | 6 | 7 | 14.3 |
| Administration | 6 | 7 | 13 | 46.2 |
| Guatemala: Executive Committee | 2 | 5 | 7 | 28.6 |
| Administration Staff | 7 | 1 | 8 | 87.5 |
| Mexico: Executive Committee | 2 | 10 | 12 | 16.7 |
| Panama: Olympic Committee | 2 | 7 | 9 | 22.2 |
| United States: Board of Directors | 3 | 8 | 11 | 27.3 |
| Venezuela: Board of Directors | 3 | 6 | 9 | 33.3 |

Table continues next page

| Organisation | Women | Men | Total | % Women |
|--|----------|-----------|-----------|-------------|
| Olympic Council of Asia (OCA): | 3 | 24 | 27 | 11.1 |
| Executive Board Members | | | | |
| China: Executive Committee | 3 | 20 | 23 | 13 |
| India: Executive Council | 2 | 39 | 41 | 4.9 |
| Japan: Executive Board | 2 | 25 | 27 | 7.4 |
| Jordan: Members of the Board | 3 | 15 | 18 | 16.7 |
| South Korea: Officials | 2 | 21 | 23 | 8.7 |
| Thailand: National Olympic Committee | 2 | 21 | 23 | 8.7 |
| European Olympic Committee (EOC): | 1 | 17 | 18 | 5.6 |
| Executive Committee | | | | |
| Austria: Board | 1 | 12 | 13 | 7.7 |
| Finland: Board | 5 | 8 | 13 | 38.5 |
| France: Executive Bureau | 2 | 7 | 9 | 22.2 |
| Germany: Executive Board | 2 | 8 | 10 | 20 |
| Ireland: Executive Committee | 3 | 9 | 12 | 25 |
| The Netherlands: Board | 1 | 7 | 8 | 12.5 |
| Sweden: Executive Board | 4 | 6 | 10 | 40 |
| United Kingdom: Board | 3 | 11 | 14 | 21.4 |
| Oceania National Olympic Committees | 1 | 6 | 7 | 14.3 |
| (ONOC): Executive Board | | | | |
| Fiji: Executive Board | 2 | 5 | 7 | 28.6 |
| Micronesia: Executive Committee | 1 | 7 | 8 | 12.5 |
| New Zealand: Board | 4 | 5 | 9 | 44.4 |
| Solomon Islands: Executive | 1 | 6 | 7 | 14.3 |
| Tuvalu: Executive Committee | 1 | 4 | 5 | 20 |
| Vanuatu: Executive | 2 | 7 | 9 | 22.2 |

Note. Information in this table was compiled based on reports obtained from each country's NOC website, which is linked to the Olympics.org website. The statistics for the ANOC and its member organisations (ANOCA, OCA, EOC, and ONOC) were obtained from the ANOC website, which is also linked to the Olympics.org website. Appendix B contains full reference information.

^aData for the leadership of the Pan American Sports Organisation was not available.

Africa, Asia, Central and South America. The representation of women in sport leadership positions in many regions of the world is unknown. As with parts of Europe, access to information on women COAs is hindered by linguistic, cultural, and socioeconomic differences. Once again, NOC membership is the most reliable basis for comparison. Selected countries from these regions are included in Table 1.8, with two further points are of note. One, in addition to the IOC committees, none of the IOC continental associations (ANOC; ANOCA, OCA, EOC, and ONOC) currently meet the IOC's 20% target. Two, the overrepresentation of women in staff and office-level positions, compared to their underrepresentation in executive positions, is also evident from the data in Table 1.8 (e.g., El Salvador and Guatemala; see also Table 1.9).

Oceania. New Zealand currently has the highest percentages of women NOC members of the countries listed in Table 1.8, with a near-equitable female-male representation on its executive board. Other Oceania countries also meeting the IOC's 20% target include Fiji, Tuvalu, and Vanuatu. Australia, however, does not currently meet the IOC target with two women (13.3%) and thirteen men constituting its executive committee (see Table 1.9).

New Zealand has, historically, embraced equality for women more readily than other countries: New Zealand was the first country in the world to enfranchise all women in 1893 ("The Suffragists", 1993; see also Daley & Nolan, 1994). Over a century later, the Hillary Commission⁵ received an IOC Women in Sport award in 2000 for its encouragement and support of girls and women in sport via the Winning Women Strategy (Ministry of Women's Affairs, 2002). In 2005, the positions of Prime Minister, Governor-General, Speaker of the House of Representatives, and Chief Justice were all

⁵ The Hillary Commission was the senior governmental organisation responsible for sport in New Zealand prior to recent restructuring. It is now known as Sport and Recreation New Zealand (SPARC).

held by women (McGregor & Fountaine, 2006). As these authors were quick to point out, however, women in a few key leadership positions is not indicative of the experiences of most women in New Zealand (p. 1):

...the profile of these individual women at the top does not reflect the status generally of women in professional life and may mask the true picture of female participation in senior roles in other areas of New Zealand public life.

As early as 1990, researchers were documenting the underrepresentation of women in elite sport leadership in New Zealand (Cameron, 1994, 1996, 2000). In a review of national sport organisations by the New Zealand Olympic Committee (NZOC) in 2007 (Cockburn, Gray, & Thompson) it was reported that 52% of all sport organisations met the IOC 20% target. Of sport governing boards, 22% had no women members, an increase of five per cent since the previous review in 1994. Of paid, full-time CEOs, 21% were female; 29% of women's team coaches, and 4% of men's team coaches, were women. The NZOC responded to the 2007 report by collaborating with corporate and government organisations to address the underrepresentation of women and to share best practice (Clarke, 2010). The current equitable representation of women in the NZOC can be seen as one example of the success of this collaboration.

Australia. As previously mentioned, the Executive Committee of the Australian Olympic Committee (AOC) does not currently meet the IOC 20% target (see Table 1.9). Of the two women on the Executive Committee, both are general members; neither holds a high-ranking position (president, vice president, IOC member, or secretary general). Five of the seven AOC subcommittees have no women members. Although 35.1% of AOC-affiliated members are women, this figure is inflated by a large number of women in staff-level positions:

Table 1.9

Membership by Gender of the Australian Olympic Committee

| | Females | | Males | | Total |
|--|-----------|-------------|-----------|-------------|-----------|
| | Number | % | Number | % | |
| Executive Committee | 2 | 13.3 | 13 | 86.7 | 15 |
| Senior Management | 2 | 25 | 6 | 75 | 8 |
| AOC Staff | 23 | 79.3 | 6 | 20.7 | 29 |
| Athletes' Commission | 5 | 50 | 5 | 50 | 10 |
| Medical Commission | 1 | 14.3 | 6 | 85.7 | 7 |
| Remuneration and Nominations Committee | 0 | 0 | 3 | 100 | 3 |
| Finance Commission | 0 | 0 | 4 | 100 | 4 |
| Audit Committee | 0 | 0 | 5 | 100 | 5 |
| AOF Investment Advisory Committee | 0 | 0 | 8 | 100 | 8 |
| AOF Audit Committee | 0 | 0 | 5 | 100 | 5 |
| <i>Totals</i> | <i>33</i> | <i>35.1</i> | <i>61</i> | <i>64.9</i> | <i>94</i> |

Note. Data collected from the AOC website: <http://corporate.olympics.com.au/index.cfm?p=50>

Data on Australian women coaches, officials, and administrators is difficult to locate. There does not appear to be a central organisation responsible for collating or publically disseminating statistics similar to those in Canada (Kerr, Marshall, Sharp, & Stirling, 2006; Reade et al., 2009), the UK (UK Sport, 2006; WSFF, 2008, 2009), or the US (Acosta & Carpenter, 2010). While the underrepresentation of women in sport leadership positions is often referenced, including in the 2006 Senate Report (The Senate) and the 2009 Crawford Report⁶ (Crawford et al.), the exact representation of women COAs in state and national sport organisations is unknown.

⁶ The Crawford Report (Crawford et al., 2009) contains the findings and recommendations of an independent review of sport in Australia, which was initiated by the Australian federal government. The report is further discussed below.

An estimate of the representation of women in sport leadership positions can be pieced together from the limited statistics available. According to Women on Boards, as of February 2010, 26.5% of NSO board members are women, and 28% of CEOs and executive officers (EOs) are women. This is compared to 14% of board members and 13% of CEO and EO positions in 2005. Though an increase is evident from the data, women continue to be underrepresented in NSO board, CEO, and EO positions (see Table 1.10 for selected examples).

Table 1.10

Gender Distribution of Selected Australian NSO Governing Boards

| NSO | Senior member | | Board members | | |
|-------------------|---------------|-----------|---------------|-------|----------|
| | Title | Gender | Female | Total | % Female |
| Swimming | President | Male | 3 | 9 | 33.3 |
| Athletics | President | Male | 2 | 9 | 22.2 |
| Basketball | Chairman | Male | 1 | 6 | 16.7 |
| Football (Soccer) | Chairman | Male | 1 | 7 | 14.3 |
| Totals | | 100% Male | 7 | 31 | 22.6 |

Note. Data from Women on Boards website: <http://www.womeonboards.org.au/>

In Table 1.11, the gender distributions of the Australian Sports Commission (ASC), the Australian Institute of Sport (AIS), and state sport institute (SSI) board members and coaches are reported. The representation of women ranges from 25% to 62.5% for boards, and 0% to 41.7% for coaches. While the percentage of total women board members meets the IOC 20% target, the percentage of women coaches does not, and one SSI has no women head coaches. Of the governance bodies, despite each meeting the IOC target, five of the seven have a male in the most senior position.

Table 1.11

Gender Distribution of Governance Bodies and Institute-affiliated Coaches

| Organisation | Senior Executive | Board Members | | | |
|-------------------------------------|------------------|---------------|------------|------------|-------------|
| | | Female | Male | Total | % Female |
| Governance Bodies | 28.6% F | 26 | 35 | 61 | 42.6 |
| ASC: Executive | M | 2 | 6 | 8 | 25 |
| ASC: Board | M | 6 | 4 | 10 | 60 |
| NSWIS: Board Members | M | 3 | 5 | 8 | 37.5 |
| QAS: Board | F | 3 | 6 | 9 | 33.3 |
| TIS: Board of Management | M | 5 | 3 | 8 | 62.5 |
| VIS: Board of Directors | F | 3 | 6 | 9 | 33.3 |
| WAIS: Board of Directors | M | 4 | 5 | 9 | 44.4 |
| Institute-affiliated Coaches | | 23 | 131 | 154 | 14.9 |
| AIS | | 7 | 53 | 60 | 11.7 |
| ACTAS | | 3 | 13 | 16 | 18.8 |
| NSWIS | | 11 | 64 | 75 | 14.7 |
| NTIS | | 5 | 7 | 12 | 41.7 |
| QAS | | 0 | 16 | 16 | 0 |
| SASI | | 2 | 18 | 20 | 10 |
| TIS | | 3 | 10 | 13 | 23.1 |
| VIS | | 3 | 14 | 17 | 17.6 |
| WAIS | | 7 | 17 | 24 | 29.2 |

Note. ASC = Australian Sports Commission; NSWIS = New South Wales Institute of Sport; QAS = Queensland Academy of Sport; TIS = Tasmanian Institute of Sport; VIS = Victorian Institute of Sport; WAIS = Western Australian Institute of Sport; AIS = Australian Institute of Sport; ACTAS = Australian Capital Territory Academy of Sport; NTIS = Northern Territory Institute of Sport; SASI = South Australian Sports Institute. Data compiled from each SSI's webpage; Appendix B contains full reference information. Board membership was not available for the ACTAS, the NTIS, or the SASI.

Statistics on officials are not readily available. An investigation of officials commissioned by the ASC in 2004 (Cuskelly & Hoye) reported on difficulties with recruitment and retention, but did not include the gender ratio of the participants. Thus it appears that although awareness is increasing regarding the underrepresentation of women coaches and administrators, little attention has been paid to the representation of women in officiating.

As in the other Western countries detailed above, resources have been developed to support and encourage women in sport leadership positions in Australia. These include *Towards Gender Equity in Sport: A Practical Guide for Sporting Organisations in Developing a Gender Equity Action Plan* (ASC, 1992); *Towards Better Sport: Good Practices for Women and Girls in Sport* (ASC, 2003), and *Governance Principles: A Good Practice Guide for Sporting Organisations* (ASC, 2007). The ASC funds scholarships for developing women coaches and officials through the AIS and the SSIs, and grants for women COAs to improve their skills and extend their experience.

Despite these initiatives, and based on the available statistics, it appears that women COAs internationally, and Australian women specifically, do not have equitable opportunity to reach positions at the elite level of sport. Sport organisations claim to be committed to gender equity in policy, but action is painfully slow (WSFF, 2009). Though the percentages of women in some countries and organisations has increased, in most cases their representation still falls short of the IOC 20% target, the 40% critical mass identified by Kanter (1977) and Knoppers (1992), or actual equality at 50%. Particularly in Australia, the underrepresentation of women COAs persists despite near equitable participation rates of females and males in sport, and that women athletes won 57% of Australia's gold medals at the Beijing Olympics (Crawford et al., 2009).

Australian Sport Context

Historical development of sport. In considering the role of sport in Australian society today, it is important to review the early history of the country. Australia⁷ began as a British convict colony, in which women were substantially outnumbered by men (Stoddart, 1986). As such, women were generally marginalised in most spheres of public life, and often denied participation in activities such as sport and politics (Stell, 1991). Likewise, sport in pre-federation Australia developed primarily under the influence of the British sport system (Cashman, 2010). While values such as fair play, volunteerism, and sportsmanship, were placed centre stage, women and most minorities were relegated to side-show status (Cashman, 1995; Stoddart, 1986).

As the colony approached federation, women increasingly gained skills in political advocacy. Initially this activity was directed at suffrage for women, and first-wave feminists drew direct links between political rights and sport for women (Burroughs, 2001; Stell, 1991)⁸. Once their right to vote was legally recognised⁹, women focused their organising and fundraising skills on increasing participation for girls and women in sport. Women gained further recognition and legitimacy following World War One, and especially following World War Two, due to their contributions to the “war effort” (Stell, 1991; Stoddart, 1986).

During the much-heralded “golden age” of women’s sport in Australia (Kell, 2000), between 1948 and 1964, numerous world-class performances by sportswomen,

⁷ In using “Australia” here, I am referring to the Commonwealth as it exists today. This does not ignore or negate the indigenous peoples, or their games culture, who lived on what is now known as the continent of Australia, for tens of thousands of years prior to European Contact.

⁸ A detailed discussion of first-, second-, and third-wave feminism is beyond the scope of this dissertation; the references here are included to illuminate the cultural and political contexts in which women’s sport in Australia was developing at the time.

⁹ White women in Australia were able to vote in federal elections from 1902, and in each state/territory by 1908 (Burroughs, 2001). The right of Aboriginal women (and men) to vote was not legally granted until 1962 (Burroughs, 2001; Daley & Nolan, 1994).

particularly in athletics and swimming (Kell, 2000; Stell, 1991; Stoddart, 1986) occurred. Second-wave feminism, however, did not embrace sport as readily as first-wave feminism did, viewing sport as a prime site of male domination rather than female liberation (Burroughs, 2001; Cashman, 1995; Stell, 1991), and women in sport leadership suffered as a result. While mandates for equitable participation were heeded to some degree, the representation of women COAs was largely ignored.

The 1976 Olympics are commonly regarded as the “low point” of Australian sport; no gold medals were won by any Australians at the Montreal Games, and the women’s team did not win any medals (Ward, 2010). As federal government involvement in sport and recreation was already increasing (Cashman, 2010; Phillips, 2000), the medals “failure” provided the necessary impetus for an exhaustive restructuring of sport in Australia. Federal government involvement in, and funding of, sport in Australia exploded from the early 1980s onward (Cashman, 2010; Ward, 2010). The Australian Institute of Sport (AIS) was established in 1981 to foster elite-level sport, followed by the Australian Sports Commission (ASC) in 1985 to govern and administrate sport and recreation nation-wide (Phillips, 2000). The AIS was further supplemented by state/territory sport institutes (SSIs) throughout the country and Australian athletes returned to the podium in increased numbers in Commonwealth and Olympic Games by the mid-1980s (Ward, 2010).

The success of the AIS-ASC system contributed to Sydney being awarded the 2000 Summer Olympics, in which Australian athletes performed remarkably well. The highlight of the Games for many was the lighting of the Olympic Flame by Aboriginal woman Cathy Freeman, who went on to win gold in the 400 metres sprint. Australian athletes were once again centre-stage in world competition.

While success for Australian athletes has continued since the 2000 Olympics in sports such as netball, basketball, and swimming for women, and cricket, hockey, and rowing for men, government funding for elite sport has reached crisis point (Cashman, 2010). Funding concerns are likely one of the factors that contributed to the Rudd government calling for an independent evaluation of the sport system in 2009 (Crawford et al.). The government's reply to this report (Commonwealth of Australia, 2010) has indicated structural changes will be made, and funding increased, but the full extent of the response remains to be seen.

Current sport structure. The sport system in Australia is largely based on clubs governed by private associations at the grassroots or recreational level. In general, talented athletes progress from club competition to the representative level (competition between teams from different associations), then state level competition. At this stage emerging elite-level athletes are often supported by a Junior Development Program (JDP) sponsored by their home state/territory. Further progression includes selection for national league teams, where they exist. Elite athletes in non-team sports are often scholarship holders at the SSI or AIS level.

Administratively, the ASC is the federal government organisation responsible for sport in Australia, similar to SPARC in New Zealand (as previously described). The ASC governs the AIS, the SSIs, and NSOs, which in turn coordinate with SSOs, followed by regional, and then local sport associations and recreation programs.

Current sport context. Australia enjoys an international reputation as a sporting nation and its athletes and teams have historically performed well in international competitions (Cashman 2010; Ward 2010) despite its relatively small population and geographical isolation. The country's successes on the world stage are

even more impressive given its long-held traditions of volunteerism and amateurism (Cashman, 1995, 2010). Australia prides itself on its ability to produce champion athletes while maintaining a club-based system that provides a variety of sport and recreation opportunities for a majority of the populace.

In the past twenty years, however, the unblemished image of Australian sport has been increasingly questioned. Critical evaluations of the sport system have been posited by, among others, Stoddart (1986), Cashman (1995, 2010), Kell (2000), and Ward (2010). These authors have attempted to expose lesser known, yet equally potent, traditions of Australian sport, such as sexism, racism, and classism, before the public conscience. For example, Stoddart, one of the first to cast light on the darker side of Australian sport, wrote:

Of all the deficiencies in the egalitarian Australian sports myth, few are more spectacular than those relating to women. Women have never been accorded equal access to sport; their activities have never been treated with the same importance as those of men; and attempts to improve that imbalance have encountered long and stubborn resistance from a male-dominated, conservative sports world. In short, sport has been the site of major sexual discrimination in Australia. (Stoddart, 1986, p. 134).

Stell (1991) has written on the history and development of women's sport in Australia, and specifically, the systematic devaluation and marginalisation of women's sport by men. Likewise, Taylor and Toohey (1997) have addressed the sport experiences and unmet interests of immigrant and ethnic minority women.

Tensions simmering beneath the radiant public face of Australian sport influence the current sport climate in Australia, in which this research was conducted. Australian

sport continues to struggle with sexism, racism, and classism, and more recently, drug abuse, corruption, and homophobia (Burroughs, Ashburn, & Seebohm, 1995; Cashman, 1995, 2010; Kell, 2000; Symons, Sbaraglia, Hillier, & Mitchell, 2010). It is likely that many of these issues also contributed to the government's call for an independent review of sport (Crawford et al., 2009) and the impending changes proposed as a result of the findings (Commonwealth of Australia, 2010). While each of these concerns deserve equal attention, the discrimination against women in sport leadership positions, as demonstrated in Tables 1.9 through 1.11 above, and described by the authors cited in this section, are the focus of this dissertation.

Need for Research

In response to the low numbers of females in sport leadership positions, researchers have investigated potential causes (discussed in Chapter 2). Conferences, courses, workshops, and websites have been developed at various levels specifically to address identified barriers and increase awareness (Croxon & Marshall, 2004; Dyer, 1989; "Elite", 1991; IWG, 2010a; Japanese Association for Women in Sport, 2001; Kilty, 2006; Kluka, 2007; McKindra, 2008; National Association for Girls and Women in Sport [NAGWS], 1992; Pfister, 1988; Welch, 1999; see also Shelton, 2001; United Nations, 2007; Smith & Wrynn, 2009). Consequently, programs and resources have been created to empower women in becoming sport coaches, officials, and administrators (ASC, 1992, 2003; Bleachmore, 2008; Brown, 2006; Demers, 2009; Farkas, 2008; IWG, 2002; Mercier, 2001; "NCAA", 2006; Robertson, 2006; Werthner, 2005; White, 2009; Women on Boards, 2010; see also IWG, 2010b; The Ministry of Women's Affairs, 2002). As a result, the barriers that prevent or impede women's progress toward elite-level positions have been identified and equal opportunity-

affirmative action policies have been constructed. Despite all this effort, however, the numbers of women COAs remain disproportionately low, and there has been no investigation of the career progression pathways or experiences of women who have reached the elite level¹⁰ (Acosta & Carpenter, 2010; Cameron, 1996; Commonwealth of Australia, 2010; Crawford et al., 2009; IOC, 2008a, 2008b; McKay, 1997; Reade et al., 2009; The Senate, 2006; Smith & Wrynn, 2009; UK Sport, 2006; United Nations, 2007; van Aalst & Daly, 2003; WSFF, 2008).

Innovation

Rather than focusing primarily on barriers, an alternative approach would be to examine “positive cases.” Given that a minority of women coach, officiate, and administrate at the elite level, an alternative strategy would be to examine how these women have overcome or avoided the barriers that exist. Specifically in Australia, an exploration of women COAs’ experiences is overdue. The last extensive investigation of women in sport leadership was McKay’s (1992, 1997) study of administrators in the early 1990s but he did not include coaches or officials. In addition, there is no documented consensus of the pathways and strategies utilised by women leaders at the elite-level of Australian sport. As such, it is not known if these women are immune to barriers, or have developed proven strategies that enabled them to avoid or overcome the barriers they faced. Finally, as most of the research to date has taken an historical, managerial, or sociological perspective, additional insight may be gained by exploring the psychological processes underpinning these women’s experiences. Thus this research investigated elite-level women coaches, officials, and administrators from across Australia using a psycho-social perspective. That is, childhood experiences,

¹⁰ The scholarly literature regarding the experiences of women in elite-level sport leadership will be more thoroughly reviewed in Chapter 2.

cultural background, and family dynamics were also considered when mapping the COAs' pathway progression. Likewise, when identifying the barriers faced and strategies employed by the participants, their thought processes, personalities, motivations, and attributions were also examined.

Research Questions

Three areas were identified in the need for research section as warranting further investigation. These include the identification of proven pathways, barrier experiences, and successful strategies utilised by women at the elite-level of sport leadership. Thus the principal research question is:

How do women overcome societal, organisational, familial, and personal barriers to be elite-level coaches, officials, and administrators?

Three related sub-questions were derived:

1. What are the pathways women coaches, officials, and administrators take in progressing from grassroots to elite-level leadership positions in sport?
2. For women coaches, officials, and administrators who achieve positions at the elite-level of sport leadership, what are their experiences of barriers?
3. What strategies have proven useful for women coaches, officials, and administrators in securing elite-level sport leadership positions?

Addressing these questions, by exploring the positive cases or “success stories” of women in positions as elite-level COAs, can inform interventions and assist the advancement of women in coaching, officiating, and administration roles.

Contribution to Knowledge

The intended outcome of this research was to increase the understanding of women COAs' experiences of pathways, barriers, and strategies in order to address their

underrepresentation at the elite level of sport leadership. It was anticipated that insights gained would permeate a variety of levels across sport. At the governance end, empirically-verified findings can justify organisational change and inform policy development. As such, concrete strategies to help women realise their full potential as COAs are worth temporal and financial investment from the “bottom line” perspective of maximising resources within organisations and across the industry.

For organisations, improved understanding of these women’s experiences can complement talent identification efforts, increase expertise, and contribute to the development of best practice within the organisation. Increased awareness for women COAs and the organisations employing them can result in a wider base of knowledge and experience. Ultimately, increased understanding and knowledge can lead to change not only in policy and intent, but the reality of increasing the proportion of women COAs in elite-level positions.

From a humanistic perspective, a better understanding of women COAs’ pathways can inform professional development and intervention programs, such as mentoring. A better understanding of the barriers faced and the strategies utilised can also assist the development of individual, familial, and organisational support structures and systems. Improved training combined with enhanced support harbours potential for more women COAs to reach the elite level.

Statement of Significance

Improving the number of women COAs can have a variety of positive influences in the recreation, fitness, and sport industries. More women COAs can lead to an increase in the number of female role models and mentors for both females and males. Successful women COAs can also contribute to equitable structures of employment and

leadership, including a more balanced perspective in terms of management, development, and governance within organisations.

Equitable representation of women coaches, officials, and administrators in elite-level sport, however, encompasses far more than just balanced statistics or improved workplace efficiency. Rather, it addresses the embedded hegemonic masculinity in sport, given that sport is one of the most androcentric subcultures in Western society (McKay, 1997). In this sense of sport as a microcosm of society itself, inclusive and equitable practices in sport can positively influence other industries (Theberge, 1993). Likewise, equitable opportunity can be viewed as one of the hallmarks of an ethical, just, democratic society. Not only can achieving a critical mass of women in sport leadership positions set an example for other industries, but it can also improve opportunities for other minorities throughout sport and society.

Thesis Overview

In this chapter, women's underrepresentation as coaches, officials, and administrators at the elite level of sport leadership was identified as an international problem. Also, attempts to improve representation through various programs and initiatives were outlined. Detailed statistics of COA representation were provided specifically for the Australian context, as well as an explanation of historical influences on the development of Australian sport, and the current sport structure and context. In the final section, a research program to address the problem was proposed.

In Chapter 2, previous efforts to address the problem, as found in the current scholarly literature, are presented and reviewed. The chapter is divided into four sections, including early works, coaches, officials, and administrators, with subsections

for pathway development, identified barriers, and potential strategies. Where applicable, connections, variations, or implications for Australian COAs are detailed.

The conceptual framework, research design, data collection process, and limitations are detailed in Chapter 3. The conceptual framework is comprised of the epistemological stance (constructivism), theoretical perspective (feminism), methodology underpinning the data collection approach (grounded theory), and specific method utilised (interviews). Research design refers to how the study was organised, while the data collection process includes the procedures associated with conducting interviews. Much of the demographical information about the participants is also included in Chapter 3. Limitations to the study are the focus in the final section.

Data analysis procedures are outlined in Chapter 4. Auerbach and Silverstein's (2003) six-step approach is described, including modifications made to adapt their system to interviews and the dissertation format. The structure for presenting the findings is also detailed.

The findings and discussion for coaches, officials, and administrators are described in Chapters 5, 6, and 7, respectively. Findings are organised by theoretical construct and include a participant quote, explanation, and a table of the coding tree structure. A discussion section follows in which the main findings are related to the research literature.

Chapter 8 includes general findings and discussion. In this chapter, findings not specific to the participant's position as coach, official, or administrator are summarised, again with reference to the research literature. Conclusions and recommendations are presented in Chapter 9.

Chapter 2: Literature Review

The potential reasons for women's under-representation, and men's overrepresentation, in influential positions in sport management can be described as overwhelming.

(Shaw & Hoeber, 2003, p. 348)

* * *

An extensive body of literature exists regarding women in sport leadership. Internationally, researchers have investigated the underrepresentation of women coaches, officials, and administrators (COAs) using a range of populations and perspectives. In this chapter, research on women in sport leadership positions is examined in order to illuminate general conclusions and identify knowledge gaps. The chapter comprises four main sections. First, early research on women in sport leadership (published from approximately 1985 to 1995) is reviewed. In the three remaining sections, research relative to coaches, officials, and administrators is discussed. Each of these sections contains three subsections relating to career progression pathways, barriers experienced, and strategies utilised. The chapter concludes with a summary of noteworthy findings and existing knowledge gaps, particularly as they apply to the Australian context.

The division of sections by position (coaches, officials, administrators) and experience (pathways, barriers, strategies) requires additional explanation, as studies in the research literature are less straightforward. For example, some studies have focused solely on one group (i.e., coaches), combined groups (i.e., coaches and administrators), or reflect one group's assessment of another group (i.e. administrators' evaluations of strategies to recruit and retain coaches, or coaches' perceptions of administrators' leadership styles). Likewise, the authors of a study categorised as "barriers" may suggest strategies based on their findings, whereas in a separate study, "proven"

strategies identified by any one, or a combined, group of COAs may be reported. Also, different terms have been used to demarcate positions and experiences: “officials” has been used to refer to both referees and administrators¹¹ and “pathways” has also been labelled as career progression or professional development. Thus the division of the chapter’s sections represents an attempt to organise the literature, recognising that alternative structures are possible.

Studies within the early works, coaches, officials, and administrators sections are arranged in the following sequence (also utilised in Chapter 1): US, Canada, the UK and Europe, Australasia or New Zealand, and Australia. This pattern is intended to approximate the continuum of geographical distance (far to near) and sport system structure (disparate to comparable), as well as cultural and political/legislative similarity, that exists among different countries and Australia. It is assumed that findings from studies conducted in countries with sport systems more similar to Australia’s are more likely to be comparable to the experiences of Australian women.

Teasing apart various concentrations of research within the literature also considerably oversimplifies the complexities and inter-relatedness of the multitude of influences and factors that affect, positively and negatively, women leaders’ careers. The “real life” experiences are far more capricious than the neat and tidy categories outlined here. In order to make sense of the various influences, however, it is necessary to examine each one individually. Thus like a stained-glass window or necklace, each shard or bead is a separate contribution, yet its “Gestalt” value is only realised when viewed holistically.

¹¹ As indicated in the glossary, throughout this dissertation “officials” refers to referees, umpires, linesperson(s), starters, timers, judges, marshals, and other individuals directly involved in overseeing and implementing rules and regulations while a competition is taking place.

Thus, in defining parameters for the literature presented in this chapter, boundaries were needed regarding which studies to include or exclude. First, what qualified as “relevant” literature had to be determined. Given that published research literature regarding women in sport in Australia is limited, related research pertaining to key international findings was included. As a result, research from countries with markedly different sport structures compared to the sport system in Australia, such as the US, was included. Hence, contextual differences need to be considered, especially when attempting cross-cultural comparisons. Second, what constituted “elite” in terms of participation or competition level is not easily standardised. With the vast majority of the research emanating from the US, research at the secondary school (high school) level was excluded in order to focus on research at the tertiary (college and university) level. Likewise with other international research, “elite” was characterised as minimally at state or provincial level and above¹². Some applicability of the findings from the international literature to women leaders in Australia is assumed, however the extent of possible similarities is largely unknown.

Early Works

For the purpose of this discussion, early research refers to a collection of key investigations published between 1987 and 1993. These studies were selected because they established the similarities and differences between research on women in corporate and managerial sectors, and women in sport. The studies in this section were conducted in the US and Canada. The US research investigated the rapid and

¹² Gilbert, Côté, & Mallett, (2006, Canada) and Greenhill, Auld, Cuskelly, and Hooper (2009, Australia) make a similar distinction: coaches at the interscholastic level are not considered elite, whereas coaches at the intercollegiate level are. US research regarding women leaders in sport has predominantly utilised COAs at the interscholastic and intercollegiate levels and has focused almost exclusively on the effects of the implementation of Title IX. Non-US research has generally focused on the underrepresentation of women COAs affiliated with regional, state/provincial, or national sport organisations, or at the professional or international level of competition.

paradoxical decline in the percentages of women leaders at the interscholastic and intercollegiate levels following the implementation of Title IX (Acosta & Carpenter, 2010). Likewise, the studies from Canada explored the underrepresentation of women coaches and administrators at the interuniversity and national sport organisation levels.

The intent of this early research was primarily to compare findings from Kanter's (1977) *Men and Women of the Corporation* to the underrepresentation of women sport coaches. Kanter's work is considered a foundational investigation of the interplay of gender dynamics in corporate and managerial organisations. Her classic investigation of a large company in the US considered the influences of opportunity, power, and proportion on worker behaviour. *Opportunity* was defined as "expectations and future prospects" (p. 246); Kanter argued that when workers perceive they have minimal opportunities, they tend to lower their aspirations, have less satisfaction, and are more likely to quit. *Power* was operationalised as, "the capacity to mobilize resources" (p. 247) and includes the concepts of homologous reproduction and sponsorship. *Proportion* "refers to the social composition of people in approximately the same situation" (p. 248). Four groups were identified based on dominant-subordinate representation: uniform groups (100:0), skewed groups (85:15), tilted groups (65:35), and balanced groups (between 60:40 and 40:60). Token status describes underrepresentation in a skewed group, whereas minority status describes underrepresentation in a tilted group. Importantly for sport, Kanter was one of the first researchers to conclude that the underrepresentation of women was more often a result of discriminatory structural influences within organisations, rather than personal or individual skill deficits. Although some researchers have questioned the applicability of Kanter's findings in some settings, most agree her findings accurately describe the

experiences of women in male-dominated professions, such as sport coaching, officiating, and administration (Claringbould & Knoppers, 2008; Yoder, 1991).

Knoppers and colleagues. Between 1987 and 1993, Knoppers and colleagues published seven papers in which they reported on their investigation of Kanter's (1977) results in a sport setting. Knoppers first two papers (1987, 1988) were theoretically-based applications of Kanter's work to sport coaching. Comparisons of Kanter's findings to sport were then tested empirically by Knoppers, Meyer, Ewing, and Forrest in a study of nearly 1,000 female and male NCAA Division I coaches. Results were published in a series of four articles with one dimension of the theory reported in each paper: human capital (Knoppers et al., 1989), power (Knoppers et al., 1990), opportunity (Knoppers et al., 1991), and proportion (Knoppers et al., 1993). Knoppers (1992) concluded with an article in which these results were combined and reviewed based on the theoretical approaches presented by Knoppers (1987, 1988). Each of these studies is discussed individually below.

In the first paper, Knoppers (1987) proposed a theoretical application of Kanter's findings regarding opportunity, power, and proportion to women coaches. Opportunity relates to factors such as training, feedback, and advancement that are influenced by gendered experiences of sexual harassment and family responsibilities. Power includes aspects such as access to support, information, and supervisors. Proportion specifically refers to the gender ratio of women and men staff members, and the experiences of token women. Both Kanter and Knoppers reiterate that the influences of opportunity, power, and proportion interact, rather than exist independently; thus, they must be considered and addressed as a whole. Although Knoppers; (1987) stance is

theoretical, she cites empirical studies to support her argument that Kanter's theory accurately represents the experiences of women coaches.

Knoppers' (1988) second theoretical application of non-sport research to women coaches again draws heavily on Kanter (1977). In this study, Knoppers' focus is on differences in the individual, structural, and socialist feminist approaches¹³ for explaining the underrepresentation of women coaches. The individual approach is found unsuitable because it fails to consider influences beyond one's personal control, such as organisational work structures. Likewise, the structural approach is incomplete because it does not incorporate influences outside the workplace, such as capitalist patriarchy. Knoppers favours the socialist feminist approach because it focuses on how men within organisations (i.e. athletics departments) continually redefine what roles within sport are "appropriate" for women, in order to maintain capitalism and (white, heterosexual) patriarchy. Viewing the socialist feminist approach as the most suitable, Knoppers calls for its further development and application to sport.

In the first of the four empirically-based papers, the human capital (individual), structural, and capitalist patriarchy approaches were tested in an attempt to understand the wage gap between female and male coaches (Knoppers et al., 1989). Human capital theory predicts coaches' wages are based on their qualifications, or specifically, that male coaches are paid more because they are more qualified. According to the structural approach, coaches' wages reflect the gender ratio of the occupation; women coaches are paid less to the degree that the gender ratio favours men. Following capitalist patriarchy, the prestige of the sport and the gender of the athletes determine coaches' wages (i.e.,

¹³ Knoppers' use of these terms fluctuates in her various articles, such as individual/human capital, and socialist feminist/social relations. For consistency, the term she uses in a given article has been replicated in this discussion when referring to that specific study.

male coaches of male teams/athletes in revenue¹⁴ sports collect the highest earnings).

The strongest support was found for capitalist patriarchy, although combined aspects of the human capital, structural, and capitalist patriarchy approaches were understood to be influential in specific circumstances.

Similar findings regarding the second dimension of capitalist patriarchy, power, extended those of Knoppers et al. (1989). In their second paper, Knoppers et al. (1990) investigated the distribution of power in intercollegiate athletics departments based on sport and gender. Three spheres of power were assessed: power of supply (access to resources); power of support (interaction with supervisors); and power of information (access to advanced information and various information sources). The different sports were subdivided into revenue sports and non-revenue sports. Male coaches of revenue sports were found to have the most power, and to report the highest job satisfaction, which was again attributed to capitalist patriarchy. Knoppers et al. (1990) also state, however, that power is always under negotiation, meaning it can vary with changes in coaching staff, seasonal win-loss record, and among different university cultures.

Knoppers et al. (1991), in their third paper, reported findings regarding the work behaviour of coaches based on Kanter's (1977) theory that one's behaviour is affected by one's perceptions of opportunity. Work behaviour included an employee's future career aspirations, job satisfaction, and intention to exit, while opportunity referred to having realistic career and financial options, access to information about job openings, and informal on-the-job training. Knoppers et al. found gendered differences in behaviour among their participants on nearly every measure of opportunity, including positional access, financial opportunity, information access, feedback, and intention to

¹⁴ Revenue sports are those which garner income for the athletics department and college/university. Non-revenue sports "break even" or are funded by the athletics department. Men's basketball and (gridiron) football are generally the greatest revenue-producing sports.

exit. Knoppers et al. again explained these findings in terms of capitalist patriarchy, in that greater opportunity exists for male coaches in general, and male coaches of male, revenue-producing sports in particular.

In their final empirical study, Knoppers et al. (1993) investigated social interaction among coaches based on the gender ratio of women to men in athletics departments. This study focused on Kanter's (1977) theory that increasing the representation of minority group members (i.e., women) would positively influence the interactions between workers (i.e., women and men). Based on reporting by the participants, three gender proportions were identified: low (0.00-0.39 female); balanced (0.40-0.59 female); and high (0.60 or greater female). Findings included that women coaches in organisations characterised by a low gender ratio interacted with other women less often; women coaches in organisations with balanced and high gender ratios interacted with other women more often. Interaction between women and men coaches, however, was not differentiated by gender ratio. Knoppers et al. suggest this indicates that while women coaches in workplaces with balanced and high gender ratios are less isolated than women in low gender ratio workplaces, increasing interaction between women and men coaches is not simply a matter of increasing the number of women. Rather, Knoppers et al. suggest a 40% "tipping point" where men coaches begin to resist further increases in the number of women coaches. As the number of women approaches this critical mass, they become a threat to men coaches in terms of competing for the same jobs, and may fill administrative positions in which they supervise men coaches. Thus, Knoppers et al. proposed that homosociality, or a preference for interacting with members of the same gender, increases as the gender ratio approaches the tipping point, rather than decreases. Given the recommendation of

a 20% target so prevalent today, Knoppers et al.'s finding of 40% tipping point has implications for the continued under-representation of women coaches¹⁵.

In her final article, Knoppers (1992) reviewed the individual, structural, and social relational models, proposed by Knoppers (1987, 1988), in light of the empirical findings regarding the underrepresentation of women coaches and the sex segregation of the coaching occupation (Knoppers et al, 1989, 1990, 1991, 1993). The individual/human capital model is again dismissed due to the findings of Knoppers et al. (1989); although human capital theory explained some of the differences found among women coaches, it did not explain differences found between women and men coaches (e.g., women coaches more often had physical education degrees and experience as athletes yet were hired less often and received lower salaries than men coaches). Aspects of the structural approach (approximated from Kanter, 1977) including opportunity, power, and proportion, were supported by Knoppers et al. (1990, 1991, 1993). Specifically, opportunity for coaches was found to be gendered in favour of male coaches (Knoppers et al., 1991); male coaches also reported higher job satisfaction than female coaches. Access to power was also found to be gendered (Knoppers et al., 1990), yet capitalist patriarchy was influential in power negotiations, as some women coaches of revenue sports were found to have greater power than some men coaches of non-revenue sports. Proportion and tokenism were partially supported in that while women coaches in more balanced athletics departments reported greater interaction with other women coaches and less isolation, men coaches did not interact more or less frequently with women coaches or other men coaches regardless of the gender ratio (Knoppers et al., 1993). Overall, only partial support was found for the application of Kanter's

¹⁵ The 20% target and a number of organisations recommending it, such as the IOC, were presented in Chapter 1. The 20% target and 40% tipping point are further discussed in Chapter 9.

structural theory to the occupation of coaching; Knoppers (1992) concludes that Kanter's theory better explains women's work behaviours than the behaviours of workers in general.

Stangl and Kane. The findings from several other early works are also noteworthy. In these studies, additional dimensions of Kanter's (1977) findings were investigated, or dimensions previously considered by Knoppers and colleagues were extended to additional populations. One aspect of Kanter's theory not previously explored is homologous reproduction, or the tendency for those in positions of leadership to replicate themselves physically or socially in their subordinates (i.e. a male boss hiring male employees). Stangl and Kane (1991) tested homologous reproduction as a possible explanation for the underrepresentation of female coaches at the interscholastic level¹⁶. The percentage of women head coaches under female versus male athletics directors were compared across three academic years, corresponding to three phases of Title IX implementation: 1974-1975, 1981-1982, and 1988-1989¹⁷. Stangl and Kane found that significantly more women coaches were employed under women athletics directors, suggesting the hiring practices of both women and men athletics directors were indicative of homologous reproduction. This result was substantiated across the Title IX intervals. The minute number of women athletics directors (five per cent of athletics directors in the sample population), however, meant that male athletics directors were effectively reproducing themselves (i.e. hiring male coaches) at a far greater rate than female athletics directors could match.

¹⁶ Stangl and Kane (1991), and Kane and Stangl (1991), are the only two studies discussed in which the participants were drawn from the interscholastic level. The studies are included due to the strength of the findings and the frequency with which they continue to be cited in current literature.

¹⁷ Title IX was passed in 1972, with schools, colleges, and universities being given a six-year implementation window. Thus the three phases considered by Kane and Stangl (1991) correspond to the implementation phase (1974-1975), 10 years following passage (1981-1982) and the then current representation (1988-1989).

Two dimensions of Kanter's (1977) findings regarding group composition previously studied by Knoppers et al. (1990, 1993), were also explored by Kane and Stangl (1991) utilising a different population. The representation of female head coaches of male athletes (team and individual sports) at the interscholastic level was examined to determine if numerical tokenism and marginalisation¹⁸ were occurring. The three Title IX time intervals identified by Stangl and Kane (1991) were again utilised. Women coaches were found to be characterised by token status, with less than two percent of boys' sports being coached by women. Regarding marginalisation, Kane and Stangl (1991) distinguished between high and low prestige coaching positions based on team (high) and individual (low) sports. Of the few female coaches, all but one coached low prestige/individual sports. Both findings were consistent across the Title IX phases. Kane and Stangl concluded that women coaches of boys' sports thus had token status and had been marginalised into low prestige sports.

The findings of Kane and Stangl (1991) are insightful when combined with Knoppers et al.'s (1990) conclusions. Marginalisation was a key dimension in both of these studies, although each group of researchers operationalised the definition slightly differently. Knoppers et al. highlighted power and capitalist patriarchy, and therefore looked at the marginalisation of women coaches based on their involvement with revenue or non-revenue sports. Kane and Stangl focused on differences between high-prestige team sports and low-prestige individual sports, citing the advertising dollars spent on team versus individual sports at the professional level as justification for this distinction. By both definitions, however, it was found that female coaches were marginalised into lower power and prestige positions. These findings combined, then,

¹⁸ Kanter also theorised that when women entered previously male-dominated occupations, they would be limited, or marginalised, to positions of lower power or prestige.

provide a compelling case that women who enter male-dominated occupations are often marginalised into less desirable positions in which they have lower power and status¹⁹.

Theberge. Studies presented in this section thus far have been solely from the US. An early study by Theberge, utilising a Canadian population, broadens the context of the discussion. Similar to the works of Knoppers, and Stangle and Kane, Theberge conducted a large-scale investigation of elite-level women coaches and published her findings in three separate papers (power, 1990; blocked mobility, 1992; gendered sport ideology, 1993). Theberge (1990) interviewed coaches about power, in terms of the coach position and in coach-athlete dynamics. Participants were uncomfortable viewing coaching as a position of power, instead preferring to conceptualise coaching as a position of influence and responsibility. Likewise, the women coaches embraced a supportive, enabling coach-athlete relationship, rejecting the dominating, controlling coach-athlete interaction style they perceived to be practiced commonly by men coaches²⁰. Theberge concluded that while the participants wanted to change the dominant ideology of the authoritarian coach, their relative powerlessness as female coaches in a male-dominated occupation, and their implicit agreement of the primacy of performance and achievement, limited their ability to do so.

Career development in terms of balancing personal and professional commitments was the focus of the second paper. Theberge (1992) identifies multiple competing influences the female coaches had to negotiate. Long and irregular work hours, extensive travel, and total devotion to athletes characterised work conditions that

¹⁹ Certainly there are many different ways of conceptualising, defining, and operationalising power and therefore any power-related investigation or interpretation is contingent upon researcher perspectives and participant perceptions. As a detailed analysis of the full body of literature on power is beyond the scope of this dissertation, power is only discussed as it pertains to the included studies.

²⁰ The leadership style favoured by the women coaches would now be termed transformational, whereas the leadership style they observed among male coaches is currently referred to as transactional.

were often incompatible with caring for young children. An inability to relocate to pursue higher-level positions was also mentioned, as the male partner's career was generally prioritised. The female coaches described a lack of acceptance and the view that underrepresentation was their problem, though this varied by sport. Overall, restricted or blocked mobility, as a combination of the above factors, delayed the careers of some women and led others to consider withdrawing from coaching.

Representation, assumed male superiority, and the gendered identity of various sports were the main themes considered in Theberge's third paper. Utilising the same participant interviews described previously, Theberge (1993) explores the ways in which female coaches are disadvantaged by dominant male sport ideology and the construction of gender through sport. Regarding representation, findings were synonymous with Kanter's (1977) theory²¹. Participants described feelings of isolation and exclusion corresponding to their token status, and increased performance pressures as a result of their heightened visibility. The women coaches responded by attempting to assimilate with the predominant male culture, or to prove their ability. Although the successful implementation of either strategy could bring about some acceptance, it is generally recognised as achieving a male standard of competence, in which case women either distance themselves from their gender identity (attempt to become "invisible") or are successful "in spite of" their gender. In either scenario, women who reach the elite level are seen as exceptions, resulting in little challenge to prevailing inequity.

Theberge (1993) then addresses why a male standard is considered superior. She outlines the "rationale" behind the assumption of male superiority as follows: male athletes are considered superior to female athletes based on observed "natural

²¹ Theberge (1993) and Inglis (below; 1988) provide numerical evidence of the underrepresentation of women coaches at the elite level of sport in Canada; at that time, representation was less than 15%, or skewed, in Kanter's (1977) terminology.

differences” in physical size and strength. Because males are thought to be superior athletes, and competitive sport participation is often a prerequisite for coaches, it is assumed males are also superior coaches. Theberge describes how this belief is particularly salient for sports in which the coach must provide spotting (e.g. gymnastics) or serve as a training partner (e.g. tennis), or in sports that have male-only events (e.g. canoe/kayak). The underlying assumption is that male coaches can adapt to female athletes and events, but female coaches cannot adapt to male athletes and events. Thus, women are rarely considered for such coaching positions, resulting in discrimination and marginalisation.

A third area considered by Theberge (1993) is that of the gendered identity of various sports as feminine (e.g. netball), masculine (e.g. rugby), or neither (e.g. swimming). While it may be easier for women leaders of feminine sports to resist discriminatory or oppressive aspects of assumed male superiority, it may be more difficult for these sports to establish their legitimacy and thus attract participants, public interest, and funding. For women leaders who desire to challenge assumed male superiority in sport, or provide an alternative ideology, through feminine sports, the inability to establish legitimacy weakens the strength of the challenge. Ultimately this results in differences being highlighted, rather than minimised.

Based on these findings, and especially on the emphasis of the body and physical performance in sport, Theberge (1993) argues that sport is a prime site of gender construction and confirmation. Rather than viewing gender as a social relation (as described by Knoppers, 1992), observed “natural” difference is taken as evidence of “inherent” gender differences that the current construction of sport emphasises and celebrates. This inherent gender difference is then used to justify the relegated status of

girls and women in sport. Theberge makes the point that the subordination of female sport has far greater implications than diminished work opportunities or economic outcomes, as the “natural superiority” of males in sport is extended far beyond sport:

The increasing involvement and improving performance of women athletes pose a threat to the advantages men have historically gained from their near exclusive access to and control of the world of sport. These advantages are not simply the material benefits of opportunities and rewards. More significant is the contribution of sport to the construction of masculinity and the ideology of gender difference (Messner, 1992). The reconstitution of gender in coaching and the location of men’s superiority in natural differences are important aspects of the reassertion of men’s hegemony. (p. 312)

Thus, so long as the natural superiority of males remains unchallenged and an integral part of male sport ideology, opportunities for women will be diminished in both sport and non-sport settings.

Inglis. Early researchers have also proposed numerous structural-level strategies to increase the representation of women in sport leadership. Inglis (1988), who also provides a Canadian perspective, first reviewed the historical developments that contributed to the sudden decrease in the numbers of women leaders in sport (viz. Title IX in 1972 in the US, and the amalgamation of the Canadian Women’s Intercollegiate Athletic Union with the men’s Canadian Intercollegiate Athletic Union in 1977). Inglis then proposes three categories of strategies to address the underrepresentation. A commitment to change was sought from not only athletics directors and sport organisation leaders, but also from university presidents. Reviewing and improving professional training and development programs were also deemed necessary.

Collaboration with researchers was seen as essential, to extend research beyond numerical representation, descriptive statistics, and perceptions of opportunity. These strategies are significant because they addressed societal-level transformation via structural change, rather than focusing on assumed deficits in the human capital of individual women (e.g. Lovett & Lowry, 1988). Certainly in the past 20 years, formalised training programs have been developed (e.g. university degrees in coaching and sport management) and cross-disciplinary research on women and sport has increased exponentially. It appears university leaders and governing sport associations, however, have been slow to commit to change, and slower to implement it. Likewise, the vast majority of programs supported by professional development and governmental organisations embrace the “fixing” or up-skilling of individual women, rather than reforming sport systems. Consequently, women continue to face numerous impediments in pursuing a career in sport.

Section summary. In this section, studies that established empirically the parallels between women’s experiences in the corporate sector (Kanter, 1977) and in sport (Inglis, 1988; Kane & Stangl, 1991; Knoppers et al., 1989, 1990, 1991, 1993; Stangl & Kane, 1991; Theberge, 1990, 1992, 1993) were discussed²². Although the research described in this section was initiated 25 years ago, the findings are relevant today, as internationally women in sport leadership positions are still a considerable minority (as reported in Chapter 1). Collectively, the findings of these studies provide support for claims of discrimination by women leaders in sport, and highlight the role of sex-segregation and gender bias in maintaining male dominance of sport.

²² See Appendix C for a table in which the research questions and findings for each of the articles included in the early works section are summarised.

According to Kanter, discrimination experiences are due to a group's being underrepresented, not the fallacies or shortcomings of individual women *per se*. Knoppers (1987, 1988, 1992; Knoppers et al., 1989) corroborated the inadequacy of the individual, or human capital, approach to explaining the experiences and underrepresentation of women leaders in sport. Rather, the need to drive change at the structural and societal level was substantiated (Inglis, 1988; Knoppers, 1992; Stangl & Kane, 1991; Theberge, 1993). Women's experiences of discrimination are thus likely to be comparable whenever they are members of an underrepresented group, regardless of the sport system or their leadership position. Although each of these authors have argued against the individual approach, strategies based on this model continue to be used; this may be one reason the number of women leaders continues to decline.

Similarities between the experiences of women coaches in Canada (Inglis, 1988; Theberge, 1990, 1992, 1993) and the US (Knoppers, 1987, 1988, 1992; Knoppers et al., 1989, 1990, 1991, 1993; Kane & Stangl, 1991; Stangl & Kane, 1991), suggest the experiences of women leaders in sport from other countries or sport systems may also be comparable. Any speculation of similarities or differences must be cautious, however, as women's experiences have been shown to vary considerably by a sport's status as revenue/non-revenue (Knoppers et al., 1990), individual/team (Kane & Stangl, 1991), and masculine/feminine/neither (Theberge, 1993). Thus the applicability of the findings discussed in this section to South American, European, African, and Australasian women is likely to vary. Structural and ideological differences in various countries are also discussed in the following sections.

The importance of sport as a critical site for the construction and maintenance of gender ideology and male superiority or dominance was also addressed (Knoppers,

1992; Theberge 1993). While the disadvantages experienced by a particular gendered group (i.e. women) are the focus of this dissertation research, rather than how gender difference is created and preserved, discrimination against women leaders is one facet of both processes. Knoppers' description of gendering as an on-going process, and Theberge's emphasis on sport's capacity to influence work and social groups far beyond the locker room or playing field, underline the societal need to continually challenge male hegemony in its various forms.

Coaches

In the next three sections, research on coaches, officials, and administrators (COAs) is presented. Sections are divided by experience, that is, COAs' pathways, barriers, and strategies. "Pathways" refers to COAs' career progression or professional development, or the steps taken from entry- to elite-level positions. "Barriers" are the influences which have in some way negatively affected the COAs' careers (e.g. delays, disruptions, discrimination). "Strategies" are the ways in which COAs have avoided or overcome the various barriers that have interrupted their advancement (e.g. sources of support, mentoring). Figure 2.1 provides a visual display of the interaction between pathways, barriers, and strategies.

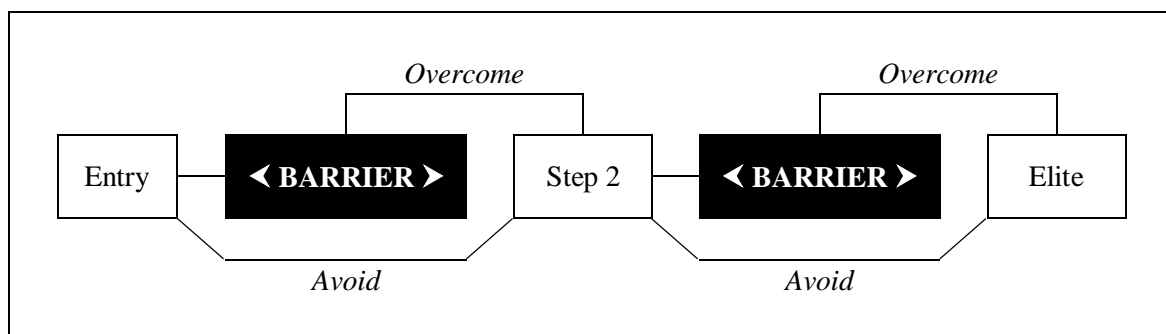


Figure 2.1. Influence of barriers and strategies on pathway progression.

Pathways. Key benefits to a better understanding of coaches' career progression include targeted talent identification and recruitment of coaches, and phase-appropriate

coach preparation and education programs, resulting in more efficient use of development funds and coach talent. Research on the pathways or career development progressions of women coaches, however, appears to be fairly sparse (Gilbert, Côté, & Mallett, 2006). The reasons are largely unknown, but seem to result from anecdotal or contextual understandings of how coaches progress from entry- to higher-level positions. It is possible that knowledge of potential pathways exists among researchers and practitioners relative to the sport systems and structures in their home countries.

The pathway research available to date originates from Canadian researchers, who have investigated coach development in a number of areas, including coach knowledge (Côté, Salmela, Trudel, Baria, & Russell, 1995), developmental paths and activities (Gilbert et al., 2006)²³, coaching excellence (Côté, Young, North, & Duffy, 2007), and coach expertise (Young, Jemczyk, Brophy, & Côté, 2009). While these studies illuminate aspects of coach development, they do not provide a stage-based model of career progression. Also, no analysis of possible gender differences was provided, meaning it is unknown whether female and male coaches have commensurate developmental experiences²⁴.

In what appears to be the first study to directly investigate the career stages of elite-level coaches, Salmela, Draper, and Desjardins (1994) interviewed 10 Canadian field and ice hockey coaches (five female, five male). Six developmental phases or stages were outlined: a) diffused to focused involvement in sports, b) initial coaching roles, c) passive to active transfer of coaching knowledge, d) established coaching roles, e) generalist to specialist coaching, and f) eminent coaching awareness. Salmela et al.

²³ This study was conducted by an international team of researchers; the findings reported are based on a pilot study with participants from the US (two female, thirteen male).

²⁴ Lynch and Mallett (2006) reported on the development high performance athletics coaches in Australia. This study is not included in the current discussion as the findings are not couched in terms of stage-based progression, and because only one of the five participants was female and no gender analysis was offered.

reported the six stages were the same for female and male coaches. Progressing to the elite level required not only skill, ability, knowledge, and persistence, but also some degree of good fortune.

Researchers have also mapped the career progression of elite-level Canadian basketball coaches. Schinke, Bloom, and Salmela (1995) identified seven stages following interviews with one female and five male coaches: a) early sport participation, b) elite sport, c) international elite sport, d) novice coaching, e) developmental coaching, f) national elite coaching, and g) international elite coaching. While these seven stages are analogous to the six reported by Salmela et al. (1994), there is a further delineation of participants' experiences as elite athletes (elite sport and international elite sport). Schinke et al.'s study did not include a gender analysis, but both studies reported the importance of timing or chance when being selected for a given position, particularly at the elite level.

Essential knowledge and skills, as opposed to a linear- or phase-based model, have also been suggested. Salmela (1995) attempted to chart the "evolution" of coach pathways, describing key developmental experiences that are presented chronologically: early involvement in sport, learning from mentors, early career coaching, and mature career coaching. Rather than stages, areas of concentration such as team building and learning how to effectively operate in competition settings are proposed. Salmela indicated both female and male participants were included in the study, representing four different sports, but did not provide a gender ratio or an analysis of potential gender-based developmental differences. Notably, Salmela reported that experience competing at the elite level was not a requirement of coaching at the elite level, a finding in contrast to those reported by Salmela et al. (1994) and Schinke et al. (1995).

The minimum amount of key experiences required to become an elite-level coach was the subject of more recent research. A study by Erickson, Côté, and Fraser-Thomas (2007) varied from the previous three studies (Salmela et al., 1994; Schinke et al., 1995; Salmela, 1995) in three important ways. First, a total of 19 participants (four female, 15 male) representing nine different sports (four individual, five team) were included, resulting in broader representation of sport coaching experiences. Second, while the previous three studies were qualitative, Erickson et al. utilised interviews to collect time-referenced information in order to quantify required developmental experiences, such as the number of years playing and coaching at different levels. Third, Erickson et al. identified five stages of development: a) diversified early sport participation, b) competitive sport participation, c) highly competitive sport participation/introduction to coaching, d) part-time early coaching, e) high-performance head coaching. Unlike the distinct stages proposed by Salmela et al. (1994) and Schinke et al. (1995), Erickson et al. suggested some overlap between phases. Like Salmela (1995), Erickson et al. also reported that elite-level playing experience was not an absolute requirement for elite-level coaching. Similar to the Schinke et al. study, however, no gender analysis was provided by Erickson et al., though the authors recognised this weakness and called for gender comparisons in future research.

In summary, Canadian researchers (Erickson et al., 2007; Salmela, 1995; Salmela et al., 1994; Schinke et al., 1995) have developed stage-based models of coach pathway progression. A number of “necessary but not sufficient” factors, such as mentoring or even good fortune, were identified. Given that Australia’s sport system shares some similarities to Canada’s, there is likely to be some congruence between Australian and Canadian coaches’ pathways. In these studies, however, only linear

models with distinct stages have been proposed; the models have not accounted for back-and-forth movement between stages. Interruptions and setbacks were not incorporated, and possible progression differences based on gender were not considered. The current research was designed to address this gap, by investigating the career progression pathways of Australian women coaches, taking into consideration both facilitators and inhibitors.

Barriers. Most research to date has been focused on the barriers that restrict or prevent women from working in sport leadership. In this section, research involving coaches, from approximately 1995 to the present, is discussed. Studies have been organised into four groups which are presented in a broad-to-narrow sequence, first considering barriers at the societal level, then organisational, followed by familial barriers and finally individual or personal barriers²⁵. Although the scarcity of women COAs is a global problem, as evidenced in Chapter 1, the majority of the research on coaches originates from the US. A final subsection includes studies from Canada, the UK and Europe, New Zealand, and Australia.

Societal. Barriers at the societal level include general forms of discrimination such as the androcentric nature of language and religion, gendered workforce classifications (e.g., male manager, female secretary), and divisions of labour (e.g., male breadwinner, female child-carer). Societal barriers have also been referred to as ideological, macro-level, or external barriers. Discrimination, the actual form of many societal-level barriers, is subtle, general, and encompassing; thus it is difficult to isolate, research, and address. Societal barriers both contribute to and reinforce discrimination of women at the organisational, familial, and individual levels.

²⁵ As described in the introduction, available research discussed in this chapter has been organised into discrete sections solely for the purpose of presentation. Outside the research context, the influences of barriers are far less distinct, but rather are fluid and dynamic.

One of the most powerful forms of societal discrimination experienced by women leaders in sport is homophobia (Veri, 1999). Despite the prevalence of homophobia, however, it remains a “taboo” subject (Demers, 2006). Consequently, little research has been published on homophobia in sport in general, or specifically the experiences of women coaches²⁶. The three studies included in this section were chosen based on the perspective of the participants: lesbian coaches (Krane & Barber, 2005), heterosexual coaches (Wellman & Blinde, 1997), and both lesbian and heterosexual coaches (Kilty, 2006).

In a key study investigating homophobia and women coaches, Krane and Barber (2005) utilised social identity perspective to investigate the experiences of lesbian coaches in the US. This study provides a comprehensive understanding of lesbian coaches’ experiences, detailed in the findings, and in the examples provided of how societal barriers are manifested across organisational and personal levels. The influences of homophobia described by the participants correspond to five themes, all congruent with social identity perspective: a) salient social norms, b) the culture of women’s sport, c) negotiating multiple identities, d) social mobility, and e) social change. Krane and Barber (2005) concluded that commonly across the five themes, the lesbian coaches experienced constant conflict and employed continuous hypervigilance. In doing so, they expended enormous physical and psychological energy in order to manage the competing identities of coach and lesbian. The participants were forced to reconcile not only working in a homophobic environment, but also their own

²⁶ For example, Griffin (1992, 1998), Krane and Barber (Krane, 2001a, 2001b; Krane & Barber, 2003), and Lenskyj (1986, 1991, 1994, 1997, 2003) have written on the experiences of lesbians in sport but often focus on the experiences of lesbians in general, or lesbian athletes, more so than lesbian coaches, specifically; for an Australian example, see Burroughs et al. (1995). Studies specifically investigating the experiences of lesbian athletes include Krane (empirical, lesbian athletes; 1997); Kauer and Krane (2006; empirical; heterosexual, bisexual, and lesbian athletes); and Veri (1999; theoretical/critical/non-empirical).

contributions to maintaining the heterosexist status quo. Yet they also found ways to effect social change, however subtly.

Numerous researchers (Burroughs et al., 1995; Griffin, 1992, 1998; Kauer & Krane, 2006; Krane, 1997; Krane & Barber, 2003; Veri, 1999) have suggested that homophobia in women's sport limits both lesbian women and heterosexual women. While Krane and Barber (2005) specifically investigated the experiences of lesbian coaches, Wellman and Blinde (1997) explored how heterosexual basketball coaches were affected by homophobia. Participants indicated the ways in which the "lesbian label" or "lesbian issues" could be detrimental to their career progression. Advancement was perceived to be restricted by heterosexist hiring and promotion practices for both assistant and head coaches. If a coach was assumed to be a lesbian, or associated with a program or university with a lesbian "image", her career might not progress. Fear of lesbians was also believed to influence athlete recruitment in terms of negative recruiting, parent concerns regarding the sexuality of both team athletes and coaches, and athlete bias (coaches avoiding recruiting lesbian athletes). The lesbian label thus created a climate of fear, silence, secrecy, denial, and isolation among the heterosexual coaches quite similar to the atmosphere experienced by the lesbian coaches described by Krane and Barber (2005). Wellman and Blinde concluded that both lesbian and heterosexual coaches are negatively influenced by homophobia.

While in the previous two studies the experiences of homophobia by lesbian and heterosexual women were investigated separately, the participants in a third study were both lesbian and heterosexual women. Kilty's (2006) participants also identified homophobia as one of many barriers for women coaches. Kilty's findings reiterate Krane and Barber's (2005) description of the effects of homophobia for women. Thus

homophobia is one of the most debilitating societal barriers experienced by women leaders, as it is used by heterosexual men against women in general, but also by heterosexual women against lesbian women.

In the three studies outlined above, the experiences of lesbian coaches in the US are detailed. It is not known, however, whether these experiences are transferable to lesbian coaches in other countries or other sport systems. In Canada, for example, where same-sex marriage is now legally recognised, the possibility exists that societal homophobia is less prevalent, or perhaps less powerful, particularly at the organisational level. Likewise in Australia, where coaches are generally employed by private, sport-specific associations (rather than multi-sport university athletics departments), there may be less societal pressure to maintain homonegative organisational practices.

In general, barriers at the societal level are particularly powerful, primarily because they are used to severely limit women's access to positions, but also to restrict their promotion once hired. Societal barriers are pervasive yet often unconscious or accepted without question. They can also be the most difficult to change: although they exist at the societal level, the beliefs and attitudes underpinning them are often transmitted in the private sphere and are therefore difficult to legislate and enforce. Thus these issues will be explored with the participants in this study.

Organisational. Workplace discrimination emanates from inequitable practices regarding power, opportunity, and proportion, such as homologous reproduction (Kanter, 1977). Inflexible policies, lack of mentors, and work-family conflict are also commonly identified. Barriers at the organisational level are sometimes referred to as structural or institutional barriers. These barriers often result in women coaches being concentrated in lower-level positions such as assistant coach (gender stratification),

being restricted to positions coaching girls or women (gender marginalisation), or only being offered season-to-season contracts instead of on-going positions.

Participants in research on women's perceptions of organisational barriers have generally been athletes (Everhart & Chelladurai, 1998; Pastore, 1994) or assistant coaches (Sagas, Cunningham, & Ashley, 2000), given that members of these groups are the most likely to fill vacant head coach positions. Sagas et al. explored assistant coaches' intent to become head coaches. Female assistant coaches were less likely to pursue a head coach position than male assistant coaches, nor did they intend to stay in a head coach position as long. Among assistant coaches who had applied for head coach positions but were not hired, males were more likely to make external attributions (e.g., discrimination) whereas females were more likely to make internal attributions (e.g., too young or lacking experience). Sagas et al. concluded the retention of female assistant coaches is particularly important given their proven interest, greater experience, yet lower head coaching intentions.

Human capital, head coaching aspirations, and occupational turnover intent have also been considered. In a study of female and male basketball assistant coaches (Cunningham & Sagas, 2002), human capital was measured by educational background, playing experience and awards, coaching experience (number of roles), and coaching tenure (number of years coaching). Although female coaches had greater human capital than male coaches, female coaches had lower head coaching aspirations and higher occupational turnover intent. The findings did not explain why female assistant coaches were less likely to aspire to head coach positions, but Cunningham and Sagas suggest workplace discrimination as a probable reason, citing Knoppers et al.'s (1991) findings that perceptions of decreased upward mobility tend to result in lowered expectations and

less job satisfaction. A later study by Cunningham, Doherty, and Gregg (2007), however, found that female and male assistant coaches did not vary in their perceptions of workplace discrimination (as a barrier) or in the support they received. Despite a lack of difference in perceptions of barriers and facilitators, female assistant coaches reported lower self-efficacy to take on a head coaching position.

Focusing specifically on occupational turnover intent, Cunningham and Sagas (2003a) examined the role of work experiences in determining how long coaches planned to continue coaching. This study built on the findings of Inglis, Pastore, and Danylchuk (1996) and Pastore, Inglis, and Danylchuk (1996), which are discussed in the strategies section below. Cunningham and Sagas (2003a) investigated whether work experiences of recognition and collegial support, work balance and conditions, and inclusivity (i.e., a diverse workplace environment) could be used to predict occupational turnover. Significantly more female assistant coaches planned to leave the coaching profession before they were 55 years old (almost 90% compared to approximately 60% of male assistant coaches). Female assistant coaches whose work experiences were considered inclusive were significantly more likely to anticipate coaching after 55 years of age. Cunningham and Sagas concluded that work experiences in general, and inclusivity in particular, influence how long women remain in coaching positions.

Treatment discrimination, or group members being denied the rightful benefits of their position (e.g., salary and support), has been examined as a facet of occupational turnover²⁷. In contrast to the hypothesis, Cunningham and Sagas (2003b) found that female and male assistant coaches reported similar work experiences, and in some cases the female participants were more satisfied with their work experiences than the male

²⁷ Treatment discrimination is contrasted with access discrimination, which prevents entry into a position or profession.

participants. Overall, female and male participants indicated equal turnover intent. Cunningham and Sagas suggested that either the female assistant coaches did not experience treatment discrimination, or their experiences of discrimination were mediated by the “paradox of the contented working woman”:

This paradox occurs when women express similar or more positive work attitudes as men, despite clear signs of treatment discrimination, such as lower salaries, thwarted opportunities for career advancement, or both (Dreher & Ash, 1990; Jackson, 1989; Parks, Russell, Wood, Robertson, & Shewokis, 1995). This paradox is especially apparent in male-dominated professions, such as university faculties (Kelly, 1989) or intercollegiate athletics (Parks et al., 1995). (p. 462)

Women coaches demonstrating this paradox remain in positions despite experiencing discrimination. Though their reasons for doing so have not been investigated, based on cognitive dissonance theory (see Snyder, 1990, discussed below), it seems likely that some other positive experience or factor is counter-balancing the discrimination.

To further pursue an explanation for the underrepresentation of women intercollegiate coaches, Sagas, Paetzold, and Ashley (2005) scrutinised perceived supervisor support and aspirations of becoming a head coach among assistant coaches. Demographic variables such as age and gender were also assessed for similarities and differences among head coaches and their assistants. It was determined that female and male assistant coaches both perceived good support from the head coach in terms of their career development. Female participants, however, reported significantly lower aspirations to become head coaches than male participants; female coaches also indicated less intention than male coaches to become a head coach in the next three years in a later study by Sagas, Cunningham, and Pastore (2006). Lower aspirations and

intent among female assistant coaches is of concern in terms of addressing the underrepresentation of female head coaches: if female assistant coaches have lower aspirations and intentions to become head coaches, it is likely males will continue to be hired in greater numbers both for women's and men's teams. Thus it is possible that rather than increasing, the representation of female coaches may continue to decrease. Also, Sagas et al. (2005) found that there were no significant similarities or differences in the coaching pairs based on the demographics reported; ethnicity, however, was not included as a demographic variable. Likewise, the authors did not address their findings in relation to homologous reproduction (Kanter, 1977; Stangl & Kane, 1991) despite the results seemingly contradicting these early works (i.e., head coaches did not appear to be hiring assistant coaches based on a principle of similarity).

Incongruence between organisational expectations and family responsibilities can lead to conflict for coach-parents, which may partially explain the lower aspirations and intentions observed by Sagas et al. (2005). Types of work and family conflict and their relation to job satisfaction were thus investigated by Sagas and Cunningham (2005). Time-based, strain-based, and behaviour-based conflicts were explored in relation to both directions of work and family conflict (work-family and family-work). Only one dimension of conflict was found to be significantly different between the female and male assistant coaches; contrary to expectations, male coaches reported more time-based, work-family conflict than female coaches. Among the female coaches, strain-based family-work, and both behaviour-based family-work and work-family dimensions were significantly related to job satisfaction in a negative direction. That is, experiencing these forms of conflict led to a decrease in job satisfaction among the female assistant coaches. In interpreting their findings, Sagas and Cunningham

reported that the amount of work and family conflict experienced by the participants was at most only moderate, suggesting that overall, conflict was not a particularly salient issue. Variations in the way time-based conflict has been measured was offered as an explanation for the unpredicted findings along this dimension, that were opposite to the findings of earlier studies (Pastore, 1991, 1992, discussed in the strategies section below). Differences between the expectations and experiences of assistant coaches, compared to head coaches, may also explain the contrary findings.

Discriminatory hiring and promotion practices are also often reported, but have not yet been discussed. Organisational barriers identified in Kilty's (2006) study include unequal assumptions of competence, hiring from a principle of similarity, and lack of female mentors. Unequal assumption of competence refers to the belief that males are intuitively better coaches than women (echoing the explanation offered by Theberge, 1993). This assumption nourishes the second barrier, that of hiring from a principle of similarity, or what Kanter (1977) and Stangl and Kane (1991) have identified as homologous reproduction. Here, a self-perpetuating cycle emerges where males continue to hire males on the basis of this proposed natural superiority. The self-perpetuating cycle not only maintains numerical male dominance but also contributes to a lack of female mentors: few females are hired, and fewer remain in positions long enough to become mentors to other females.

Familial. Barriers at the familial level, such as work-family conflict, occur when responsibilities in one sphere impinge upon responsibilities in the other. Researchers have indicated that conflict occurs in both directions: work responsibilities can disrupt home life (work-family), and vice-versa (family-work; Sagas & Cunningham, 2005; Dixon & Bruening, 2005). Women generally, and mothers specifically, are often

assumed to be more likely to experience work-family and family-work conflict, as they are often the primary caregivers for children and other family members. Combined with the long, irregular hours and extensive travel required of coaches (Theberge, 1992), women may be particularly prone to experiencing familial barriers.

Work-family conflict has been investigated in multiple non-sport disciplines such as industrial-organisational psychology and management, and from diverse theoretical perspectives including sociology and critical feminism. Dixon and Bruening (2005) categorise this previous research as focusing on one of three levels: individual, structural (organisational), or socio-cultural. They argue, however, that each of these approaches is incomplete on its own, instead proposing a multi-dimensional theory in which they stress the need to consider work-family conflict at different levels and in multiple directions. Dixon and Bruening base their research predominantly on role theory, and define work-family conflict as “a type of inter-role conflict wherein at least some work and family responsibilities are not compatible and have resultant effects on each domain” (p. 228). Factors at the individual, structural, and socio-cultural levels are interrelated to each other, such that failing to consider factors at each level results in incomplete understanding. Likewise, influences need to be considered both from the top down (how social relations influence organisational and individual experiences) and from the bottom up (how individual experiences influence organisations and social relations). Dixon and Bruening suggest that taking a more holistic approach is likely to result in a better understanding of the different manifestations of conflict and, therefore, the development of more effective strategies for its management.

As the approach advocated in Dixon and Bruening’s (2005) paper was theoretical, their proposed theory was tested in a later two-part empirical investigation

of work-family conflict experienced by mothers who were head coaches. On-line focus groups with participants representing a variety of sports from multiple universities were used to explore factors at the individual, organisational, and socio-cultural levels, that all contributed to experiences of work-family conflict (Dixon & Bruening, 2007). Key influences reported by the participants at the individual level included competitive drive, valuing family and work equally, and the physical location of extended family members (i.e., ability to assist with childcare). Organisational influences included non-traditional work hours and extensive travel, and the “face time” coaches were expected to log on campus (as opposed to the flexibility of working from home). Socio-cultural influences included the male-dominated nature of the workplace, women’s home responsibilities, and social expectations of mothers as primary care givers.

In their conclusions, Dixon and Bruening (2007) emphasise the sport-specific contributions to work-family conflict not previously identified in non-sport contexts. At the societal level, these include the hegemonic masculinity common in sport cultures, that assumes (if not expects) that the husband/father works and the wife/mother stays at home, and the constant expectation for employees to prioritise work over family. At the organisational level, not only are work hours and travel extensive, but often take place at times which make finding childcare difficult, as well as require parents to miss some of the children’s activities. At the individual level, though the participants acknowledged their desire to “do both”, they resented being criticised for sometimes prioritising work over family. Here again societal expectations filter through; Dixon and Bruening assumed both mothers and fathers feel guilt when this occurs, but suggest that women feel more guilt, and are more often criticised, when this occurs. Dixon and Bruening also question the role success at work plays in the negotiation of work-family

conflict, suggesting that eventually, if the coach or team is not performing well, the constant struggle to negotiate work-family conflict becomes untenable. Although not explicitly presented as “barriers”, the mothers clearly had to negotiate a variety of conflicting demands in order to meet both family and work responsibilities. This study is particularly useful in again demonstrating how influences at the societal, organisational, familial, and individual levels interact and thus are difficult to address individually, justifying the holistic approach.

Whereas Dixon and Bruening (2007) utilised a top-down perspective, Bruening and Dixon (2007) took a bottom-up perspective. In the second part of their study of head coaches, Bruening and Dixon considered how individual behaviours influenced the workplaces by focusing on the “coping mechanisms”, or strategies, utilised by the mothers to negotiate the work-family conflict they experienced. First, the “consequences” of work-family conflict were identified at work, family, and individual levels. Individual work consequences included who the mother-head coaches selected as assistant coaches, their relationships with their athletes, and team performance. Family consequences included relationships with children and partners. Personal consequences included guilt, exhaustion, and stress; balance and perspective; and weaving, or integrating one’s identities as coach and mother in order to feel complete. Bruening and Dixon point out that “balance and perspective” was the only positively-framed consequence of negotiating work-family conflict, as the participants indicated that being a coach enabled them to be a better parent, and vice versa.

Second, Bruening and Dixon (2007) identify the strategies utilised by the participants to manage and reduce the role conflict they experienced. At the individual level, strategies included stress relief and self-awareness; organisation and time

management; sacrificing aspects of work²⁸; the support of family and friends; and the support of co-workers and supervisors. Organisational-level strategies included flexibility of working hours, family-friendly policies, and a family-friendly work culture. Bruening and Dixon identified work culture as more important than policies, suggesting that often coaches are not able to take full advantage of policies (e.g., maternity leave). Also, work culture could potentially influence coaches' daily work experiences—positively or negatively.

In support of their theory that work-family conflict is influenced from the top-down²⁹ and from the bottom-up, Bruening and Dixon (2007) were unable to determine definitively whether or not individual action by the coaches was influential at the organisational or socio-cultural levels. Although some individual actions appeared to have influence at the organisational level, such as the creation of a family-friendly work culture, the effect of these measures beyond the participants' specific workplaces is unknown. Bruening and Dixon also point out that because women coaches are already time-poor and work in relative isolation³⁰, there is little opportunity for them to organise collective action that would reach the socio-cultural level. It appears that while there is some bottom-up influence, it is less pervasive than influences moving from the socio-cultural level down to the organisational or individual level.

Personal. Barriers at the personal or individual level are often associated with personality traits, such as confidence (Marback, Short, Short, & Sullivan, 2005) or burnout (Caccese & Mayerberg, 1984; Dale & Weinberg, 1989). Whereas research on barriers at the societal, organisational, and work-family levels has been conducted

²⁸ Sacrificing aspects of family was previously reported by Dixon and Bruening (2007).

²⁹ Top-down influence, or socio-cultural level to organisational and individual level, was established by Dixon and Bruening (2007).

³⁰ Bruening and Dixon (2007) reported that 80% of their participants were the only head coaches who were mothers in their respective athletics departments.

across a range of disciplines, including psychology, sociology, and management, research on individual-level factors has primarily occurred in psychology. It is unclear why so little research has investigated personal-level barriers. Perhaps feminist researchers have avoided gender-based comparisons of personality traits out of concern that “deficiencies among women” might be used to justify their unsuitability for the coaching profession. Another possibility is that research has focused at broader levels based on the assumption that top-down collective interventions would effect change more efficiently than through individual effort. It is also possible that the theory and tools required to assess personal-level influences are not readily available. Regardless of the reason, in light of Dixon and Bruening’s (2005) argument that attitudes, thoughts, behaviours, factors, and influences need to be considered in both directions, it appears more research is called for at the individual level.

One area that has received some research attention is coach confidence. Initially two theories were used to explain this phenomenon: coaching competence, proposed by Barber (1998) and coaching efficacy, proposed by Feltz, Chase, Moritz, and Sullivan (1999). Marback et al. (2005), however, have since determined these theories were redundant and one construct, which they term coaching confidence, is sufficient³¹. Regarding gender difference, Marback et al. found that male coaches rated themselves more confident in game strategy, competition coaching, skill and tactical knowledge, and their ability to motivate athletes. Female coaches were more confident in their character building ability. From the results of this study, it appears that based on the items measured, male coaches tend to be more confident than female coaches. Lower confidence could affect the speed of career development among female coaches.

³¹ The participants in the Barber (1998) and Feltz et al. (1999) studies were high school coaches; Marback et al.’s (2005) participants were university-level coaches.

While Marback et al.'s (2005) study investigated differences between female and male coaches, Kilty (2006) focused specifically on women coaches. Based on interviews with participants, four categories of "internal barriers" were identified: perfectionism, lack of assertiveness, inhibition in promotion of accomplishments, and high stress balancing work and personal life. Perfectionism refers to the tendency among women coaches to always be seeking improvement, such that they can quickly identify their skill deficits but struggle to recognise their abilities or strengths. This perfectionism results in women coaches being hesitant to apply for promotions or advanced positions, or their conveying weaknesses rather than strengths when they do apply. Lack of assertiveness is counterproductive to the requirements of those in leadership positions, and can influence interactions with athletes, co-workers, and supervisors. Inhibition in promotion of accomplishments is evidenced in women coaches using "we" instead of "I", or in their deflection of praise; women coaches often prefer to let their actions speak for them, yet this can result in minimal awareness of their successes. Finally, high stress balancing work and personal life refers to competing work and family responsibilities, and the resulting guilt mothers tend to feel regardless of which responsibility they are attending. Consequently, the barriers identified by Kilty support the link between societal-level influences on individual-level barriers proposed by Dixon and Bruening (2005). Kilty concludes that when women are forced to make a choice, they are more likely to sacrifice their professional careers for their family. Likewise, they may be unable to fully enjoy either work or family due to the stress they experience chasing unrealistic levels of performance in both spheres.

Comparisons have also been made regarding female and male coaches' experiences of burnout. These studies commonly utilise the Maslach Burnout Inventory

(Maslach & Jackson, 1981; reviewed in Dale & Weinberg, 1990). The Maslach Burnout Inventory consists of three categories (emotional exhaustion, depersonalisation, and personal accomplishment) and two scales (frequency and intensity). Caccese and Mayerberg (1984) appear to be the first to have investigated burnout among coaches, making comparisons among a variety of demographic variables (e.g., gender, marital status). Female coaches reported greater emotional exhaustion and lower personal accomplishment, in both frequency and intensity, than male coaches. No differences were found regarding depersonalisation. Overall, however, burnout scores were generally low, indicating neither females nor males were experiencing significant burnout. Though it appears female coaches experience burnout to a greater degree than male coaches, if females and males are not experiencing debilitating burnout, these differences may be inconsequential.

Extending the understanding of burnout among coaches, the link between leadership style and burnout has also been investigated. Dale and Weinberg (1989) included female and male secondary school and university coaches in a study comparing burnout between authoritarian and democratic coaches. Democratic coaches reported greater burnout in both frequency and intensity of emotional exhaustion and depersonalisation. Similar to Caccese and Mayerberg's (1984) findings, participants were actually found to be lower in burnout than the general public. In contrast to the Caccese and Mayerberg findings, however, male coaches experienced more depersonalisation burnout (frequency and intensity) than females.

Considered together, the Caccese and Mayerberg (1984) and Dale and Weinberg (1989) studies support the conclusion of Dale and Weinberg (1990) that findings from a variety of studies are inconclusive. Instead, Dale and Weinberg (1990) indicate that the

variation in findings underlines the contextual and situational influences on burnout, and the interaction of personal and environmental variables. Given that burnout is a condition that accumulates over time, the need to standardise and report when inventories are administered is also emphasised. It appears that although there is some evidence to suggest that female coaches are more likely to experience burnout (Caccese & Mayerberg, 1984), this is not always the case (Dale & Weinberg, 1989).

International and Australia. Most of the barrier research presented thus far has been specific to the US college/university system. Reade, Rodgers, and Norman (2009), however, point out that

[a] major limitation in the literature considering the structure of women's sport is that the coaching research tends to be dominated by a focus on American Intercollegiate sport, which represents a restricted range of sports within a unique structural context. (p. 507; see also Claringbould & Knoppers, 2007)

In the following section, studies from Canada, the UK and Europe, New Zealand, and Australia are discussed.

Canada. Much of the published research on coaches in Canada has, to date, been investigations of career development and progression, as described in the pathways section. Studies by Theberge (1990, 1992, 1993) and Inglis (1988) were also discussed in the early works section. Inglis and Danylchuk have collaborated extensively with Pastore, from the US, as outlined in the following strategies section. Other Canadian research has been focused primarily on representation and descriptive statistics (cf. Kerr et al., 2006; Reade, Rodgers, and Norman, 2009) with these authors recognising the need for additional in-depth, interpretive studies. Organisational barriers have not figured prominently in recent publications of empirical Canadian research.

The UK & Europe. Several studies from the UK and Europe are insightful because the researchers utilised perspectives not previously mentioned. West, Green, Brackenridge, and Woodward (2001) interviewed women coaches across four competition levels: foundation, participation, performance, excellence. West et al. employed Witz's (1990) model of occupational closure to identify the processes of "exclusion" and "demarcation" that limit women's coaching opportunities, and how practices of "inclusion" and "dual control" were used to challenge attempted regulation. Exclusionary processes included gendering the coaching role as masculine, and restricting women coaches' access to networks. Demarcation occurred in that women coaches were limited to working with children or other women, and coaching at lower levels³². The participants challenged exclusion and demarcation by using their athletic ability, formal coaching qualifications, and the success of their athletes to establish credibility and justify their inclusion. Dual control occurred when women coaches attempted to defend restricting men coaches from working with children or women, not because they agreed with male demarcation, but in order to carve out their own area of influence. For the same reason, elite-level women coaches may try to limit the involvement of inexperienced women coaches to lower-level competition. West et al. emphasise that each of these processes interact, and that successful strategies need to address this interaction.

Much of the literature presented thus far has been focused on barriers that result in limited opportunities for, or discrimination against, women coaches. Norman (2010), also in the UK, has asked a slightly different question, investigating how structural barriers contribute to elite-level women coaches feeling unrecognised and unappreciated

³² Demarcation has previously been referred to as gender stratification (concentration of women coaches at lower competition levels) and marginalisation (women coach girls or other women but rarely men).

as professionals. That is, despite reaching and demonstrating success at the highest level, some women coaches still experience discrimination and the need to continually “prove” their competence. Common themes from Norman’s analysis include the participants not being given deserved credit, and their accomplishments and playing credentials being trivialised. These coaches found it difficult to find fulltime coaching positions due to many of the forms of structural prejudice previously identified: marginalisation, homologous reproduction, homophobia and heterosexism, and fewer coaching, development, and education opportunities open to women coaches. Thus barriers exist not only “along the way” but also to coaches remaining at the elite level.

Performance, as defined in Dutch sport organisations, is the main theme investigated in a report of combined findings from six separate studies³³. This meta-analysis by Knoppers and Anthonissen (2001) addresses how hegemonic discourses underpinning dominant definitions of performance and the role of the coach limit opportunities for women and other minorities. Elite coaches are expected to be highly skilled and have upper-level experience, a definition which precludes most women who have not competed or coached professionally. Homologous reproduction was also evident in that most recruitment and selection processes were conducted informally and controlled by gatekeepers; with limited access to male networks, female coaches were rarely aware of openings. Knoppers and Anthonissen explain:

Homologous reproduction does not mean that women or minorities will not be chosen for leadership positions such as managers and coaches but means that they have the greatest chance of being selected when they are most like those already there. In addition, if they are in an occupation or position that is

³³ Five of the six studies included are not available in English, thus the combined report is presented here.

numerically dominated by white men they must usually have access to the (white) old boys network to know about openings and often to be asked to apply or to be considered. (p. 309)

Thus those women and minorities who do secure positions are often complicit in maintaining masculine discourses. As such, increasing the number of women coaches at the highest levels of Dutch sport will not result in a challenge to hegemonic masculinity so long as those appointed are approximating dominant performance masculinities.

New Zealand. The findings of two studies from New Zealand reveal how women coaches' experiences can vary between sports, despite being located in the same societal context. A study of how different organisations support coaches' psychological needs provides one example. Allen and Shaw (2009) compared and contrasted the experiences of high performance women coaches from two different sport organisations in terms of how coach autonomy, competence, and relatedness were fostered. Coaches from a female-dominated sport indicated a high degree of organisational support. These coaches received guidelines and assistance yet functioned autonomously, opportunities to pursue education and training were made available and encouraged, and coaches felt connected to each other and the organisation. Regarding the equitable-participation second sport³⁴, coaches described a lack of support, limited development opportunities, and isolation. Allen and Shaw emphasised the importance of relatedness as described by the participants, particularly the links to support networks and establishing relationships with role models or mentors. These findings concur with much of the research presented thus far, regarding the significance of access to networks and mentors for women coaches.

³⁴ Equitable-participation here refers to a sport in which both females and males compete. The distinction is noteworthy to prevent confusion, as Allen and Shaw (2009) and Shaw and Allen (2009) also use the terms "gender neutrality" and "neutralisation of gender" to describe these social processes.

The perspectives of the coaches' managers were included in a second study in which Shaw and Allen (2009) utilised the same participant interviews described previously (Allen & Shaw, 2009). The ways in which organisational values are created and experienced by the coaches and their managers were the focus of this second study; Shaw and Allen demonstrate how these organisational values, especially regarding gender, are conflicted or "fragmented". Observations were made of how the two groups of coaches interact with their respective managers regarding the three organisational values of pathway development, perceived support (specifically) for female coaches, and informal networking. Differences, or fragmentation, were evident at a number of levels. Coaches in the equitable-participation sport indicated a clear pathway had not been developed, support for female coaches was minimal, and the informal networking offered by the organisation did not meet their needs. Likewise, there was clear fragmentation in the views of the coaches as compared to their manager. In the female-dominated sport, however, coaches acknowledged that both the organisation and the manager were attempting to define pathways, provide targeted support, and increase networking opportunities. These efforts are evident in the following statement, "The [manager]...noted that motherhood needed to be worked with, not against, in order to retain high quality coaches....The implications of these findings are that in [the female-dominated sport], women coaches were valued as women, rather than as 'secondary' men" (Shaw & Allen, 2009, p. 225). The coaches in this sport were also working with their manager and organisation to develop and implement changes, rather than relying on the manager to do so, as was observed of the coaches in the other organisation. These two studies combined (Allen & Shaw; Shaw & Allen) provide evidence of the

importance of the administrative personnel linking coaches to the organisation, and of the quality of communication and interaction between coaches and their managers.

Australia. Studies of women coaches in Australia have been inconsistent. The women coaches in Carol Fox's (1997) master's thesis perceived tokenism, marginalisation, the old boys' network, and a lack of pathways to be barriers at the institutional or organisational level. Burke and Hallinan (2006) uncovered gender stratification and marginalisation in their investigation of female and male coaches of junior girls' basketball teams. Brown (2006) has also explored how women coaches develop their leadership abilities.

Organisational barriers were evident in a study on softball coaches' career development. In her master's thesis, Horton (2009) investigated coaches' experiences, attributes, and qualifications, as well as coach recruitment and selection processes. Participants included female and male coaches and administrators. While women's underrepresentation was not a primary focus of the research, several key findings related to gender emerged, particularly regarding recruitment and selection. For national team positions, participants perceived there was a preference for importing retired male players from New Zealand, regardless of these coaches' credentials. Also, the selection of assistant coaches was perceived to be based on the head coach's preference, rather than complementing individuals' strengths and weaknesses. These beliefs were corroborated by a softball administrator who indicated that retired players were intentionally targeted, and essentially learned to coach on the job. Women coaches felt the recruitment and selection processes were biased and lacked professionalism.

Kanter's (1977) concept of homologous reproduction has also been utilised to investigate the experiences of women coaches in an equitable-participation sport. Three

main themes were identified by Greenhill et al. (2009) as influencing women coaches' pathways: coach attributes, the coaching environment, and coach networks (both formal and informal). Greenhill et al. concluded that homologous reproduction was occurring within the organisation under study. The (all male) administrators interviewed did not feel the gender ratio of female to male coaches, which was approximately 25:75, was an issue. Administrators were also described as withholding information regarding grants and support programs from women coaches because the initiatives were viewed as discriminatory against men coaches.

Strategies. Despite the continual underrepresentation of female coaches and the resources invested in researching the barriers they experience, there appears to be little research directly investigating the strategies utilised by women who secure and maintain high-level positions. Rather, suggested strategies to increase the number of female coaches are based on the barriers identified, yet there is minimal empirical evidence to demonstrate whether these strategies have actually proven effective. A few researchers have investigated strategies to assist women coaches in terms of job satisfaction, sources of support, and recruitment and retention. Strategies inferred from these studies are discussed in this section.

Job satisfaction. Job satisfaction refers to the degree employees enjoy or are happy with their work; for coaches, this encompasses administrative tasks, recruiting, and working with athletes. As a strategy, it is implied that improving job satisfaction will result in less turnover among women coaches. Snyder (1990) investigated job satisfaction in terms of cognitive dissonance theory, and leadership behaviour and organisational climate, among female and male assistant and head coaches. Cognitive dissonance theory was supported as Snyder found that coaches who were unhappy with

external job satisfaction factors, such as pay or promotion, sought consonance by increasing the importance of internal factors such as the nature of the work. Findings also confirmed that supervisor behaviour influenced organisational climate, which in turn affected participant's job satisfaction. "Considerate" supervisor behaviour affected both female and male coaches but in different ways: female coaches felt more integrated and supported, whereas male coaches felt better morale and greater satisfaction with supervision (i.e., the athletics director). Snyder suggests considerate supervisor behaviour and maintaining a supportive organisational climate are important strategies for decreasing occupational turnover among female coaches.

Snyder (1990) also found that fulltime head coaches reported significantly higher job satisfaction than part-time assistant coaches. This finding is not surprising, as assistant/part-time coaches are often expected to work the same hours as fulltime/head coaches but with minimal remuneration and tenuous job security. Given that women are often concentrated in assistant coach positions, this finding highlights the importance of encouraging and supporting women part-time assistant coaches to maintain their involvement until they are suitable candidates for head coaching positions.

Although Snyder (1990) reported gender differences in job satisfaction between female and male coaches, these findings have received mixed support in subsequent studies. Pastore (1993) measured job satisfaction among female and male coaches of women's team sports but did not find significant overall differences in job satisfaction based on gender. Pastore concluded that job satisfaction could not explain the underrepresentation of women coaches based on the factors measured, but suggested that other dimensions of job satisfaction not previously investigated could still play a role. Another possibility is that the "paradox of the contented working woman",

described above in the context of treatment discrimination (Cunningham & Sagas, 2003b), may inflate women coaches' evaluations of job satisfaction. That is, female coaches may report levels of job satisfaction comparable to those reported by males, despite less positive work experiences. In this scenario, organisations attempting to improve job satisfaction as a strategy to retain female coaches should identify the specific factors important to the coaches they employ, rather than relying on job satisfaction factors previously associated with male coaches.

One other study of relevance is a South African study in which the job satisfaction of coaches was evaluated. Participants included female and male coaches of cricket, hockey, football (soccer), and rugby (Singh & Surujlal, 2006). Job satisfaction was determined along four dimensions: the job itself, supervision, compensation and support, and administration and colleagues. Based on the combined results, satisfaction was found to be in the moderate range; unfortunately, no gender analysis was provided. The significance of the study, for this investigation, lies in two points. First, the sports included and the sport system in South Africa are more similar to what is found in Australia, compared to the US, meaning there is a greater possibility of similar findings occurring among Australian coaches. Second, in the interpretation of the results, Singh and Surujlal suggest one factor negatively influencing some aspects of job satisfaction is the lingering effect of apartheid, evident in the condition of some facilities and in labour laws that can influence collegial support. Although strategies to address gender equity, to increase job satisfaction, are not expressly a focus of the study, the need to address long-standing, underlying inequalities, such as gender, ethnicity/race, class, and culture, is emphasised.

Sources of support. Support for female coaches can originate from a variety of sources, such as supervisors, co-workers and colleagues, family and friends, and partners. Pastore, Goldfine, and Riemer (1996) explored coaches' perceptions of supervisor support to determine if differences existed in the types of support female and male coaches expect from athletics directors. Six areas of support were identified by the coaches as particularly important: game management, decision making, non-discriminatory work environment, job benefits and salary, program support, and evaluation. Female and male coaches only differed in their perceptions of the importance of decision making, with male coaches indicating this area was significantly more important. While the results of this study demonstrate that both female and male coaches value the same types of administrator support, the findings do not reveal the degree to which female or male coaches feel their support needs are being met.

As described above, work-family conflict, job satisfaction, and organisational support have been researched independently. Only one study appears to have directly investigated the interplay among these constructs. Dixon and Sagas (2007) explored the interaction between perceived organisational support, work-family conflict, job satisfaction, and life satisfaction among female and male head coaches with families. Perceived organisational support was found to influence both job and life satisfaction, with work-family conflict partially mediating these relationships. Perceived organisational support and life satisfaction were also completely mediated by work-family conflict and job satisfaction. Dixon and Sagas suggest that organisational support needs to encompass more than just work-family support; employees also need to be supported as individuals. Although no gender analysis is included, the findings highlight the importance of organisational commitment to supporting employees holistically.

Another way female coaches can be supported is through coach education programs. Kilty (2006) outlines six aspects of coach education based on her barrier research with women coaches (discussed previously). Participation, relationship, fluid expertise, and mutuality are emphasised as key aspects of coach development. More frequent women-only coaching conferences are suggested as invaluable opportunities to foster the development of relationships, thereby combating the isolation and disconnection women coaches often experience. Coach education organisations can also encourage women coaches to be proactive in terms of personally defining success, identifying career goals, and strategically pursuing appropriate professional development opportunities. Managerially, organisations can promote a work culture that values inclusivity (Inglis et al., 1996; Pastore et al., 1996) and collaborative learning through mutual respect and shared experience. The value of mentoring is reiterated, again highlighting the need for a relational model predicated on fluid expertise. Advocacy among women coaches is also stressed, including learning to promote one another and how to effectively use power. Kilty concludes that, "...further exploration of the process of becoming a coach from the female perspective would help inform future programming" (p. 232). Suggested inclusions are the identification of strategies used by mother-coaches, and how to elicit the support of men in driving change.

Through the previous studies, the importance of facilitating support at a number of levels has been demonstrated as a key strategy in preventing women coaches from leaving the profession. Strategies to alleviate work-family conflict, however, have not yet been presented. In a study of head coaches who are mothers, Bruening and Dixon (2008) outline the concrete strategies, for both supervisors (athletics directors) and partners, identified by their participants. Strategies for managers included consideration,

flexibility, and staffing assistance. Consideration referred to acknowledging the various work-life demands the mother-coaches had to fulfil. Flexibility was provided both in when and where work was completed, as well as through travel arrangements, such as bringing partners and children to competitions or coaching conferences. Staffing support was made available through additional assistants, freedom to hand-pick assistants, and how assistants were utilised. Highlighting the importance of manager support, Bruening and Dixon state, "...the amount of flexibility and support from their athletic director was probably the most critical factor in determining the direction of the coaching mothers' career trajectory after the birth of their children" (p. 16).

Equally important to support from their managers was support from the mother-coaches' partners (Bruening & Dixon, 2008). Prior to having children, partners demonstrated support by accommodating the scheduling and relocation requirements of the coaches' employment. Partners also provided support through childcare and home responsibilities after the arrival of children. Participants were adamant that support from both their supervisor and partner was essential; without either, they would not be able to maintain their coaching positions.

Sources of support are also discussed in a study from New Zealand, in which the experiences of elite-level leaders, who were all mothers, were explored³⁵. Leberman and Palmer (2009) describe both the difficulties faced and strategies utilised by the participants specific to their entering sport leadership positions, negotiating multiple identities and constraints, and as agents for change. The women are described as highly motivated in seeking creative childcare solutions, many of which include the support of flexible workplaces, family, and friends. Professionally, the participants sought out role

³⁵ The participants in this study were nine women coaches and administrators, of which seven included a coaching role, thus the study is presented in the section on coaches. The theoretical perspective taken in this study also made it difficult to categorise in terms of pathways, barriers, or strategies.

models and mentors, used their status as former elite-level athletes as leverage, and often developed a collaborative or transformational style of leadership³⁶. While these strategies enabled the mother-leaders to balance commitments that were often in conflict, Leberman and Palmer acknowledge that not all women have access to the support personnel on whom these women relied. Likewise, the strategies developed are largely individual, such that any established change was fairly localised.

Recruitment and retention. Researchers have also investigated what causes coaches to enter and exit the profession. In a survey of female and male coaches of women's teams, both genders reported a desire to stay involved in competitive athletics as their primary reason for becoming coaches (Pastore, 1991). Other entry influences included working with advanced athletes, helping female athletes to reach their potential, becoming a role model, and a love of the sport. Anticipating reasons they might leave coaching, female and male coaches were in agreement, indicating decreased time to spend with family and friends as the most frequent reason, followed by a lack of financial incentive. Unexpectedly, the male coaches in Pastore's study reported discriminatory practices by supervisors as their third most likely reason for leaving. No significant differences were found between female and male coaches regarding their reasons for entering or exiting coaching positions.

The findings of the previous study (Pastore, 1991) were extended to a larger population in a later study. Pastore (1992) aimed to determine if differences existed across coach gender and competition level, through a survey of female and male coaches of women's sports. The top three reasons for entering the coaching profession, common to both genders, were the same as Pastore's (1991) findings. Contrary to

³⁶ Transformational leadership style was mentioned previously and is discussed in more detail in the section on administrator strategies below.

Pastore's (1991) findings, however, differences were found by gender regarding perceived reasons for leaving coaching. Female coaches reported increased time required for coaching, increased intensity of athlete recruitment, and discriminatory practices by administrators as their top three potential reasons for exiting. Male coaches, however, indicated decreased time spent with family and friends, lack of financial incentive, and increased time required for coaching as the top three reasons why they would quit coaching. Overall, the findings of Pastore (1992) are similar to those of Pastore (1991), particularly in terms of reasons for entering sport coaching. Pastore states, however, that the reasons for potentially exiting coaching were derived hypothetically, and thus actual reasons for leaving might be different.

Employers' evaluations of the effectiveness of various strategies to recruit and retain coaches have also been explored. Pastore and Meacci (1992) surveyed female and male athletic administrators' ratings of seven such strategies. Female administrators indicated increasing opportunities for females to get practical coaching experience (first), and administrators actively recruiting females (second) as the most important strategies. Male administrators listed the same two strategies but in reverse order. For both genders, the third most often selected strategy was to recruit female athletes into coaching. While these strategies were perceived to be the most effective, it does not appear that the administrators were asked to indicate which strategies they actually used. Thus an administrator could indicate that a given strategy would be effective without actually employing it.

The question of perceived importance versus actual use of recruitment and retention strategies was included in a subsequent study by Pastore and Meacci (1994).

Importance and frequency of use of recruitment, selection, and retention strategies³⁷ for female coaches were evaluated by female and male coaches (of women's sports) and administrators across the three NCAA divisions. Five factors were identified: candidate's credentials, organisational policies, candidate's experience, and informal and formal recruiting. For importance, female participants rated each factor as more important than did male participants. Candidate's credentials were rated the most important and most frequently used across each group (gender, position, division), with organisational policies also being rated highly. Also, coaches rated organisational policies as more important than administrators did. Pastore and Meacci suggested that females rating all five factors of higher importance than males indicated that different strategies, not explored in their study, may be relevant for female coaches.

While Pastore and Meacci (1994) included both recruitment and selection, Danylchuk, Pastore, and Inglis (1996) focused specifically on selection of coaches. Comparisons were made of administrators' and coaches' perceptions regarding what factors were critical to being hired, based on gender, position, and country (Canada or US). Significant gender differences included that females perceived their gender, affirmative action initiatives, and contact with a female administrator from their current university to be more important than males. Previous work experience, appropriate training for the position, and personal traits were identified as the most critical factors in attaining one's present position. Danylchuk et al. note that the low importance placed on personal contacts was in contrast to the majority of previous research, however, they stress the importance of providing opportunities to gain experience informally (internships, mentoring) for young and developing administrators and coaches.

³⁷ Initial analysis led to retention being dropped as it was undifferentiated from recruitment and selection.

Inglis, Danylchuk, and Pastore then embarked on a series of studies in which they focused on retention factors among administrators and coaches in the US and Canada. In the first, Inglis et al. (1996) developed and empirically verified a model of three retention factors (work balance and conditions; recognition and collegial support; inclusivity) across two scales (importance; fulfilment). Inglis et al. designed their model to incorporate the work of Kanter (1977) and Knoppers (1992) by integrating individual, organisational, and social-relational influences (this multi-level approach was further developed by Dixon and Bruening, described previously).

While Inglis et al. (1996) focused on the development of their retention model, Pastore, Inglis, and Danylchuk (1996) reported the differences observed across the subgroups of gender, position, and country³⁸. On the importance scale, females rated inclusivity highest, while all other subgroups (males, administrators, coaches, Americans, Canadians) rated work balance and conditions highest. Inclusivity was rated highest by all participants on the fulfilment scale. While the work balance and conditions factor was generally rated higher in importance, it was rated lower in fulfilment; Pastore et al. interpret this finding to mean work balance and conditions is where retention efforts should be focused. Also, inclusivity was rated the highest on fulfilment by all participants. For females, although inclusivity was rated most important of the three factors, its fulfilment rating was lower than for the other participants. It appears that while the participants' ratings of the three retention factors were generally in agreement, females were particularly concerned with inclusivity. Thus inclusivity measures are also an area to direct subsequent retention research.

³⁸ Pastore, Danylchuk, and Inglis (1999) established an acceptable level of fit, by confirmatory factor analysis, for both the importance and fulfilment scales for their model.

Job satisfaction, sources of support, and recruitment and retention appear to be central themes in the area of strategies to assist women coaches. Commonalities by gender across these themes suggest a general consistency between females and males in terms of factors that contribute to job satisfaction, types of preferred support, and reasons for entering and exiting the coaching occupation. Concrete strategies to assist women coaches have also been proposed, including strategies for coach education (Kilty, 2006), organisational and partner support for mother-coaches (Bruening & Dixon, 2008), and the importance of inclusivity in the workplace (Inglis et al., 1996; Pastore et al., 1996; Pastore et. al, 1999). The strategies identified, however, are generally propositional in nature; more research is needed to establish which strategies are most effective, and under what circumstances.

Section summary. In this section, research on the career progression pathways, types of barriers experienced, and strategies utilised by women coaches has been examined. Researchers in Canada (Erickson et al., 2007; Salmela, 1995; Salmela et al., 1994; Schinke et al., 1995) have proposed several pathway progression models for coaches, though the number of steps required to progress to elite-level positions in these models varies and the applicability of these models to the development of Australian coaches has not been evaluated. It remains unknown whether progress is linear or if back and forth movement between stages is common, if pathways are influenced by gender, or if experience as an elite-level athlete is required for elite-level coaches.

An extensive array of barriers has been identified across the societal, organisational, familial, and personal levels. The primary societal-level barrier for women coaches is homophobia, which affects both heterosexual and lesbian women (Kilty, 2006; Krane & Barber, 2005; Wellman & Blinde, 1997). Groups of researchers

have investigated organisational-level barriers among assistant coaches (Cunningham, Sagas, and colleagues) and in hiring and promotion (Kilty, 2006). Bruening and Dixon have reported on familial barriers, emphasising the interplay of barriers across the four levels. At the personal level, confidence was addressed by Marback et al. (2005), Kilty described a number of internal barriers, and burnout has also been explored (Caccese & Mayerberg, 1984; Dale & Weinberg, 1989, 1990). Clearly a substantial body of literature regarding women coaches exists, but this literature is almost exclusively US-centric (few studies have been published on the experiences of women coaches in club-based sport systems). Organisational barriers identified by non-US research include exclusion and demarcation (West et al., 2001), a lack of recognition of accomplishments and the need to continually prove oneself (Norman, 2010); and the discrimination experienced by women coaches as a result of the hegemonic discourses associated with performance in Dutch sport organisations (Knoppers & Anthonissen, 2001). The ways in which organisations support women coaches' psychological needs (Allen & Shaw, 2009) and the fragmentation of organisational values (Shaw & Allen, 2009) were investigated in the New Zealand context. Specific to Australian women coaches, Horton (2009) described organisational discrimination against softball coaches, and Greenhill et al. (2009) concluded homologous reproduction was occurring in the state sport organisation they investigated. It would appear that, collectively, barriers have been identified at a number of levels, and in various sport systems, yet much of the research has remained discipline-specific.

Strategies identified in the research literature include job satisfaction (Pastore, 1993; Singh & Surujlal, 2006; Snyder, 1990), sources of support (Bruening & Dixon, 2008; Dixon & Sagas, 2007; Kilty, 2006; Leberman & Palmer, 2009; Pastore et al.,

1996), and recruitment and retention (Danylchuk et al., 1996; Inglis et al., 1996; Pastore, 1991, 1992; Pastore & Meacci, 1992, 1994; Pastore, Inglis, & Danylchuk, 1996). The strategies described here have primarily occurred at the organisational (reducing turnover) or personal (locating a mentor) levels. The strategies investigated, however, lean toward the liberal feminist approach, and do not address homologous reproduction, which is arguably one of the most salient barriers for women coaches. In addition, as with the research on barriers, most of the studies have been located within specific academic disciplines. This is problematic, given the complexity of intersecting, conflicting, and compounding influences that are the reality of daily life. Thus the need for an interdisciplinary approach has been identified by Allen and Shaw (2009):

Interdisciplinary research that brings together psychological...sociological...and management...perspectives is likely to be useful to develop the bigger picture of the social context of coaching....Not only would this advance our understanding of coaches' experiences but also may lead to the development of research-based programs to redress the under-representation of women in coaching. (p. 363)

Strategies also need to be developed and tested to address the barriers identified at the familial and societal levels.

Officials

It appears women officials have, thus far, received only token attention in research literature. In a limited number of published studies, the physiological attributes of elite-level women football (soccer) referees have been assessed (da Silva, Perez, & Fernandes, 2007; Mallo, Veiga, López de Subijana, & Navarro, 2010), however, no studies were found in which the psycho-social characteristics of women officials were evaluated. A few women participants have been included in some studies of

(predominantly male) referees but an analysis of possible gender differences was not offered (see Table 2.1). In many studies, the participants' gender has not been stated; this may be another example of patriarchy in sport, in that the male experience is assumed to be representative of all, or accepted as the norm.

Table 2.1

Gender of Participants in Selected Studies of Officials, 1995-2010

| Sport | Location | Author(s); date | Abbreviated title | Participants; competition level |
|--------------|-----------------|--|---|--|
| Basketball | US | Stewart et al., 2004 | Perceived psychological stress | <u>12</u> F, 312M; HS |
| | | Burke et al., 2000 | Anxiety before, during, & after the contest | 25M; HS & university |
| | | Rainey, 1999 | Stress, burnout, & intention to terminate | <u>57</u> F, 664M; HS |
| | AU & US | Anshel & Weinberg, 1995, 1996, 1999 | Coping with acute stress among American & Australian referees | 137M (62 AU; 75 US); AU: Club/Assoc; US: HS/above |
| | AU | Kaissidis-Rodafinos et al., 1997 | Personal & situational factors that predict coping strategies for acute stress | 133 (Gender not specified); Club/Assoc |
| AFL | AU | Kellett & Shilbury, 2007 | Umpire abuse | 22M; Semi/Professional |
| FB/SOC | SWE | Folkesson et al., 2002 | Threat, aggression, & coping strategy: Age, experience, & life orientation | 107M; Club/Assoc |
| Rugby U | UK | Rainey & Hardy, 1997, 1999 | Stress, burnout, & intention to terminate | 682 (Gender not specified) |
| VB | NET | VanYperen, 1998 | Predicting stay/leave behaviour | <u>42</u> F, 378M; Local/NAT/INAT |
| BB/SB | US | Rainey, 1995 | Sources of stress | <u>19</u> F, 763M; Youth to university |

Note. US = United States, AU = Australia, UK = United Kingdom, SWE = Sweden, NET = The Netherlands, F = female, M = male, HS = High School/Secondary School, Assoc = Association, NAT = National, INAT = International, AFL = Australian Football League (Australian Rules Football), BB/SB = Baseball/Softball, Rugby U = Rugby Union, FB/SOC = Football/Soccer, VB = Volleyball. Stewart, Ellery, Ellery, & Maher, 2004; Burke, Joyner, Pim, & Czech, 2000; Kaissidis-Rodafinos, Anshel, & Porter, 1997; Folkesson, Nyberg, Archer, & Norlander, 2002.

Pathways, barriers, and strategies. As is evident in Table 2.1, research on the psycho-social dimensions of officiating has included areas such as sources of, and coping with, acute stress and anxiety; managing threat, aggression, and abuse; emotional or psychological burnout; and attempting to predict or prevent turnover. The majority of these topics centre on the identification of barriers, or strategies to avoid or overcome those barriers. This focus on perceived barriers and potential strategies is similar to much of the research on women coaches (discussed previously), yet empirical research on the career pathways of officials (female or male) has not yet appeared.

Also apparent from Table 2.1 is the limited number of sports represented, with most studies to date of basketball or football (soccer) referees. Lack of representation across sports denotes an incomplete understanding of officiating, as perceptions and experiences are likely to vary depending on the physical requirements necessary to officiate in each sport. For example, officiating athletics or swimming is primarily “sedentary”, whereas “active” basketball and football (soccer) officials are required to maintain a minimum fitness level. Requisite “physicality” is an important distinction for active female referees, whose careers may be limited or truncated by pregnancy.

Two additional studies are noteworthy because they were commissioned by governmental sport bodies in New Zealand (Sport and Recreation New Zealand [SPARC]) and Australia (Australian Sports Commission [ASC]). In the SPARC study (van Aalst & Daly, 2003) the focus was specifically on the increased responsibilities and support requirements of international-level officials. General themes included the personal costs (beyond any remuneration) officials must cover, a general lack of recognition of their commitment by NSOs and their local clubs or associations, and the immense family support required. Female officials constituted 25% of the survey

participants (39 of 154) but no gender analysis was provided. Several difficulties unique to female officials were identified, including discriminatory selection and promotion practices, particularly in male-dominated sports.

The ASC study (Cuskelly & Hoye, 2004) focused on the recruitment and retention of officials across all competition levels, within the sports of AFL, basketball, gymnastics, netball, and rugby league. Many of the issues described in the SPARC study (van Aalst & Daly, 2003) were echoed among the Australian participants. Specific findings included low retention rates and incomplete or non-existent participation data, insufficient training for dealing with abuse, a disconnect between officials' associations and the governance of the sport clubs, and limited access to training and accreditation courses for officials in regional and rural areas. Again no specific analysis of gender differences was provided, but inadequate change facilities at many venues and the increased verbal abuse of female officials were highlighted.

Section summary. Collectively, it appears that although officials play an integral role at all levels of competition, there is little research on their developmental pathways, their experiences of barriers, or the strategies they utilise. This is especially true for elite-level officials, and even more so for female officials. Given the anecdotal evidence of high attrition rates among officials, and particularly the underrepresentation of female officials, this is an area in substantial need of concentrated research attention.

Administrators

The roles of sport administrators are diverse and varied. Two main types of positions exist: those within a sports organisation and those pertaining to board membership. Generally, administrators within sport organisations are paid and make a regular commitment through long-term employment. Board roles are usually voluntary

with meetings spaced regularly throughout the year, meaning members are often employed in separate, fulltime work, or may be retired. Organisation and board hierarchies also vary among sports and across national sport structures. Factors such as remuneration, commitment requirements, and hierarchy therefore need to be considered when evaluating women administrators' experiences, as pathways, barriers, and strategies are likely to vary by organisation or board role.

Pathways. Only two studies were found in which the career pathway or patterns of administrators have specifically been investigated (Fitzgerald, Sagaria, & Nelson, 1994; Chin, Henry, & Hong, 2009). Fitzgerald et al. (1994) surveyed US intercollegiate athletics directors regarding their career trajectory. The following five-step, normative pathway was proposed, based on findings from previous studies³⁹: college athlete → secondary school coach → college coach → assistant/associate athletics director → athletics director. Only 5.5% of the participants (both women and men), however, followed this precise trajectory. While 94.5% had progressed through the sequence in the order proposed, 31.5% had skipped one step, and 41% had bypassed two rungs. Ten possible variations were identified, the most common pathway reported by the participants having three steps: college athlete → college coach → athletic director (41%: 38.6% of female participants and 42.7% of male participants). Although not part of the proposed normative pathway, Fitzgerald et al. also reported that 21.5% of the participants had taught at the secondary school level. In their conclusions, Fitzgerald et al. underscore coaching as an informal prerequisite, suggesting the low number of women coaches is likely a contributing factor to the even lower representation of

³⁹ Of these previous studies, several were doctoral dissertations from the 1970s, for which data would have been collected prior to required Title IX compliance. As such, these studies are not detailed here due to the changes in the selection of athletics directors as a result of the amalgamation of athletics programs following Title IX implementation. The other studies cited were focused on leader qualities and job descriptions, rather than career progression.

women athletics directors. While the findings of this study provide a preliminary outline of administrators' career trajectories, influences such as training, mentoring, and professional development were not considered. Also, in a later study (Whisenant, Pedersen, & Obenour, 2002, discussed below) it was suggested that business and management experience are now important qualifications.

Although not expressly related to career pathways, research on females who fill roles designated as pertaining to women athletes or women's athletics should also be considered. In the US, all NCAA schools are required to designate a Senior Woman Administrator (SWA), the highest-ranking female employee in the athletics department. Unfortunately, there are vast differences in how the role is incorporated into the administrative structure (Hatfield, Hatfield, & Drummond, 2009; Hoffman, 2010). In some schools, the SWA is an integral administrator with responsibility and authority in a variety of areas. In many schools, however, the SWA only has responsibility for women's athletics and may not be assigned administrative duties (e.g. the female coach with the greatest longevity). Limiting the SWA role results in tokenism and isolation, critical evaluation, and curtailed career development (Hatfield et al., 2009; Hoffman, 2010). Tokenism and isolation occur when the SWA is the only woman included in the department's leadership group. Critical evaluation exists in that these administrators may find themselves in a no-win situation where they are criticised for focusing primarily on women's athletics when this is their primary responsibility. Most importantly, rather than existing as a position in which women gain experience as assistant- or associate-level athletics directors before advancing, these women can become pigeon-holed at lower levels of management. SWAs who are not delegated responsibilities and authority in fiscal or budgetary areas (Hatfield et al, 2009), or for

high prestige sports and their coaches, are unable to gain the experience needed to progress. Rather than a developmental position, this role is too often terminal.

While the previous research discussed in this section is US-specific, the second study, on the career pathways of women sport administrators in China, provides an alternative perspective. Chin, Henry, and Hong (2009) describe the practices of recruitment and promotion of women in the sport administration professions in China in the years following the Cultural Revolution. Four cohorts of women were identified that approximated four phases of restructuring of the sport system and the liberalisation of the Chinese economy. In each successive group the women reported increased independence to determine their career path and pursue promotions. Horizontal (type of job) and vertical (rank) segregation by gender, however, were still reported by the participants, especially at the highest levels. Four additional influences on the participants' career trajectories, including diminished loyalty, *quanxi* (networking connections), China's one-child policy, and self-segregation or the naturalisation of difference were also identified. Also, some participants stated men should dominate leadership positions, believing women are not suited to these types of roles. Although the state maintains control of the most senior positions and a quota system ensures women are represented, there are fewer positions available at this level, and a much stronger bias for male managers. Participants described perceptions of quotas as maximum requirements rather than minimum standards, such that very rarely are more women selected than are required.

In comparing the studies from China and the US it appears that despite considerable political, economic, and ideological differences between the two countries (Chin et al., 2009), the experiences of Chinese and American women in sport leadership

are strikingly similar. Although employment structures vary (Fitzgerald et al., 1994; Chin et al., 2009), women are discriminated against and under-represented in both countries, particularly at the highest leadership levels. Male dominance of sport continues to limit opportunities for women in both countries, despite the SWA role mandated by the NCAA in the US (Hatfield et al., 2009; Hoffman, 2010), and the quota system in place in China (Chin et al., 2009).

Barriers. In the coaches section above, barriers were grouped into four subsections (societal, organisational, familial, personal) based on the level at which the influence was strongest. In the current section, research on the barriers experienced by women sport administrators is divided into the same four subsections. Several overarching differences in the research literature between the coaches and administrators, however, should be noted. In much of the literature regarding coaches, a positivist epistemology and quantitative methods have been utilised. Many of the published studies were also focused on college/university coaches in the US, as opposed to fully professional or international-level coaches. The available literature on administrators is best characterised by post-structural and post-modern approaches, and mixed- and qualitative methods, with a concentration in northern and central Europe. Differences in approach and location pose difficulties for directly comparing or contrasting the findings, but general trends can be identified.

Societal. As defined in the coaches section, societal barriers are shaped by broad ideologies that are difficult to investigate or address specifically, such as unconscious or “taken-for-granted” attitudes shaped by, and entrenched in, gendered power structures. Based on the literature reviewed for this section, barriers at the societal level that affect women administrators can be grouped into three broad themes: hegemonic masculinity,

patriarchy or male control of sport, and shortcomings of liberal feminist or individual-approach policies. The difficulty of isolating barriers at this level results in fewer studies designed specifically to “prove” or “disprove” their existence. Rather, approaches such as discourse analysis have been utilised to assist our understandings of how groups and organisations make sense of, reify, and maintain gendered processes, structures, or power relations.

Hegemonic masculinity. Hegemonic masculinity was described previously in the Early Works section and refers to the dominant form of masculinity in a given culture at a specific point in time (Knoppers & Anthonissen, 2005, Whisenant, Pedersen, & Obenour, 2002). Hegemonic masculinity functions at the societal level through a variety of complex and interrelated processes. These include the devaluation of femininities such as mothering or emotionality (Shaw & Hoeber, 2003; Pfister & Radtke, 2006) and non-dominant masculinities (Knoppers & Anthonissen, 2005). Gender stratification (Hovden 2000b; Whisenant et al., 2002; White & Brackenridge, 1985) occurs when females are concentrated in lower-level or lower-prestige positions, while males maintain the highest level positions and thus much of the decision-making power and authority. Likewise, gender marginalisation describes the concentration of women in “soft” areas such as youth sport or disability sport, or in female-dominated sports. The reification of traditional or historical gender relations as truth (Shaw & Slack, 2002) is most likely to take place in male-dominated sports. Also, the normalisation of male-identified “ideal” (Pfister 2006, Pfister & Radtke, 2009), “heroic” (Hovden 2000b), or “heavyweight” leadership styles (Hovden, 2000a, 2000b) as gender neutral serves to portray females as lacking skills or experience.

Patriarchy. Numerical evidence of patriarchy in sport is found in the dominance of males in nearly all levels of sport participation, membership, coaching, officiating, and leadership, particularly at the most elite levels (Bischoff & Rintala, 1994; Rintala & Bischoff, 1997; see also Chapter 1). Patriarchy is epitomised in the statement that “sport was created by males for males” (Hall, 1996; Hovden & Pfister, 2006; Knoppers, 1992; Pfister, 2010; Theberge, 1985). Although many areas of society have become more accepting of females, sport has lagged behind. By maintaining control of sport, patriarchy has enabled males to determine when, where, and to what degree females have entered and progressed through sport. Patriarchy is often preserved and strengthened through amalgamations of men’s and women’s organisations: males remain in top leadership positions or areas (president, executive director; finance, strategic planning) following the merger, whereas females are relegated (secretary; marketing, women’s programs)⁴⁰. Ultimately females lack the power or position to push through initiatives that will improve sport experiences and representation for girls and women (Pfister & Radtke, 2006).

Liberal feminist policies. While it is acknowledge that liberal approaches have contributed to a marginal increase in women’s representation in some areas, there is rarely a corresponding change in societal or cultural attitudes toward women in leadership positions (Shaw, 2006b). Liberal feminist policies generally centre on reframing gender equity as a women’s issue and encouraging individual effort (Shaw 2006b), or the belief that equity has already been achieved (Ottesen, Skirstad, Pfister, & Habermann, 2010; Pfister 2006). Examples of the differences in policy outcomes can be

⁴⁰ Specific examples include the implementation of Title IX (as documented by Acosta & Carpenter, 2010) and the takeover of the AIAW by the NCAA in 1982 in the US, and the amalgamation of numerous clubs, associations, and NGBs internationally (for example, Shaw & Slack, 2002; Shaw & Hoeber, 2003). White and Brackenridge (UK; 1985) argued the increased professionalisation and bureaucratisation of sport has also strengthened patriarchy.

seen in Ottesen et al.'s study, that reflected general government policies and cultural attitudes in Denmark, Norway, and Sweden. Whereas quotas and plans of action have ensured some of the highest and most equitable rates of representation in the world in Norway and Sweden (Ottesen et al.), cultural ambivalence toward equity in Denmark has resulted in fewer proactive policies, minimal collective responsibility, and thus the typical underrepresentation (Ottesen et al.; Pfister 2006). What makes liberal feminism so virulent, then, is that it helps to maintain hegemonic masculinity and patriarchy, but also that many women support these policies (e.g. Chin et al., 2009; Claringbould & Knoppers, 2008; McKay, 1992, 1997; Pfister, 2006).

To reiterate, barriers at the societal or cultural level reflect general opinions and attitudes, and are expressed in governmental or umbrella-level policies such as work-place legislation. A cyclical effect then occurs in which specific organisational policies both reflect and contribute to the maintenance of societal-level attitudes. As such, hegemonic masculinity helps to maintain patriarchy (male control of sport) which is reified through liberal feminist policies that effectively absolve men of responsibility for the underrepresentation of women. Specific examples of how societal influences are manifested at the organisational level are discussed in the following section.

Organisational. Barriers at the organisational level originate from formal and informal policies and practices, and workplace cultures and traditions that negatively influence women's involvement and career progression as leaders in sport organisations. For women administrators, specific organisational barriers include biased recruitment, selection, and promotion practices; organisational structure; gendered employment roles; policy failures; and workplace culture. These barriers intersect with and are confounded by the societal barriers described previously. Research in which

organisational barriers have been investigated is discussed below. As in previous sections, studies from the US are presented first, followed by the UK and Europe, Asia, New Zealand, and then Australia in order to progress from difference to similarity in terms of geographical distance and sport structure.

US. Of the two studies in the organisational barriers section from the US, both involved investigations of biased recruitment, selection, and promotion practices. In the first, Whisenant et al. (2002) calculated a “success ratio” for athletics directors at all levels of NCAA colleges and universities, based on their rate of professional advancement. The success ratio was calculated by dividing the competition level of the participant’s college/university by the participant’s age when appointed as athletics director, with a larger number indicating a higher success ratio⁴¹. Whisenant et al. found that, overall, female athletics directors had a significantly lower success ratio than male athletics directors. By competition level, however, females had a higher success ratio (though not statistically significant) at the lowest level (Division III), indicating a probable bias in that males were promoted at a higher level, and/or at a younger age. Whisenant et al. argue that this finding provides evidence of organisational-level hegemonic masculinity in terms of gender stratification: males are most common at the highest levels of competition, whereas females are concentrated at the lowest levels.

In the second study, career success was measured by number of promotions and career satisfaction. Sagas and Cunningham (2004) utilised differential returns theory to investigate human capital (tenure, education) and social capital (gender, network strength) with the hypothesis that male administrators would receive better returns (i.e.

⁴¹ For example, a person appointed as a Division I-A athletics director at the age of 40 would have a success ratio of 0.125; a person appointed as a Division III athletics director at age 40 would have a success ratio of 0.025. Thus the highest success ratio would exist for the youngest athletics director at the Division I-A level.

more promotions) for their capital investments than females. It was found that males had higher human capital investments than females, yet no difference was found in returns for human capital overall. For social capital investments, however, while females and males were equal in terms of investments, males received greater returns in number of promotions. In other words, unequal human capital did not result in differences in career satisfaction or number of promotions, yet males received more promotions despite equal social capital. Sagas and Cunningham concluded that discrimination in promotion may be occurring, in that males were rewarded for social capital when females were not. If social capital benefited males but human capital did not, then the benefit appears to lie in the more subjective network strength, suggesting the influence of hegemonic masculinity and homologous reproduction.

Canada. Whereas the previous two studies were focused on selection and promotion bias, the difficulties women face even when an organisation is not overtly discriminatory are highlighted in the results of a study from Canada. Inglis (1997) found that although women were underrepresented overall, women and men presidents and executive directors of provincial sport organisations were of equitable age and experience. Despite this outward similarity, several barriers still existed for current women board members, from whom future presidents and executive directors would be chosen. First, because there were fewer women board members, the candidate pool was weighted in favour of men. Second, women board members tend not to serve as long as men, meaning of the already reduced pool, fewer will have sufficient experience. Consequently, even if the number of women board members increased substantially, it would still take four to six years before new members accumulated the required experience necessary to be considered for president or executive director roles.

The UK and Europe. In the UK, an analysis of women in leadership positions of top-level sport organisations over a 20 year period also suggested the possibility of gender stratification and marginalisation. In their investigation of women's numerical representation in UK sport organisations between 1960 and 1980, White and Brackenridge (1985)⁴² identified marked underrepresentation of women and reported decreased representation in several organisations across the years surveyed. Along with the British Olympic Association, the following governing bodies were included: swimming, sailing, cycling, badminton, tennis, and horse riding. Only in horse riding was female representation on councils and committees greater than 16%, and several organisations had periods of no female representation. The higher representation in horse riding was attributed to greater female participation, which was estimated to be 75% of all members. Yet even in horse riding, in 1984, 38% of council members were women, considerably less than the proportion of total female membership (ghost representation). White and Brackenridge attributed the minimal representation across all organisations to patriarchy, and the decrease in representation across the 20 year time frame to the increased professionalisation and bureaucratisation of sport. Indirectly, hegemonic masculinity was maintained through stratification and marginalisation.

The prediction by [Anita] White and Brackenridge (1985) that a continued increase in professionalisation and bureaucratisation of sport administration would result in even fewer women in leadership positions was disproven by [Michelle] White and Kay (2006). White and Kay found the percentages of women in leadership positions had doubled in many of the organisations that White and Brackenridge had surveyed earlier. White and Kay suggested the growth of professional sport had instead benefited

⁴² Although this study is now somewhat dated, it is included because it continues to be cited in many current studies. It also established the baseline statistics used for comparison in the following study (White & Kay, 2006).

women by standardising recruitment processes, creating more paid positions, and contributing to the proliferation of sport management training programs. Women were still underrepresented in leadership positions in most of the organisations, and overrepresented in low-level positions (gender stratification). In both studies, the percentages of women in leadership positions were not representative of their participation or membership numbers (ghost representation). While a few women in key leadership positions in both studies were highlighted, they were exceptions and rarely found in male-dominated sports such as football (soccer) or rugby.

Taking a very different theoretical perspective, an in-depth study of three English NGBs (National Governing Bodies) by Shaw and colleagues (Shaw, 2006b; Shaw & Hoeber, 2003; Shaw & Penney, 2003; Shaw & Slack, 2002) provides an alternative perspective to viewing and examining the barriers women administrators experience. Utilising a postmodernist framework to analyse gendered social processes, the work of Shaw and her colleagues was not explicitly focused on barriers. Rather, the ways in which gendered social processes can delay or restrict women's advancement became evident through their analysis.

First, Shaw and Slack (2002) report on their investigation of the ways in which gender relations are constructed and protected throughout a sport organisation's history. Their focus was specifically on the privileging of the masculinities expressed by some males, over the masculinities expressed by some females and the femininities expressed by some females or males. Thus, their focus was to uncover how some masculinities evolve to become dominant or hegemonic within a given sports organisation. Through analysing the organisations' histories and current practices, via official documents and interviews with female and male administrators across a range of levels, Shaw and

Slack identified how gender relations within the organisations were historically constructed. Examples include describing male leaders as visionaries and revolutionaries, yet patronizing female leaders, questioning their commitment, or failing to mention them or their accomplishments. Men who wished to take on roles generally associated with women were also discounted. In this way, preferred masculinities were emphasised and celebrated, whereas femininities and non-preferred masculinities were undermined and ignored. Furthermore, historically constructed traditions and institutional practices were protected or maintained through mistrust, stubbornness, and resistance to amalgamation or the implementation of more equitable policies.

In the second paper, the lens was shifted from the creation and maintenance of gendered discourses to the gendering of employment roles, or how different jobs within organisations become identified as female or male. Shaw and Hoeber (2003) investigated three types of employment roles: regional development officer, teacher versus coach, and senior manager. The regional development officer role was found to be strongly associated with discourses of femininity and predominantly filled by women, with mixed valuations. Attributes of the women who held the positions were praised, such as work ethic and determination. The position, however, held little status in the organisation and high turnover was expected; the salary was minimal, longevity was not rewarded, promotions were rare, and men seldom filled the role (i.e., men in this role were expected to progress to management, not leave to raise children). The roles of teacher and coach were also clearly associated with femininities and masculinities, respectively. Teachers, who were volunteers, introduced young children to the sport, whereas coaches then took control, instilled competition, and at the elite levels, pushed for medals. Senior management roles were primarily associated with

masculine discourses, as evidenced by the language used to describe the role and those who filled it. Language used by the (male) senior managers revealed strong masculine discourses (i.e. referring to female employees as secretaries or describing the organisation as unprofessional prior to a male manager's arrival). Likewise, the few women who held senior management roles had been forced to "prove" their suitability throughout an intense selection process.

The development and implementation of gender equity policies was the focus of the third article in this series. Shaw and Penney (2003) identified five themes related to the NGBs' attempts to develop and implement gender equity policies, as required by primary funding body Sport England. These included Sport England's influence in creating and implementing gender equity policies, individuals' views on Sport England's involvement, gender equity policies as funding "tools", tensions regarding implementation, and the perceived futility of gender equity policies. Sport England's interests were viewed as lacking clarity and consistency, and as overly generalised. The implementation of policies in general was seen as dictated by funding requirements rather than social justice concerns, a chore to implement, and pointless where the perception existed that equity had already been achieved. Overall, implementation was experienced as imposed rather than encouraged, which had the effect of further marginalising policy initiatives themselves, as well as those who supported them.

Gendered social processes were the focus of the final paper. Shaw (2006b) outlines three such processes: informal networking, dress codes, and humour. Discrimination through networking, particularly the existence and power of the "boys' club" has been detailed previously. Shaw describes not only informal networking among men, but also among women; in both groups the associated social processes

worked to the exclusion of the other. As expected, the men's network was stronger; it could be used to streamline preferred candidates for leadership positions, or to override or marginalise committee decisions. Dress codes were used to indicate status, such as presidential chains and embroidered neckties or blazers. These symbols indicated power in general and were decidedly masculine vestments, rather than androgynous or ambiguous. Humour was used in a number of ways, including undermining or avoiding an important issue, or to test or silence someone; even Shaw herself describes being "teased" about gender equity by members of the NGBs during her data collection. The inherent strength in these processes was their operation at an unconscious level, meaning they were often unquestioned

Collectively, three key points should be emphasised, based on the research of Shaw and colleagues (Shaw, 2006b; Shaw & Hoeber, 2003; Shaw & Penney, 2003; Shaw & Slack, 2002). One, there may be over 100 years of organisational history or tradition behind the gendering of some relationships, employment roles, policy initiations, or social processes that contribute to the discrimination of women and some men, which will take time to change. Two, many of the discourses described operate at subconscious levels, such that they are rarely questioned and difficult to challenge. Three, various uses of language were a subtle common denominator in each of the studies, such as how past organisational leaders were depicted, employment roles described, policies written, and jokes told, highlighting the importance of this particular discourse. It should be noted that, in line with their postmodern perspective, Shaw and colleagues also propose strategies to resist the processes they identify; these will be discussed in the following strategies section.

The research presented in this section thus far was conducted in the US and the UK, where a number of gender equity policies exist but quotas have not been implemented. In Norway, however, quotas have now been in place for over twenty years (Hovden, 1999, 2000a), and there is a perception that because women's representation has thus increased, the problem is solved (in Norway), and quotas should be implemented (in other countries). Hovden (1999) clarifies, however, that women are still under-represented in sport leadership in Norway, especially in top leadership positions: "The quota system has elevated most women from the status of token, but not from their minority status" ("The Status of Women in Norwegian Sport," para. 6). In several studies from the Nordic countries, therefore, both the positives and negatives of the quota approach to increasing women's representation are illuminated. It should be noted, however, that the participants in the US and UK studies presented previously have generally been fulltime, paid sport administrators. The participants in the following studies were primarily elected or appointed board members who volunteered in these roles and were often employed fulltime in an external position.

The findings from a study of elected women board members in Norway are similar to many of Shaw's findings, as discussed previously. The participants in Hovden's (1999) study described many of the same gendered processes, such as women's skills being ignored or undervalued, exclusion from men's networks, and inconsistency in the acceptance of the different masculinities and femininities expressed by the women. Of Hovden's participants, the majority indicated that the effort to fight the discrimination they experienced was not worth the cost, and two-thirds said they would not consider another leadership position in the future.

The selection criteria and strategies utilised to select leaders by sports organisations in Norway have also been found to favour male candidates. Hovden (2000a) followed the processes used to recruit and select board members and leaders in two national-level and two local-level sport organisations. Key selection criteria included incumbency, personal- and performance-based leadership skills, and agreement with stated organisational policies. In each of the sport organisations, members could serve an unlimited number of terms, meaning incumbents were permitted to repeatedly stand for re-election and were often reinstated, resulting in low turnover and few new members. A vast array of leadership skills were identified, the most critical being availability⁴³; strong networks, business sense, and the potential to bring in funding were also highly valued. Agreement with organisational policy was less important, resulting in the need to secure funding being prioritised over gender equity. Likewise, selection strategies included plying male-dominated networks, team building (whereby the president influenced who was selected for board membership), and strategic implementation of the gender quota (meaning it was the lowest priority and the females selected were strategically chosen because they represented several mandated requirements). Ultimately, despite quota regulations, selection criteria and strategies were underpinned by hegemonic masculinity and patriarchy, favouring male candidates and thus contributing to homologous reproduction and gender stratification.

Additional analysis of selection criteria and strategies, that reinforce dominant meanings of gender and contribute to the maintenance of gender in organisations, was also provided by Hovden (2000b). In particular, Hovden outlined how the concept of a “heavyweight” candidate was embedded in the gendering of leadership abilities, male-

⁴³ Availability is particularly important given most members are volunteers and employed in other positions fulltime; thus candidates’ fulltime work arrangements needed to permit them to be regularly “on-call” and available for the sport organisation, even during business hours.

dominated networks, and the strategic implementation of quota regulations.

Heavyweight candidates tended to be males who held leadership positions in their professional roles, and could thus demonstrate a variety of leadership skills, abilities, and experience. Although the leadership profile was not exclusively masculine, it had strong links to hegemonic masculinities, yet was portrayed as gender neutral because a few heavyweight females had been selected. Likewise, the networks of existing board members, searched for potential candidates, were largely male-dominated and could thus produce future (male) heavyweight candidates, creating the self-maintaining cycle of homologous reproduction. Heavyweight candidates were also identified early in the search process, such that by the time candidates meeting quota requirements were identified, they did not appear as desirable as the heavyweights, and were selected less often, again feeding the homologous reproduction cycle. Also noteworthy is that the emphasis on finding heavyweight candidates was greater at the local level than the national level, where there is less scrutiny of quota implementation and a greater reliance on external funding (i.e., if local-level positions are seen as entry-level, then an unchecked preference for male candidates at this level is particularly disadvantageous for females because it means fewer enter the “pipeline” to national-level roles).

The findings of a Scandinavian study demonstrate the links between the underrepresentation of women leaders and the sport policies of the respective countries (Ottesen et al., 2010). Both Norway and Sweden have implemented proactive gender equity policies based on top-down, collective responsibility initiatives; both these countries boast some of the most equitable proportions in the world. Denmark has not embraced such policies and the representation of women in Danish sport organisations,

particularly at the highest level, is significantly lower⁴⁴. Yet, as noted previously, the overall representation of women in sport leadership positions in Norway and Sweden is, by Kanter's (1977) definition, still skewed (less than 40%), and not on par with their membership or participation in sport organisations; this is the case regardless of whether the sport is female-dominated, male-dominated, or equitable-participation. Study participants (female and male) responded to a questionnaire in which they indicated the "restrictions" experienced by Nordic women. Three categories emerged: individual choices, gender relations and power in organisations, and structural restrictions. In terms of individual choices, 58% of the Danish respondents believed women chose to prioritise their family over sport leadership, compared to 47% of Norwegians and 43% of Swedes. Some agreement was also found for restrictions such as the belief that women are satisfied to stay at the club level, women's self-confidence is too low, and women choose not to be leaders, yet few participants agreed that women lack experience. Regarding gender relations and power, agreement was found for men being unwilling to relinquish positions, and women not being encouraged to pursue board roles. A combination of women's greater home responsibilities and the time commitment required of voluntary sport leadership roles were identified as the main structural restrictions for women, but structural restrictions, in general, received minimal support. Overall, the Norwegian and Swedish respondents were more supportive of increasing women's involvement and acknowledging the barriers that exist, while the Danes were more likely to advocate a liberal feminist approach, or ambivalence. Ottesen et al. conclude that:

⁴⁴ Ottesen et al. (2010) report that in Sweden's Sports Confederation (RF) and the Norwegian Olympic Committee and Confederation of Sports (NOC), 45% of executive board members are female. In the Danish Gymnastics and Sport Association (DGI), 22% of executive board members are female, and females constitute 10% of executive board members in the NOC and Sports Confederation of Denmark (DIF); there are no female members in the Danish Federation of Company Sport (DFIF) executive board.

The views of the sports leaders reflected quite accurately the gender equality discourses and practices both in the societies and the sports organizations of the different Nordic countries....This indicates that initiatives such as equal opportunity plans as in Sweden, or quota schemes as in Norway, can have a positive effect not only on gender ratios but also on attitudes towards equal opportunities in sports organizations. (pp. 672-673)

Although it is unclear whether pro-equality attitudes existed prior to the implementation of gender equity policies, and despite lingering barriers and underrepresentation, it appears the Norwegian and Swedish initiatives have had a positive effect.

The differences in women's representation and societal attitudes in Denmark, compared to Norway and Sweden, are elaborated by Pfister (2006). Pfister describes a dichotomy where cultural attitudes are ambivalent toward gender equity and women's representation, yet the women who do succeed report no barriers. Based on the statistics from the Ottesen et al. (2010) study, Pfister confirms that women are underrepresented in Danish sport organisations, gender stratification is evident, and a number of individual and institutional barriers delay or divert women's progression. Despite these conditions, 95% of the survey respondents indicated they had not experienced opposition, lack of support, or discrimination from their organisation. Pfister suggests this finding is a result of several factors, including that, at the organisational level, evaluation is made of a person's work, not her or his gender. At the familial level, many of the female participants described a family history of volunteer involvement, and particularly strong role modelling from their mothers. At the individual level, the female participants were well educated, self-confident, and embraced the concept of an "ideal leader" as gender neutral and attainable. Pfister concludes:

The female leaders in this material represent those who have been found “heavy enough” to be selected, have showed the “right qualifications”, have been able to compete with their male colleagues on seemingly gender neutral premises as well as having adapted to the dominant leader ideal (Hovden 2000). For the women, who express that male dominated organization cultures are gender neutral, the gendered barriers become invisible and are seen as general and natural. In other words the female respondents who have the advantage to obtain a leadership position do take their careers for granted and do not ascribe the exclusion of other women to disadvantages (Eveline 1994). (p. 34)

It would appear then, in Denmark, society in general has embraced individual effort as the solution to women’s underrepresentation in sport leadership, yet has failed to acknowledge that some who aspire to elite-level positions are underprivileged or disadvantaged. Of both female and male participants, 73% thought females needed to show more commitment if the gender hierarchy was to change. Fifty per cent said gender equity was important, but only 14% were willing to work towards change. This would suggest that barriers exist whether or not a society acknowledges them, and that improvement in opportunity and representation is commensurate with the implementation of policies and initiatives, as evidenced in Norway and Sweden. The implications of these findings will be further discussed in the section summary.

The theme of “no barriers” also emerged in research conducted on executive board members in German sport organisations. Pfister and Radtke (2009) reported on a study which included interviews with female leaders, a survey of female and male executives, and follow-up interviews with females and males who had withdrawn from their position prematurely. Representation in German sport organisations was

characterised by gender stratification (e.g., 96.6% of presidents were male), a lack of turnover on boards (also identified by Hovden, 2000a, 2000b; Pfister, 2006; and Ottesen et al., 2010), and the tendency among females to wait for an invitation to become involved. Similar to the Danish executives (Pfister, 2006; Ottesen et al., 2010), however, the majority of the German executives, both female and male, reported rarely experiencing barriers. Of the barriers identified, gender specific barriers and competition or power struggles ranked most highly among surveyed females. A lack of solidarity among women, an exclusionary atmosphere in board and committee meetings, and informal gatherings at bars or pubs were also identified in interviews with females. Among the male survey participants, competition and power struggles, followed by problems of interpersonal relationships and administration structures were most commonly identified as inhibiting advancement. The notion of the “ideal leader” was also a common theme, particularly given the intense time commitment required of those who are expected to meet the ideal leader standard.

A detailed analysis of the experiences of the dropouts from the combined study of German sport leaders (Pfister & Radtke, 2009) was provided by Pfister and Radtke (2006). Dropouts were believed to offer a unique perspective because they achieved high-ranking positions yet left their roles prematurely. In describing the dropouts’ experiences, Pfister and Radtke highlight the barriers or resistance they faced throughout their involvement, and their reasons for eventually withdrawing. Six key barriers were identified for the female dropouts at the organisational level: a) resistance to new ideas from long-standing members, b) withholding information, c) failure to acknowledge competence or provide recognition, d) gender-specific barriers, e) old boys’ networks and a lack of solidarity among female administrators, and f) power

struggles, infighting, and offensive behaviour. Male participants, however, reported only three areas of barriers: a) resistance to new ideas from long-standing members, b) withholding information, c) power struggles, infighting, and offensive behaviour. None of the female or male participants left their position specifically because of any one of these barriers, yet these often contributed to the decision to leave. Specific reasons for dropping out reported by the females include lack of time (personally or professionally); conflicts in the organisation; disillusionment, disappointment, and frustration; and increasing disengagement which led to withdrawal and finally resulted in departure. Among the male participants, disputes or power struggles within the organisation, and/or personal and professional pressures contributed to their decision to relinquish their role. Pfister and Radtke also emphasised differences in how female and male participants approached the exercise of power by different groups. Whereas the males were more likely to embrace power as a natural part of interactions and a prerequisite to achieving their vision, females were more likely to distance themselves from power and react negatively to its use or abuse. Overall, Pfister and Radtke describe the female participants as experiencing barriers more often, reacting more emotionally, and taking confrontations more personally. This was reflected in the dropouts' willingness to pursue a position again in the future, in that males expressed greater aspirations to return to sport leadership, whereas females were more hesitant or had no desire at all.

The findings of two Dutch studies echoed many of those from the Scandinavian and German studies. Claringbould and Knoppers (2007) interviewed male board chairs and female board members, to understand how recruitment and selection processes are gendered. Using the concept of "fit", the ways in which males excluded female candidates based on lack of fit, and strategies utilised by the female candidates to

demonstrate fit, were identified⁴⁵. Affirmative action policies were supported in theory, yet it was argued the selection of an unqualified female candidate, chosen to appease the gender requirement, could limit the effectiveness of the board. Organisations recruited candidates through both formal and informal means, yet informal networks were stronger and more likely to produce candidates who were similar to, or fit, others in the network. Likewise, candidate selection, based on criteria believed to be gender neutral, also favoured male candidates because they most closely fit established standards. Thus, similar to Hovden's (2000a, 2000b) findings, Claringbould and Knoppers concluded the concept of fit accurately describes how male board chairs can manipulate the implementation of affirmative action policies, through candidate recruitment and selection, to protect board homogeneity (i.e. homologous reproduction).

"Fit" was also used to describe the behaviour of women board members. In this study, the attitudes, experiences, and practices of females and males associated with skewed (Kanter, 1977) boards were compared with those of members of a balanced board (Claringbould & Knoppers, 2008). Ways in which boards reproduced, reinforced, or challenged gender in order to include or exclude candidates or issues were thus determined. Skewed boards approached their composition as normal and viewed underrepresentation as a women's issue; women on skewed boards were initially hesitant to accept a position, yet in doing so, challenged the legitimacy of a male-dominant board. Likewise, skewed boards viewed membership as a male role; the females on these boards were pressured to demonstrate fit by accepting various aspects of board culture unquestioningly. Women members challenged the masculinisation of the role by continuing to raise issues specific to female participants and members of the

⁴⁵ The strategies utilised by the female board members are presented in the following section.

organisation. Gendered behaviour was also evident in the skewed boards similar to that described by Shaw and Slack (2002) and Shaw and Hoeber (2003) in that feminine discourses were undervalued, and powerful men were positively associated with the organisation but women were not. To counteract dominant masculinities, women responded in contradictory ways, such as proving their fit, yet also resisted by emphasising the unique contributions made by women. In contrast, female and male members of the balanced board felt a positive difference when the ratio became equitable and female members did not feel detached. The balanced board encouraged social diversity and monitored its recruitment and selection procedures to ensure they were bias-free. Individual difference was acknowledged as personality rather than gender; members could be critical and were not required to fit an established standard. Claringbould and Knoppers concluded that members of the balanced board were more inclusive in their definitions of gender, in how they challenged gendered stereotypes, and in how they constructed and valued diversity.

China. The studies presented thus far, of research from the US, the UK, and Europe, are characterised by a Western perspective. The following study from China is insightful because it illuminates the intersection of societal and organisational barriers through an Eastern perspective. Based on interviews with female and male sport administrators, Cui (2007) identified five areas of concentration in which candidates for promotions or management-level positions in Chinese sport organisations are assessed. Strategic vision was seen as the most important attribute of senior managers, and was also the most frequently identified weakness among females. Strategic vision essentially meant male vision; included in this category were gendered employment roles (Shaw & Hoeber, 2003), and the privileging of masculine discourses (Shaw & Slack, 2002), such

as control and authority, over femininities such as emotionality. Although not an explicit requirement, support networks were imperative, as they provided information, mentoring, favours, protection, and visibility. Here Cui introduced the Chinese concept of *tong*, or “sameness”, which results in a process similar to Kanter’s (1977) homologous reproduction. Once again, male networks were more extensive and females were excluded from negotiations and decision-making that occurred outside the workplace. Developing or gaining entrance to networks was particularly difficult for Chinese women given the strong cultural tradition that women do not socialise with men. Higher education was a contested qualification and, although not a formal requirement, it was generally assumed that females needed a master’s degree but males did not. The organisational-level preference for higher education was complicated by societal-level tradition that discourages females from pursuing formal education, let alone postgraduate study. Consequently many women employees were overlooked because they did not have a graduate degree. English ability was another contested qualification in that male managers who did not speak a second language argued female administrators did not have the required sport knowledge for higher level management, regardless of their English ability. Differences in the retirement age of females (55) and males (60) were also cited, as this resulted in truncated career development, wasted talent, and promotion discrimination for female employees. The requirements of Chinese NSOs resulted in gendered organisational profiles similar to those in studies previously discussed: gender stratification, age stratification, gender marginalisation, and ultimately, the exclusion of women from decision-making roles, resulting in their limited influence on organisational policy and practice.

New Zealand. An extensive study by Cameron (1994, 1996) provided in-depth understanding of the experiences of elite-level women administrators in New Zealand. While the present dissertation format does not provide sufficient space to cover the depth and breadth of Cameron's analysis and findings, her main conclusions are highlighted here. Barriers identified by the participants included: informal male networks, family responsibilities, and personal characteristics⁴⁶. Informal male networks were again identified as contributing to exclusion and marginalisation, whether deliberate or unintentional, as well as a lack of commitment to gender equity. Similar to Pfister (2006) and Pfister and Radtke (2009), approximately two-thirds of the women denied experiencing barriers. Participants identified barriers that had restricted other women, but felt personal characteristics such as confidence, assertiveness, competitiveness, and "making time" had helped them to attain their positions. Commenting on whether the participants avoided barriers or found ways to overcome them, Cameron (1994) concludes, "...they exemplified the qualities needed to overcome the barriers" (p. 65).

More recently, an analysis of sport organisations from across New Zealand provided evidence of gender suppression. From data collected via interviews with CEOs (one female, five male), Shaw (2006a) identified four common themes or ways gender was suppressed in the organisations. CEOs described a stance of "employing the best person for the job". Despite the appearance of gender neutrality, however, roles were gendered and females or males were favoured for certain positions; also, some roles held higher status than others, with demarcation generally along gendered lines (gender marginalisation). The importance of gender balance was also emphasised by the

⁴⁶ The familial and personal barriers identified by Cameron's participants are discussed in the following section.

participants, yet existed only in numbers of female and male employees, not in hierarchy (gender stratification). That is, numerical gender equality suppressed and masked hierarchical gender inequity. Male CEOs in particular demonstrated gender suppression through a lack of respect for, and understanding of, their organisation's formal gender equity policy (it later emerged the female CEO had written her organisation's policy, that had been copied by the other organisations). Finally, gender suppression was evident in terms of the organisations' associations with external funding bodies. Because several bodies provided funding for the regional organisations, no central regulator had authority to ensure gender equity was taken seriously. Effectively, if organisations appeared to be gender equitable, their record went unchallenged and the status quo of gender suppression, via marginalisation, stratification, and token policy implementation, was maintained.

Australia. Research on the experiences of women sport administrators in Australia has been sporadic. Thompson (1990; 1999) conducted an in-depth study of how mothers and wives service sport for others, particularly their children and husbands, through their domestic labour. The underrepresentation of women as heads of departments in physical education (Boot & Brown, 1996; Webb & Macdonald, 2007) and of the exclusion of women members from the board of Cricket Australia (Stronach & Adair, 2009) have also received some attention. Despite the federal government's inquiries into, and initiatives for, addressing the underrepresentation of women administrators (discussed in Chapter 1: Commonwealth of Australia, 2010; Crawford et al., 2009; The Senate, 2006), empirical research remains limited.

The most comprehensive study of women in sport leadership in Australia was conducted by Dr Jim McKay in the early 1990s⁴⁷. The research was undertaken to assess how affirmative action initiatives were being implemented in government-funded organisations, and was partially subsidised by the Australian Sports Commission (ASC). McKay interviewed 45 women and 46 men across all Australian states and territories, representing a variety of sports, and both independent and governmental organisations. Interview topics included career paths, possible explanations for the underrepresentation of female administrators, sexual prejudice and discrimination, views of gender equity initiatives, and suggested strategies. As a result of his investigation, McKay concluded most organisations had failed to properly implement affirmative action programs:

My investigation showed that current affirmative action initiatives based on the premise of “getting more women into sport” have either been marginalized, trivialized, or incorporated into the androcentric cultures that pervade sporting organizations, the media, and the state. When affirmative action does get on the corporate-managerial agenda in the state sector, it tends either to receive rhetorical attention or to be couched in terms of what it can do to improve efficiency, rather than as a substantive commitment to social justice. I conclude that unless current affirmative action policies are directed at changing both men and the androcentric culture that is deeply embedded in the gender regimes of sporting organizations, they are unlikely to attract and retain more women managers. (1997, p. xiv)

⁴⁷ McKay’s findings based on interviews with Australian sport executives were presented in his report to the Australian Sports Commission (1992). Combined findings from research on sport executives in Australia, Canada, and New Zealand were presented in his book, *Managing gender* (1997).

Based on this conclusion, McKay identified a variety of barriers with which women executives in Australian sport must contend. Two types of barriers were reported: internal or personal barriers, and external or structural barriers. Perceived internal barriers included insufficient managerial experience, reported by women and men, and a lack of self-confidence, specifically among females. Both genders, however, believed they had sufficient skills and abilities to be successful managers. McKay's primary focus, however, was on perceived external barriers:

I argue that women's underrepresentation in managerial positions in these organizations is due to institutional barriers that systematically favor men and disadvantage women. A key factor in this respect is that chief components of work cultures are determined by and for married men with wives who stay at home, raise children, and do unpaid domestic labor. (1997, p. xv)

A description of the external barriers is included in Table 2.2. See also Appendices D and E for additional findings from McKay's (1992, 1997) studies.

Table 2.2

External Barriers Identified by McKay from Interviews with Female and Male Australian Sport Executives

| Reason | Description |
|---|--|
| Masculine biases in organisations | Preference for male employees, especially in leadership positions (gender stratification) |
| Recruitment, interviewing, and selection | Homologous reproduction |
| Staff development and promotion | Fewer opportunities for female employees |
| Grievances | Inadequate or unjust procedures |
| Networks | Cronyism, grooming of male employees; lack of support for female employees |
| Myths and stereotypes | Gendered beliefs regarding aspirations, abilities, priorities, and leadership styles |
| Sexual harassment and physical intimidation | Sexist humour and touching; verbal assault |
| Sport as a male bastion | Masculine culture of sport, mateship, homophobia |
| Discrimination by men | Subconscious and unintentional; body language; ignorance |
| Ghettos and glass ceilings | Exclusion, isolation, marginalisation, invisibility, mixed messages, double standards |
| Balancing work and family responsibilities | Female participants: interrupted careers, restricted geographic mobility Male participants: domestic support provided by wives |
| Perceptions of gender equity | Female participants: ambivalence; executive inaction; necessary evil Male participants: indifference, unsympathetic; hostile, antagonistic, cynical |

Note. Compiled from McKay, 1992, pp.11-30. McKay's use of the word "ghetto" is taken from comments made by the participants.

The contribution and significance of McKay's work lies not only in the findings specifically, but also in the ASC's response to his conclusions. McKay (1997) describes how the initial report was rejected and attempts were made to discredit the findings: journalists, one affiliated with the ASC, misrepresented the research and questioned the methodology, methods, and analysis. Eventually the ASC rescinded some of its criticisms and a revised report was accepted. The long-term effects of the ASC's response to the report, regarding further implementation of affirmative action programs or additional research on women in sport leadership, have not been explored.

McKay's findings, though substantial, are now nearly 20 years old, and numerous changes in the Australian sport system have since occurred. Most notably, these include terminating the Women's Sport Promotion Unit within the ASC, the professionalisation and amalgamation of most previously gender-separate NSOs, and the restructuring and expansion of several professional women's sports leagues, including basketball and netball. The influences of these changes on the experiences of women in sport leadership are largely unknown.

Familial and personal. Although barriers at the familial and personal level have been extensively investigated among coaches, it appears these areas have not been explored to the same degree among female administrators. Several of the familial and personal barriers identified in the section on coaches, however, were reiterated by participants in the studies outlined in the section on organisational barriers for administrators. These include childcare and home responsibilities, and of self-confidence and personal responses to difficulties among women in leadership positions.

The provision of childcare and home responsibilities has often been mentioned as a barrier for women, both at the organisational level (lack of consideration and

accommodation: McKay, 1992) and at the familial and individual levels. At the familial level, the common perception is that childcare is the mother's responsibility, as a number of participants in the studies described above insisted they would not have been able to take up administrative roles without the support and contribution of their partners (Cameron, 1994; Claringbould & Knoppers, 2007; Pfister & Radtke, 2006, 2009). Likewise, in several studies it was found that women who have achieved elite-level positions are more often single, married without children, or waited until their children were older before taking up a position, than women in the general population (Cameron, 1994, 1996; Claringbould & Knoppers, 2007; Pfister & Radtke, 2009). Being the primary caregiver can limit mothers' time and availability to commit to "outside" activities; it can also result in career interruptions and delays (Cui, 2007; Ottesen et al, 2010; Pfister, 2006; Pfister & Radtke, 2006, 2009). In addition to childcare, housework is also often designated as the woman's responsibility⁴⁸ (Ottesen et al., 2010; Pfister & Radtke, 2006; Shaw & Hoeber, 2003). What is unclear is the degree to which women are complicit in these arrangements, that is, how often they consciously and volitionally choose to prioritise family and home, versus how often the responsibility defaults to, or is forced upon, them. Approximately 50% of the (female and male) participants in the Ottesen et al. study believed women chose to prioritise family over work, and nearly 60% of the participants in Pfister's (2006) study indicated women's individual priorities and family commitments were the biggest barriers to equal representation. In both of these studies, however, the participants had already reached elite-level positions; it is therefore unknown how many women without a "choice" were left behind at lower levels. Similarly, as Shaw and Slack (2002) have

⁴⁸ The division of childcare and housework responsibilities in same-sex partnerships among women in sport leadership positions has not yet appeared in the research literature; therefore, it is unknown what arrangements are present in these families.

discussed, organisations may be equally resistant to either the mother or father expressing a desire to balance administrative work with familial commitments.

A lack of self-confidence among women has also been suggested as an individual-level barrier. Cameron (1994), Claringbould and Knoppers (2008), Hovden (1999), and Pfister and Radtke (2006) found their female participants to be more likely to question their competence or suitability for an executive role. When conflict arose, the female participants tended to react emotionally or take things personally, whereas male participants were described as more thick-skinned and objective (Pfister & Radtke, 2006). Women are also more likely to wait until they are asked to become involved, rather than volitionally seeking a position (Pfister & Radtke, 2009). Considering that women often have smaller, less powerful networks, waiting for an invitation can substantially decrease the likelihood that they will take up a position. Thus, Pfister and Radtke (2009, p. 241) conclude, “the key difference between the sexes was not so much a question of the barriers they experienced but more a question of the way in which these barriers, together with interpersonal relationships in general, were handled”. While certainly there are a number of complex and interconnected influences creating and sustaining the familial- and individual-level barriers women administrators face, it may be these barriers over which individual women have the most control.

Strategies. As described in the coaches section, there are two main groups of strategies that may help women reach and maintain elite-level positions. In the first group are suggested or deduced strategies based on the findings of exploratory empirical studies. Examples from research on women administrators include cultivating and encouraging reflection, resistance, challenge, and “undoing” gender (Shaw and colleagues; Claringbould & Knoppers, 2007, 2008), “state feminism” or quotas and

policies such as gender mainstreaming (Hovden, 2000a, 2000b; Ottesen et al., 2010; Pfister, 2010), and attempting to approximate the characteristics of male “ideal”, “heroic”, or “heavyweight” leaders (Claringbould & Knoppers, 2007, 2008; Cui, 2007; Hovden, 2000a, 2000b; Pfister, 2006). McKay (1992) has also recommended that, along with affirmative action plans, “gender equity principles should be *comprehensively* integrated” (p. 38, italics original) throughout the ASC and its affiliates, given that partial implementation has yet to create equitable representation in Australia.

Leadership style. A second group of strategies are those that have been empirically tested and shown to be effective. One example is leadership style, specifically female leaders who display a transformational style of leadership, compared to transactional leaders. In a university-level Canadian study, Doherty (1997; see also Doherty & Danylchuk, 1996) surveyed coaches regarding the leadership style of their athletics directors. Younger, female athletics directors were described as most often exhibiting transformational leader behaviour, which was also linked to a positive perception of leader effectiveness and more frequent extra effort among the coaches. Conversely, education and years of administrative experience did not influence perceived leadership style, prompting Doherty to suggest hiring committees re-evaluate such taken-for-granted selection criteria that can discriminate against female candidates.

Mentoring and networking. Few studies of mentoring in sport, particularly regarding women leaders, were found, despite anecdotal evidence of a variety of benefits derived from mentoring. In a study of mentoring and networking among female and male athletics directors in the US, Young (1990) highlighted the scarcity of female mentors available and the complexities of cross-gender mentor relationships. Participants described long-term mentorships (often extending over five years) and

viewed their mentor as a role model. Young also found that more participants reported involvement with networking than mentoring, suggesting that mentors may be located or developed through the networking process.

A study by Strawbridge (2000) provides the most extensive investigation of career development among women who have reached elite-level sport leadership positions. Participants included NCAA athletics directors, NCAA commissioners, and directors of NSOs and ISOs. Topics discussed and key findings are outlined in Table 2.3. Respondents were also asked to comment on what skills or experiences were lacking in their early training, including budgeting and finance, fundraising and marketing, and public speaking. Regarding mentors, nearly all of the women had male mentors and most had worked with both female and male mentors. Although several of the participants had not had a mentor, none had only worked with a female mentor. Regardless of gender, mentors provided support, networking, and increased opportunities.

Table 2.3

Key Influences on the Career Development of Elite-level Women Administrators

| Topic | Finding |
|--------------------------|---|
| Education | Well-educated, including post-graduate degrees |
| Past work experiences | Coach, athletics director, program director, higher education administration, sales representative |
| Professional preparation | “Hands on” experience (develop skills and confidence); knowledge of sport business (finance, marketing, board management); mentoring (helped create opportunities) |
| Personal characteristics | Motivation (enthusiasm, perseverance); thick-skinned; integrity; independence; confidence (outgoing, take risks, make decisions); people skills; vision; volunteerism; managerial ability |
| Mentors | Role model; guidance (encouragement, recommendations, advice); diverse experience, influence; confidant and critic |

Note. Compiled from Strawbridge, 2000, pp. 49-52.

Extending the research literature beyond descriptive or exploratory studies, Weaver and Chelladurai (1999) developed a comprehensive model of the mentoring process, based primarily on non-sport management literature. In a subsequent study, particular components of the model were tested in a sport-specific setting (Weaver & Chelladurai, 2002). Based on a survey of NCAA Division I and Division III female and male athletics directors, Weaver and Chelladurai (2002) found that females and males reported commensurate mentoring relationships, but females perceived greater barriers to establishing a mentoring relationship. In particular, females were concerned about willingness on the part of potential mentors, and feared a misinterpretation of their intention or approach. Weaver and Chelladurai (2002) conclude that females' concerns

are legitimate given sport is male-dominated, there are fewer female mentors available, and cross-gender mentorships are more complex than same-gender mentorship.

The model developed by Weaver and Chelladurai (1999) has also been utilised to investigate mentoring functions provided to assistant coaches by head coaches of women's soccer teams. In a study by Narcotta, Petersen, and Johnson (2009), participants reported most often experiencing the psychosocial functions of "acceptance and confirmation" and "friendship", and the career-related functions of "sponsorship" and "challenging assignments". Three gender-based differences were identified. Female assistant coaches reported experiencing the psychosocial function of "social" less frequently than male assistant coaches. Finally, female assistants working with a male head coach reported higher levels of the "parent" function. Similar to Weaver and Chelladurai (2002), Narcotta et al. suggest these findings provide evidence that female assistants are hesitant to capitalise on social mentor benefits, fearing the relationship could be misunderstood. Likewise, the male-dominated nature of coaching may contribute to paternalism of female assistants by male head coaches. An interesting question would be if differences in social and parent functions are found across different sports based on their status as female-dominated, male-dominated, or equitable-participation; as yet, such studies have not appeared in the research literature.

HRM structures. Researchers have also investigated whether Human Resource Management (HRM) structures can lead to increased representation of women managers. Most HRM research to date has been conducted in non-sport settings but Moore, Parkhouse, and Konrad (2001; see also Moore & Konrad, 2010) have described a sport-specific study in which they make a distinction between symbolic and philosophical support for gender equality. Six key findings emerged from this study.

First, female participants described their organisations as showing less support for gender equality than male participants did. Second, education level influenced development of HRM programs; managers with higher education were associated with more extensive programs. Third, experiencing a gender equity lawsuit positively influenced managerial philosophical support for HRM programs, but not the presence of programs themselves. Fourth, management support of gender equality positively influenced the development of HRM programs. Fifth, philosophical support among managers was associated with greater representation of female managers. Finally, HRM programs specifically did not lead to greater representation of female managers.

Moore et al.'s (2001) findings warrant further consideration. Overall, greater philosophical support from top management resulted in more extensive equality programs and greater female representation at the managerial level, but there was no direct link between gender equality programs and an increase in the representation of female managers. This suggests philosophical support from top management makes the difference, not program content, a finding which seems to have been underemphasised by the authors. Also, gender differences among top managers do not appear to have been explored, leaving unanswered the question of whether female or male top managers are correlated to greater or lesser representation of lower-level female managers. This question is linked to homologous reproduction, as it was demonstrated earlier that both female and male managers tend to reproduce themselves. Thus, if philosophical support for gender equality among top managers, regardless of the manager's gender, was correlated to greater female representation, this finding would indicate a selection shift that has previously been undocumented. The implications of such a finding would call into serious question liberal feminist policies, instead

suggesting an entirely different approach to gender equity is required. Unfortunately it does not appear the influence of manager gender was explored in Moore et al.'s study.

Section summary. Key themes to emerge from the research literature on the experiences of women administrators include the professionalisation of sport management over the last three decades, the influence of societal and cultural attitudes on sport governance and policy, and the failure of affirmative action initiatives to challenge the engrained traditions of hegemonic masculinity and patriarchy in sport. Albeit the dire predictions of White and Brackenridge (1985), the absolute number of women in sport administration has increased (White & Kay, 2006). The pathways these women take as they progress from grassroots to elite-level positions, however, are not well established, and may vary considerably by sport and sport structure (cf., Fitzgerald et al., 1994; Chin et al., 2009). Also, despite increased numbers, the distribution of women in sport leadership is still characterised by stratification, marginalisation, and ghost representation (Cameron, 1994, 1996; Claringbould & Knoppers, 2007, 2008; Cui, 2007; Hovden, 1999, 2000a, 2000b; McKay, 1992, 1997; Ottesen et al., 2010; Pfister, 2006; Pfister & Radtke, 2009; Shaw, 2006a, 2006b; Shaw & Hoeber, 2003; Shaw & Slack, 2002; Whisenant et al., 2002).

Investigations of the underrepresentation of women administrators have led to the identification of a range of barriers at various levels. The comparison of study findings from different countries, in light of differing societal views of gender equity and the related legislation, has illuminated the interplay between cultural attitudes and the development and implementation of gender equity policies in sport (Claringbould & Knoppers, 2007, 2008; Cui, 2007; Hovden, 2000a, 2000b; McKay, 1992, 1997; Ottesen et al., 2010; Pfister, 2006; Pfister & Radtke, 2009; Shaw, 2006a; Shaw & Penney,

2003). What remains unclear is how to effect change where organisations have been resistant to increased involvement of women. Given that affirmative action policies have mostly failed (Hovden, 2000a, 2000b; McKay, 1992, 1997), women continue to rely primarily on individual-level strategies, such as male leadership traits (Claringbould & Knoppers, 2007, 2008; Cui, 2007; Hovden, 2000a, 2000b; Pfister, 2006), leadership style (Doherty, 1997), and mentoring and networking (Strawbridge, 2000; Young, 1990) to support their advancement. As many feminist scholars have argued, these noble efforts, though admirable, do little to alter the biased structures and discriminatory attitudes that effectively bar many women from sport leadership careers.

Literature Review Conclusions

The array of studies discussed in this review of international research highlights the importance of women's underrepresentation in sport, and describes the wide variety of perspectives and methods taken to address it. Studies described in the Early Works section identified processes such as patriarchy, homologous reproduction, and hegemonic masculinity, that result in limited, abbreviated, or truncated leadership roles for many women. A predominance of literature from the US provides a thorough understanding of the experiences of college/university coaches, but these findings are less relevant for coaches in countries with a club-based sport system. Research on administrators, conversely, has been focused primarily on volunteer board members, to the exclusion of paid executives. Finally, female officials are almost completely absent from the research literature. Collectively, although a variety of theories and methods have been utilised, most studies have taken a sociological or managerial perspective, suggesting a psychological perspective may contribute new insights.

Chapter 3: Data Collection

That the under-representation of women in various roles in sport is seen as a “problem” is indicated by the variety of approaches taken to try and explain – and rectify – it.

(Cameron, 1996, p. 182)

* * *

Researchers have investigated the barriers experienced by some women coaches, officials, and administrators (COAs) who struggle to obtain paid positions in elite sport. Notwithstanding this work, little is known of the pathways women who do reach the elite level take, or their experiences along the way. In the current chapter, the data collection process utilised to explore participants’ pathway progression, experiences of barriers, and strategies used in reaching the elite level are presented.

Conceptual Framework

The conceptual framework for this study is modelled on the four elements outlined by Crotty (1998): epistemology, theoretical perspective, methodology, and methods. As the term is used here, *epistemology* refers to “how we know what we know” (Crotty, 1998, p. 8). *Theoretical perspective* is used to refer to the assumptions inherent in the chosen methodology. *Methodology* refers to the systematic approach taken to gather the data required to answer the research question(s). *Methods* are the specific techniques utilised in data collection. Each element is interrelated, and therefore the corresponding assumptions, approach, and technique selected for each element must be consistent with all other elements. These four elements combine to ground and guide this research project.

Applying Crotty’s (1998) four-element model to this dissertation research resulted in the following structure: constructionism; socio-cultural feminism; grounded

theory; semi-structured, in-depth interviews. Constructionism was chosen as the epistemology informing the theoretical perspective because it clarifies that the societal context, in which the research took place, is a human construct. The absence of established theory as to how women COAs overcome barriers to reach the elite level supports the use of grounded theory methodology (Glaser & Strauss, 1967; see also Charmaz, 2006; Locke, 2001). Congruous with grounded theory, the naturalistic method of in-depth interviewing (Berg, 1995; Kvale, 1996) enabled the exploration of personal experiences using the participant's language (Slife & Williams, 1995).

To summarise, individuals construct their interpretation of the world. Due to the gendered and patriarchal nature of Western society, access to knowledge, and the meaning individuals give to their experiences, are filtered through gender. Exploration of an individual's experiences should, therefore, be conducted in a way that enables detailed personal responses. Descriptive themes then emerge from these responses, rather than being imposed upon them. Individuals are the source of explaining their own experiences and making their own interpretations, and the understanding of these interpretations is best explained using the language of the individual.

Epistemology. According to Crotty (1998), epistemology is a branch of philosophy that refers to the theory of knowledge. "Knowledge" refers to the nature of truth and meaning. The epistemological stance taken in this dissertation is constructionism; that is, meaning is co-created and contextual, often within particular groups or societal situations. With a constructivist approach, temporal and contextual factors are central to the creation of meaning, and what is "known" changes when these temporal and contextual factors change.

Specifically for this research, by adopting constructionism, it is acknowledged that the study's participants independently give meaning to their experiences as elite-level women COAs. This meaning can, and will, change when the contextual factors change. As the researcher, my aim is to understand the experiences themselves, particularly the meanings this group of women have attached to their experiences, and the contextual factors that influence these meanings. Likewise, my understandings and interpretations are also contextual, and therefore evolved throughout the interviewing, transcription, and analysis phases.

Theoretical perspective. In Crotty's (1998) approach, theoretical perspective refers to the philosophical basis of a project's methodology, or the context in which data are collected. The theoretical perspective entails the researcher making explicit her stance regarding collecting and interpreting data. The theoretical perspective thus delimits the form and type of questions asked of participants. It shapes how data are collected, the scope of data collected, and the subsequent data analysis.

A socio-cultural feminist theoretical perspective was chosen for this PhD research (Hargreaves, 1994, Tong, 1989). Although "feminist" is often a contested term (see Tong, 2009), the central tenant espoused here is that many (if not most) girls and women experience discrimination, disempowerment, and oppression that is solely gender-based and gender-originated. Through forces such as patriarchy and androcentrism, girls and women are demarcated as "other" (Hargreaves, 1994). The feminist belief, as summarised by Tong (1989), counters that "otherness" is not the problem *per se*, but rather the patriarchal ideology that "other equals less" is where inequities arise. That is, women and men are different, but difference does not necessarily intimate inferiority. Rather, women's abilities should be utilised and

maximised, rather than rejected or suppressed, and centuries-old boundaries and dichotomies that have enabled men to subjugate women in sport, as in many other industries, should be critically evaluated and challenged (Hargreaves; Tong, 1989). As such, a feminist perspective is appropriate for investigating the experiences of women working in the largely male-dominated industry of sport.

The socio-cultural stream was adopted to avoid imposing a single and essential “root” of oppression (e.g., liberal, radical, socialist) on a group of women. By adopting this perspective, it is acknowledged that the primary “causes” of gender-based discrimination, disempowerment, and oppression are different for individual women, based on local cultural, economic, and political influences, and may vary across each woman’s lifespan. As Hargreaves (1994) explains,

It is important not to underestimate the ways in which cultural patterns and economic, political and ideological orders specific to the totality of social relations affect the participation of women in sports. If common patterns as well as differences are scrutinized, more could be understood about the realities of the dualism between agency and structure. (p. 12)

The socio-cultural feminist perspective best informs how to approach making the changes necessary to provide equitable opportunity for both women and men in sport leadership within a particular society and at a given point in time.

The selection of a socio-cultural feminist perspective was also an intentional decision against taking the liberal or radical theoretical perspective espoused in some feminist research. Liberal feminism was rejected because it operates as a deficit model, instructing women to become like men in order to “compete with men on their turf”. Similarly, radical feminism argues for “separate but equal”, yet historically this has

been impossible. Rather than reconstituting women as men or creating dichotomous “his and hers” sport structures, an alternative solution is to demonstrate the mutual benefits available when women and men are recast as complementary. In doing so, space is created to acknowledge not only feminine and masculine, but to affirm diverse femininities and masculinities.

Methodology. Methodology refers to the overarching data collection strategy (Crotty, 1998). Selecting the methodology most appropriate for the study required determining the type of data needed to answer the research questions. The methodology structured the data collection process, ensuring the research questions, data collected, and corresponding findings were aligned.

The research methodology chosen for this study was grounded theory: “the discovery of theory from data systematically obtained from social research” (Glaser & Strauss, 1967, p. 2). A theory provides a way to identify concepts, to specify the connections among related concepts, and to predict or explain how these concepts interact (see Charmaz, 2006). Grounded theory is a methodology whereby theory emerges, or is inductively generated from data, rather than imposing a theory upon the data. This methodology is particularly well-suited to exploratory research investigating poorly understood phenomena. Specifically, grounded theory as outlined by Charmaz (2006) was utilised. Charmaz, a doctoral student with Glaser and Strauss, tailored their original grounded theory methodology to complement an overtly constructionist epistemology (Charmaz, 2006):

In the classic grounded theory works, Glaser and Strauss talk about discovering theory as emerging from data separate from the scientific observer. Unlike their position, I assume that neither data nor theories are discovered. Rather, we are

part of the world we study and the data we collect. We *construct* our grounded theories through our past and present involvements and interactions with people, perspectives, and research practices.

My approach explicitly assumes that any theoretical rendering offers an *interpretive* portrayal of the studied world, not an exact picture of it. (p. 10, italics original)

As such, Charmaz's approach is closer to Strauss's pragmatist, or the Chicago school style, of the methodology.

Grounded theory methodology fit well with the general aim of this study: to investigate the experiences of women in elite-level sport leadership. Using grounded theory methodology enabled the development of a theory of how women reach elite level positions, what "barriers" they experience, and how they negotiate these challenges, rather than simply comparing their experiences to those of women in other leadership or management studies. Developing a new, grounded theory of women's experiences was essential, as there is no existing theory that answers these questions⁴⁹. Given the scarcity of research relating to this particular aspect of women in sport leadership, an increased understanding of this process was paramount.

Method. Method refers to the actual data collection techniques (Crotty, 1998). Data collection techniques can be either quantitative, that is, the reduction of responses to numerical values; or qualitative, as in working directly with participants' responses via approaches such as observation, conversation, or narration. Semi-structured, in-depth interviews (Berg, 1995; Kvale, 1996) were selected as an appropriate method to obtain the level of detail required from participants with a range of sport leadership

⁴⁹ The use of grounded theory also ensured the study outcomes would meet the requirements of the external research partner, further discussed below.

experiences. Interviews were chosen as this method facilitated participants communicating their experiences in their own words. The interviews were semi-structured in that an interview guide was prepared but not systematically or rigorously followed in a mechanistic manner. Participants spoke about what was salient for them to the degree the topic was applicable. The interviews were in-depth as they covered a variety of topics in considerable detail.

Research Design

Having established the conceptual framework for the research project, development of the research design followed. Initially a nested research design was proposed. Interviews were to be conducted by leadership position (i.e., coaches, then officials, then administrators), with women who worked with females interviewed first, followed by women who worked with males (see Table 3.1). This was due to indications in the research literature (primarily from the US) that although increasingly more women are working in female sport, few women have attained positions in male sport (Acosta & Carpenter, 2010).

Table 3.1

Nested Research Design

| Leadership position | Gender pairing | |
|---------------------|------------------------------------|----------------------------------|
| | Female leadership, female athletes | Female leadership, male athletes |
| Coach | Study 1a | Study 1b |
| Official | Study 2a | Study 2b |
| Administrator | Study 3a | Study 3b |

This initial design was condensed into three studies early in the recruitment phase. Because snowball sampling (Berg, 1995) within a sport generated more participants than snowballing within leadership position, interviews were mostly grouped by sport. Also, as most SSOs, SSIs, and NSOs have amalgamated previously separate female and male programs into a centralised program, the distinction between the COA and the gender of athletes she worked with was dropped. That is, in the current organisation of sport governing bodies throughout Australia, most women who were interviewed either worked previously or concurrently with both males and females. Thus Studies 1a and 1b were collapsed into Study 1 and likewise with Studies 2a and 2b to Study 2, and Studies 3a and 3b to Study 3 (see Table 3.2).

Table 3.2

Three Study Research Design

| Leadership position | Study | Research aim |
|---------------------|-------|--|
| Coach | 1 | Investigate how women overcome societal, organisational, familial, and personal barriers to become elite-level <i>coaches</i> . |
| Official | 2 | Investigate how women overcome societal, organisational, familial, and personal barriers to become elite-level <i>officials</i> . |
| Administrator | 3 | Investigate how women overcome societal, organisational, familial, and personal barriers to become elite-level <i>administrators</i> . |

This three-study project was financially supported by a grant from Sport and Recreation Victoria (SRV). Funding was applied for and granted after the completion of

PhD candidature and endorsement by the Victoria University Human Research Ethics Committee (VU-HREC). As a condition of SRV's funding, a reference group was formed to oversee the research project. This reference group included a member from each of the SSOs of the research sports (Athletics Victoria, Basketball Victoria, Football Federation Victoria, Swimming Victoria). A member from the Victorian Institute of Sport (VIS), a researcher from the University of Ballarat, the SRV grant administrator, and both my supervisor and co-supervisor were also members of the reference group.

Data Collection

Data collection is used to refer the processes of obtaining ethics clearance, interacting with participants, and interview processes. Data transformation includes transcription and preparation for analysis. Limitations are discussed regarding the representativeness of participants' opinions and perceptions.

Ethics clearance. Approval by VU-HREC was applied for and granted following candidature confirmation. Approval included the procedural overview for the project itself, the participant information sheet and consent form, and the interview guide(s).

Procedural overview. The general procedure approved by VU-HREC included the recruitment of participants, interview process, and data safekeeping measures. In line with VU-HREC approval, participants were not contacted directly, but rather through an intermediary. Interviews took place at the time and location most suitable for the participants. Hard copies of data materials were kept in a locked file cabinet.

Information sheet and consent form. The VU-HREC approval covered the provision of an information sheet for participants and the consent form participants

were required to complete. The information sheet included an overview of the project and procedures, and contact details for the supervisor, the VU-HREC secretary, and a counsellor (should the participants experience any distress as a result of their involvement). Each participant was provided a hard copy of the information sheet for her records (see Appendix F—Information for Participants Involved in Research).

Participants were required to provide their name and postal address on the consent form. In some instances, participants also provided their telephone number and e-mail address. The consent form was completed prior to the interview commencing. Hard copies of consent forms were stored in a locked file cabinet (see Appendix G—Informed Consent for Participants Involved in Research).

Interview guide. The interview guide was also included in VU-HREC's approval. The guide consisted of topics based on the findings, gaps and salient issues identified in the existing published research, as discussed in Chapter 2. For the pathways section, participants were asked to describe their childhood involvement in sport and how they transitioned into their role as a coach/official/administrator, noting specifically the involvement of their parents, their highest level of competition, the influence of role models and mentors, and their future plans. Challenges were explored through examples of difficult, chronic, or unexpected experiences and were tailored to the COA's marital and childbearing status. Strategies were discussed in the context of specific solutions for avoiding or overcoming the stated challenges, and provided both psychological and behavioural examples. Following VU-HREC approval, the interview guide was pilot tested in an interview with a coach employed by an SSI; the interview guide was unchanged following the pilot phase but modifications were made to my technique to improve interview flow (i.e., the phrasing of open-ended questions, and of

prompts for additional information or clarification). See Appendices H (coaches), I (officials), and J (administrators) for the interview guide templates.

Participants. Following approval from VU-HREC, participant sampling commenced. Participant sampling, recruitment, and selection were concurrent with data collection. Data collection continued through to evidence of theoretical saturation (Charmaz, 2006; Glaser & Strauss, 1967) being reached.

Sampling. Participants were recruited from the sports of athletics (track and field), basketball, football (soccer), and swimming. These sports were chosen for several reasons. All four are sports that women and men compete in professionally at the international level. In this sense, the four chosen sports are “equitable-participation”, with a number of female and male COAs within the sport, compared to “gender-specific” sports such as netball or rugby that tend to be dominated by women or men, respectively. All four sports are considered top-tier sports, meaning a large participation base and consequently a larger pool of potential COAs, and opportunities for paid employment, exist within each of these sports. These four sports represent two “individual” sports (athletics and swimming) and two “team” sports (basketball and football). Much of the relevant research, described in Chapter 2, has been carried out with COAs in these sports.

The sampling strategies utilised were a blend of convenience, purposive, and theoretical sampling approaches (Charmaz, 2006; also Glaser & Strauss, 1967). Every attempt was made to speak with as many participants as possible, provided the participant was associated with one of the four nominated sports, and had experience at the elite level. In this sense, strategies included convenience and purposive sampling: anyone fitting the profile was given the opportunity to participate.

As one of the tenets of grounded theory, theoretical sampling requires the researcher to seek participants whose experiences will best elucidate the emerging theory, based on concurrent data collection and analysis (Charmaz, 2006). Initially the intention was to rigorously follow this requirement; however, two difficulties arose that necessitated the need to continue data collection before extensive analysis was completed. First, the availability of participants meant scheduling interviews such that sufficient time to complete a full analysis between interviews was not always possible. Second, complications with transcription delayed timely access to the interview text for intensive analysis. In this situation, themes emerging through initial analysis of early interviews were incorporated into discussions with later participants. Thus, the sampling method was not theoretical (as described by Charmaz, 2006; Glaser & Strauss, 1967; and Locke, 2001), *per se*; rather, discussions with later participants were modified to address salient points and emerging themes that arose in discussions with my supervisors regarding the earlier interviews.

Recruitment and selection. Members of the SRV reference group were instrumental in assisting with the recruitment of participants. Each of the reference group members circulated a recruitment flier through their networks (see Appendix K—Recruitment Flier). Potential participants were also contacted through interviewees who acted as intermediaries (e.g., snowball sampling). As previously mentioned, no potential participants were contacted directly. Rather, participants were forwarded the recruitment flier and encouraged to contact me if they were interested. The primary consideration for participant selection was leadership position and elite-level experience. The leadership positions included (coach, official, administrator, as defined in the glossary) were determined based on career prospects (possibility of fulltime

work) and decision-making influence and mirror the types of leadership positions included in most of the research literature. Elite-level experience was defined as state-level or higher. Women with diverse backgrounds, or unique or particularly difficult relevant experiences, were encouraged to participate in order to illuminate as many of the influences and experiences faced by elite-level COAs as possible.

Profile. A total of 33 women participated in the study. This number includes 30 interviews with individual participants. In addition, three women participated in a small group discussion. These three women all held the same leadership position in the same sport and were good friends, and it was their suggestion and preference to meet as a group. A breakdown of COAs by sport is provided in Table 3.3. Additional participant demographics are included in Table 3.4.

Table 3.3

Participant Representation for Leadership Position and Sport

| Leadership position | Sport | | | | Total |
|---------------------|-----------|------------|----------|----------|--------------|
| | Athletics | Basketball | Football | Swimming | |
| Coach | 4 | 4 | 3 | 2 | 13 |
| Official | 4 | 3 | 2 | - | 9 |
| Administrator | 3 | 4 | 2 | 2 | 11 |
| Total | 11 | 11 | 7 | 4 | 33 |

Note. Given the nature of athletics, it is common for women to hold multiple positions, such as coach and administrator. The participants are categorised above by what they viewed as their primary role.

Table 3.4

Participant Demographics

| | Yes | No | | | |
|--------------------|----------------|---------------|-----------------|-----------------|---------------------|
| Australian born | 28 | 5 | | | |
| Children | 25 | 8 | | | |
| | Married | Single | Partner | Divorced | Widowed |
| Marital status | 17 | 7 | 1 | 6 | 2 |
| | ACT | NSW | QLD | VIC | WA |
| Residence | 2 | 3 | 4 | 23 | 1 |
| | Teacher | Sport | Business | Other | Not reported |
| Tertiary education | 6 | 6 | 6 | 4 | 11 |

Note. ACT = Australian Capital Territory; NSW = New South Wales; QLD = Queensland; VIC = Victoria; WA = Western Australia.

Interview process. The interview process included scheduling the interview, meeting with the participant, and concluding the interview. Interviews were double-recorded with both a digital recorder and a cassette tape recorder. Participants did not receive remuneration for their participation.

Scheduling the interview. Following VU-HREC approval and initial recruiting by SRV reference group members, potential participants contacted me directly to express their interest. After determining the participant's suitability for the study, a convenient time and location for the interview was scheduled. Once an interview was scheduled, the participant was sent the information sheet and consent form via email, and the time, date, and location were confirmed.

Each participant was interviewed once. Face-to-face interviews took place at the participant's place of employment, home, a sport venue, or a café; four phone

interviews were conducted with participants who were interstate (see Table 3.5). The small group discussion took place in the home of one of the participants.

Table 3.5

Participant Interviews by Sport and Location

| Leadership position | Employment venue | | Non-employment venue | | | |
|---------------------|-------------------|------------|----------------------|------|------------------|------------|
| | Sport | Non-sport | Residence or hotel | Café | Neutral location | Phone |
| Coach | 3 A | 3 B 3 S | 1 A 1 S | 1 S | | 1 B |
| Official | 1 B | | 3 A | 1 B | 1 A 1 B | 1 B 1 S |
| Administrator | 3 A 2 B 2 F | | 1 B | 2 S | | 1 B |

Note. COA interviewed: A = Athletics, B = Basketball, F = Football, S = Swimming. Women with multiple roles are categorised by the position they view as their primary role.

Meeting with the participant. Each interview began with a discussion of the information sheet and the completion of the consent form. For the four phone interviews, participants returned the consent form prior to the interview, and acknowledgement that the conversation was being recorded was verbally affirmed at the beginning of the interview. The conversation then began as I briefly shared with the participant my sport background, early experiences as a coach and administrator, and reasons for wanting to research women in sport leadership. The participant then told her story, outlining her history of sport involvement and how she reached her current position. The interview guide was used throughout the conversation to facilitate the

discussion. Interviews ranged from 40 to 90 minutes, with an average length of approximately one hour; the small group discussion lasted approximately two hours. The interview atmosphere was generally informal and conversational. Interviews that took place at the participant's place of employment were conducted in the participant's office or a conference room to ensure privacy. Likewise, interviews that took place at sports grounds were conducted away from other athletes and coaches. Four interviews were conducted in a secluded part of a café, away from distractions, to facilitate the participant speaking freely.

While an interview guide was used with each participant, each interview was unique, given the participants' varying experiences. Some interviews covered all topics (in different sequences and in varying detail); other participants spoke about topics particular to their specific circumstances or experiences that were not necessarily discussed in other interviews. Participants were encouraged to comment on topics or experiences they felt were relevant that were not directly asked about.

Interview conclusion. At the conclusion of the interview, the participant reaffirmed her consent in light of the comments made throughout the discussion. The participant was asked if she was available for follow-up questions; each participant agreed and most volunteered before asked. Most of the participants suggested other potential participants or offered to circulate the recruitment flier through their networks. Participants were also offered the opportunity to read through the interview once it had been transcribed but all declined. Often several points of clarification were mentioned after the digital and cassette recorders were turned off and these were noted in a post-interview memo. The participant was thanked and we parted. Several days after the interview, I sent the participant an email to thank her once again.

Post-interview procedures. Following each interview, any notes were recorded in a memo. To ensure participant confidentiality and data safekeeping, digital recording files were transferred to a CD. Consent forms and written notes were stored securely along with the audio cassette and digital files.

Memos. As suggested for grounded theory methodology (Charmaz, 2006), a memo was written immediately after the interview or later the same day. The interview conditions, any interruptions, initial impressions, and any thoughts pertaining to the content of the interview were detailed in the memo. Memos were composed and stored electronically in the same folder containing the participant's digital interview sound file and transcription file.

Triangulation. The process of grounded theory, specifically concurrent data collection and analysis (Charmaz, 2006; Glaser & Strauss, 1967) provides for on-going triangulation of the emerging data from one participant with the data from each new participant. The COAs experiences were also triangulated with findings in the research literature (discussed in Chapter 2) which included both non-sport and sport-specific studies on sport leadership, management, sociology, and psychology.

Maintaining confidentiality and data safekeeping. All physical material was stored in a locked filing cabinet, to which only I had the key. This material included participant consent forms, written notes from interviews, transcripts, data analysis documents, and the cassette tapes from the interviews. Electronic material, documents, and data were saved under password protection. Back-up copies of electronic information were stored with other physical documents in the same filing cabinet.

Data transformation. I personally transcribed verbatim 15 of the 31 interviews. The remaining 16 interviews were transcribed by professional transcriptionists, which I

then checked to ensure internal consistency. Completed transcripts were sent electronically to my principal supervisor. Initially my supervisor would read the transcripts independently and we then met to discuss them. Comments addressed all facets of the interview and transcript, ranging from my interview technique and salient points raised by the participant(s) to future interviews and emerging themes.

Limitations. Although this study included participants in a variety of leadership positions from four different sports, it does not represent the views or experiences of all women in elite-level sports leadership. The focus of this study was the experiences of women in four equitable-participation sports; no women representing a gender-specific sport (female or male) participated. For the administrators, all of the participants were from sport-specific organisations, such as SSOs or NSOs, meaning none were selected from umbrella organisations that service more than one sport. The four sports chosen are all relatively “high profile” sports and, therefore, women in lower profile sports may have different experiences. Every effort was made to include women with diverse demographic backgrounds; however the sample interviewed is a relatively homogenous group in terms of culture, ethnicity, and employment in mostly metropolitan areas. Participants were selected from five Australian states/territories; their perceptions are not necessarily representative of the experiences of women Australia-wide.

Chapter 4: Data Analysis

This issue of why women, on one hand, want higher female participation, more influence and coaching positions and, the other hand, hesitate to become involved and drop out after a short period of time, presents a dichotomy of behavior.

(Hovden, 1999, ¶10)

* * *

In the previous chapter, the process of data collection was presented. In this chapter, the procedures utilised to analyse the data are explained. Data analysis refers to comparing and contrasting participants' experiences in order to identify Main Ideas, Repeating Ideas, Themes, and Theoretical Constructs at increasing levels of abstraction or representativeness. Preliminary data analysis was concurrent with data collection, according to the grounded theory approach (Charmaz, 2006; Glasser & Strauss, 1967; Locke, 2001). In-depth analysis followed the conclusion of the data collection phase.

Data Analysis

The data analysis process followed closely the approach outlined by Auerbach and Silverstein (2003), described below. This approach was chosen because it is well-suited to grounded theory research, and is systematic and logical. In their examples, however, Auerbach and Silverstein analyse group interviews. Slight modifications were necessary in order to accommodate individual interviews and the dissertation format.

Prior to detailing the process of data analysis, three points are noted. First, for the in-depth analysis, interviews were sorted into groups based on the leadership position of the participant (i.e., coach, official, administrator). As such, all of the coach interviews were analysed together, followed by officials, and then administrators. Within each group, interviews were analysed in the chronological order in which they occurred, in order to mirror the preliminary analysis and development of ideas that occurred throughout the process of data collection. Second, the same analysis process

was followed three times for each interview, once for each experience (i.e., once to analyse the participant's pathway, then to analyse her experiences of barriers, and finally to analyse the strategies she utilised). In this sense, the same comment by a participant could be relevant to more than one experience. Third, Auerbach and Silverstein's terms (repeating ideas, themes, theoretical constructs), as defined below, are used throughout the findings chapters.

The Six-step Approach

Auerbach and Silverstein (2003) outline a six-step approach to data analysis

(paraphrased from page 43):

Step 1: Delineate the research concern and theoretical framework

Step 2: Reduce the whole text to what will be further analysed

Step 3: Identify "repeating ideas"—ideas expressed by more than one person

Step 4: Organise *Repeating Ideas* into like groups or Themes

Step 5: Organise *Themes* into broader Theoretical Constructs

Step 6: Create a *Theoretical Narrative* to tell the participants' stories in the language of the *Theoretical Constructs*

Modifications were made to adapt this approach to the analysis of individual interviews, rather than focus groups, and to accommodate the thesis format, are detailed below.

Step 1: Delineate the research concern and theoretical framework. This step was left unchanged. The research topic, the underrepresentation of women in elite-level sport leadership, was detailed in Chapter 1. The theoretical framework (Auerbach & Silverstein), or conceptual framework (Crotty, 1998), for this project was established in Chapter 3.

Step 2: Reduce the whole text to what will be further analysed. This step was divided into two phases. Interviews were first sorted into groups based on the leadership position of the participant (as described above). Four clean hard copies of the transcript were then prepared.

Step 2a: Initial reading of the transcript. As a pre-coding step, the transcript was read with notations made in the margins of initial thoughts, ideas, impressions, or questions. As Charmaz (2006) suggests, notations were kept brief and generally consisted of action or emotion words. In this first reading, the interview was considered as a whole, without regard to the specific experiences of pathways, barriers, or strategies. This step was included to refresh the content of the interview in my mind.

Step 2b: Identifying relevant text. In the next reading, participant statements were considered specifically for each experience, that is, pathway progression, barriers, and strategies. On a clean copy of the transcript, any comments relative to the participant's pathway progression were highlighted. Likewise, on the next clean copy, all statements related to the participant's experiences of barriers were highlighted. On the final copy, comments about strategies utilised by the participant were highlighted.

In reading through the transcripts, any comment considered relevant to the topic was highlighted, whether it was indicative of a thought, experience, or process that was intentional or unintentional, conscious or unconscious, behavioural or psycho-social. In some instances this included something quite specific, for example, relying on family and friends to provide childcare. Other remarks were highlighted as indications of more subtle observations, for instance an impression about the participant's attitude, or the indication of a personality trait such as persistence. At this point a few notes were made in the margin, but no coding was carried out at this stage.

Step 3: Identify “repeating ideas”—ideas expressed by more than one person. As in Step 2, the Auerbach and Silverstein (2003) method was modified slightly. Because their data was in the form of transcripts from focus groups, they were looking for “repeating ideas” that more than one participant mentioned during the discussion. For the individual interviews, any comments made by the participant relative to the topic being analysed were considered “main ideas”.

Step 3a: Code for main ideas. Coding was carried out with the transcript files on the computer (Microsoft Word⁵⁰). Relevant text was isolated within the document and the code inserted below. Text that was not relative was crossed out using the strike-through font option. Rather than reducing the complete transcript to the specific text highlighted in the previous step, the whole transcript was accessible for contextualising a quote or code if needed.

At this stage, the codes were longer than the one- or two-word comments noted in the initial reading. Longer codes were more descriptive, but codes were always kept to one line of text on the screen. *In vivo* codes (Charmaz, 2006), or codes using the participant’s exact words, were used whenever possible.

Step 3b: Identify repeating ideas. After each participant’s transcript had been coded for main ideas, once each for pathway, barriers, and strategies, lists of the codes were compiled. Lists were assembled in Microsoft Excel, noting the line number from the transcript with the code. A master list was created for each of the three topics. Every code created in the transcript was transferred to the master list, whether it occurred once or multiple times. For example, a participant might make three separate comments that

⁵⁰ NVivo software was available through the university and I completed a week-long NVivo 7 training course. Despite this training, Word and Excel were deemed most suitable for working with data according to the process outlined by Auerbach and Silverstein (2003).

were all coded as “networking”. Each of these codes would be included in the master list, with the line number corresponding to the quote in the transcript text.

After each transcript was coded for each experience and the main ideas transferred to a master list of codes, *Repeating Ideas* were identified. Repeating ideas were recurrent comments made by multiple participants across interviews. Repeating ideas were first grouped using the sort function, then code-by-code until all like codes were clustered together. During this process some codes were standardised, such as revising “both parents supportive”, “supportive parents”, and “relied on parents for support” to one repeating idea of “parent support”.

Step 4: Organise repeating ideas into like groups or themes. The first attempt to categorise the data more abstractly occurred in this step. Related repeating ideas were sorted into groups or *Themes*. These themes were given names that summarised their subject matter; names were generally kept between four to five words to be as specific, yet representative, as possible. In the example in Table 4.1, “maximise strengths”, “network”, and “plan ahead” are all ways in which the COAs acted strategically, whereas “embrace challenges”, “learn from mistakes”, and “team-oriented” were leadership skills they demonstrated. Based on Auerbach and Silverstein’s (2003) approach, the number of repeating ideas grouped into each theme was approximately five, though some themes spanned as many as 15 repeating ideas.

Step 5: Organise themes into broader theoretical constructs. The second level of abstraction occurred as similar themes were organised into broader *Theoretical Constructs*. In Table 4.1, both “be strategic” and “leadership skills” were important “leadership qualities” the COAs demonstrated or utilised as strategies, but were qualitatively different from the repeating ideas and themes contained in the theoretical

constructs of “intrinsic motivation” or “support”. Also based on the recommendation of Auerbach and Silverstein, three to five themes were grouped as a theoretical construct (see Table 4.1 for one example). Each topic within each leadership position group thus consisted of five theoretical constructs.

Table. 4.1

An Example: Repeating Ideas, Themes, and Theoretical Constructs

| Repeating ideas | Theme | Theoretical construct |
|---|----------------------|-------------------------|
| 1. Maximise strengths 2. Network 3. Plan ahead | 1. Be strategic | 1. Leadership qualities |
| 1. Embrace challenges 2. Learn from mistakes 3. Team-oriented | 2. Leadership skills | |

Note. This example was taken from the leadership position group of Coaches, under the topic of Strategies.

Step 6: Create a theoretical narrative to tell the participants’ stories in the language of the theoretical constructs. The final step of the data analysis process, as outlined by Auerbach and Silverstein (2003), is to tell the participants’ stories using the language of the theoretical constructs developed from their ideas. The *Theoretical Narrative* serves to reunite, or link, the detail of the repeating ideas with the more abstract theoretical constructs. In doing so, the grounding of the theoretical constructs, based on the data represented by the repeating ideas, is made clear. This step was modified slightly to suit the thesis format. In the following three chapters (findings for coaches, officials, and administrators, respectively), each theoretical construct is introduced sequentially, beginning with a participant quote, then a short theoretical

narrative to summarise the findings, followed by a table of the coding tree structure.

Each chapter concludes with a discussion section, in which the main findings for each group are highlighted and compared with the research literature.

Presentation of the Findings

Detailed findings are presented in the following three chapters. Findings specific to the coaches are presented in Chapter 5, officials in Chapter 6, and administrators in Chapter 7. Within each chapter, findings specific to each experience are presented in separate sections (see Table 4.2). Coding tree structures are included in the appendices (Coaches—Appendices L, M, N; Officials—Appendices O, P, Q; Administrators—Appendix R, S, T).

Table 4.2

Outline for the Presentation of Findings

| Leadership position | Chapter | Experience | | |
|---------------------|---------|------------|-----------|------------|
| | | Pathways | Barriers | Strategies |
| Coaches | 5 | Section 1 | Section 2 | Section 3 |
| Officials | 6 | Section 1 | Section 2 | Section 3 |
| Administrators | 7 | Section 1 | Section 2 | Section 3 |

Chapter 5

Findings and Discussion: Elite-level Coaches

These analyses make clear that few women make careers of their own choosing and few follow a life history based on a well planned model or “dream.” Rather, careers and lives are worked out in the context of expanding and contracting opportunities, and conflicting and converging aspirations and desires.

(Theberge, 1992, p. 11)

* * *

In this chapter, findings from the interviews with elite-level women coaches (n = 13) are reported. The findings are divided into three sections: pathways, barriers, and strategies. Findings related to pathways address how the participants progressed from non-coaches to coaching at the elite level. In the barriers section, those experiences that slowed, disrupted, or redirected their pathways are discussed. Strategies used by participants to avoid or overcome the various barriers are then detailed. The chapter is concluded in a final section, in which findings specific to the coaches are discussed and related to the existing research literature.

In reporting the findings, only the position of the participant (coach) and the particular aspect of her experience (pathway, barriers, strategies) are reported. Results are not reported for individual sports, unless specifically noted, as most experiences were similar across sports, more so than by position or the particular experience in focus. Also, indicating the coach’s sport could make the participant identifiable.

This chapter contains a pathway model and tables of coding tree structures to present the findings. Tables are interspersed with text used to explain how the theoretical constructs, themes, and repeating ideas (Auerbach & Silverstein, 2003) represent the coaches’ career development and associated experiences. Similarities and differences among the coach, official, and administrator groups are addressed in Chapter 8: Discussion. Conclusions and recommendations are the focus of Chapter 9.

Pathways

From the participants' descriptions of their progression from non-coach to elite-level coach, five theoretical constructs emerged. These five theoretical constructs correspond to stages of the developmental pathway. Stage 1 includes relevant experiences from the pre-coaching phase. Stage 2 covers the participants' experiences as first-time (novice) coaches. Stage 3a describes the changes that occurred as the coaches became more strategic about their development (intermediate). Stage 3b addresses the setbacks most of the coaches faced along the way. Stage 4 focuses on the participants' experiences coaching at the elite level (advanced).

As depicted in the model (below), the first theoretical construct was *Stage 1—Pre-coaching Phase*. Themes in this theoretical construct include childhood experiences, competitive athlete, and formal education. Childhood experiences include what sports the coaches participated in and where they were born. Competitive athlete refers to their experiences of being an elite-level athlete, and of retirement. In formal education, tertiary qualifications and any relevant work experiences were described.

The boxes on the left and right indicate the two most common groups of women likely to consider coaching, if a pool of all potential coaches is considered. For all but a couple of the participants interviewed, those who reached the elite-level of coaching began as either retired elite-level athletes (box on left), or as mature-age coaches who are mothers (box on right) who got involved to facilitate their children's participation.

Between Stage 1 and Stage 2 is a box for external encouragement. As each of the 13 participants indicated she did not initially intend to become a coach, this step was vital. For most of the participants, external encouragement came either from someone at

the SSO/NSO (retired elite-level athletes), or from a child or an administrator/coaching coordinator within the club (mature-age/mother-coaches).

A potential coach, with encouragement, progressed to *Stage 2—Getting Involved*. Themes in this second theoretical construct include intention to coach, motivation, and initial experience. Despite a lack of initial intention to coach, once involved, the participants found motivation in the opportunity to give back and their love of the game, and quickly discovered they had a passion for coaching. Initial experience refers to their first coaching season, though among the participants, this took place at a variety of levels. Coaches who had a positive initial experience progressed to coach accreditation. Conversely, those who do not have a positive initial experience, or a positive experience with coach accreditation, are more likely to quit.

Coaches who had a positive overall experience with coach accreditation then progressed to *Stage 3a—Becoming More Strategic*. This theoretical construct includes the themes emerging as a coach, additional coaching experience, additional influences on coaching progression, and the “keys” to establishing oneself as a coach. In this phase participants reported taking on increasingly higher-level teams or athletes. Emerging as a coach included moving from a club team to a representative club, state-level, or national-level team/athlete. It could also indicate an increase in responsibility, such as from assistant to head coach. Additional coaching experience refers to pursuing other forms of coaching, such as coaching in a school setting, presenting at clinics, or coaching a team or athletes of the opposite gender. Additional influences on coaching progression included family circumstances, sources of support, and timing.

The final theme in the third theoretical construct is keys to establishing oneself as a coach (Keys). As with external encouragement, this was a vital step for coaches

who intended to progress to the elite level. By this phase most of the coaches had developed an internal locus of control (I-LOC), reported feeling in command of their pathway, and were intent on reaching the elite level. Coaches also had developed an association with a male champion, that is, someone within the SSO/NSO who was invested in helping the coach to progress to the highest level possible. Most of the participants also had well-established relationships with one or more mentors at this stage, which was generally a more informal connection than with the male champion (mentors were also male or female). Specific to the coaches, at this stage participants indicated they had either achieved fulltime work in their sport, or were balancing working fulltime outside the sport industry to fund their coaching involvement.

As indicated by the fourth theoretical construct, *Stage 3b—Setbacks*, the pathway was not always unfettered or direct. Some participants experienced delays in their progression due to limited or missed opportunities, changes to coach accreditation courses, or having to relocate. Coaches also faced discrimination in the forms of their ability being questioned or discounted, unfair promotion, and sexism. Hurdles faced by the coaches included club politics, conflicts at home or with fulltime work, or with the SSO or NSO.

As indicated in the model, negative experiences or setbacks could lead a coach to quit. In this sense, they would be considered barriers. However, the participants in this study developed strategies to deal with these frustrations before they got to the point of quitting (barriers are discussed in the next section; strategies are discussed in the third section of this chapter). As the model shows, coaches moved back and forth between setbacks and the Keys as they continued to pursue an elite-level position.

The fifth theoretical construct is *Stage 4—Coaching at the Elite Level*. Themes in this phase include elite-level experience and future goals. Elite-level experience refers to the teams and athletes participants coached at the elite level. For most of the coaches interviewed, this included a national professional league, an international competition, or coaching at the Olympics/Paralympics. Given that Australia is a member of the (British) Commonwealth of Nations, coaching a team/athlete at a Commonwealth Games was also included as equivalent to the Olympics/Paralympics.

As all of the participants interviewed indicated their desire to continue to progress as coaches, future goals is the other theme in this final theoretical construct. Future goals mentioned by the participants included coaching at the next level, pursuing a better finish while coaching at the highest level, and completing the final level of coaching accreditation available.

While the participants described a pathway that generally fit the stages described in the model, the speed at which each progressed varied. Some of the participants moved through very quickly, while others took longer at one stage or another. Generally the retired elite-level athletes progressed more rapidly, and they often started at a higher competition level. Also, younger coaches tended to have sport-specific university degrees that predisposed them to advancing more quickly. Mature-age coaches (mothers) progressed at a slower pace for the converse reasons: they tended to start at lower competition levels, and either had an education degree or had not completed a tertiary qualification.

While no model can accurately represent every participant's journey, the following figure indicates the most common pathway. In the model, the five theoretical constructs are indicated by **bold text** in thick boxes. Themes are indicated in *italicised*

text in thin boxes. A “plus” (+) sign indicates the experience needs to be positive for the coach to progress to the next stage. A “negative” (-) sign indicates the direction a negative experience is likely to lead. Double-lined boxes indicate when a coach is likely to quit as a result of a negative experience.

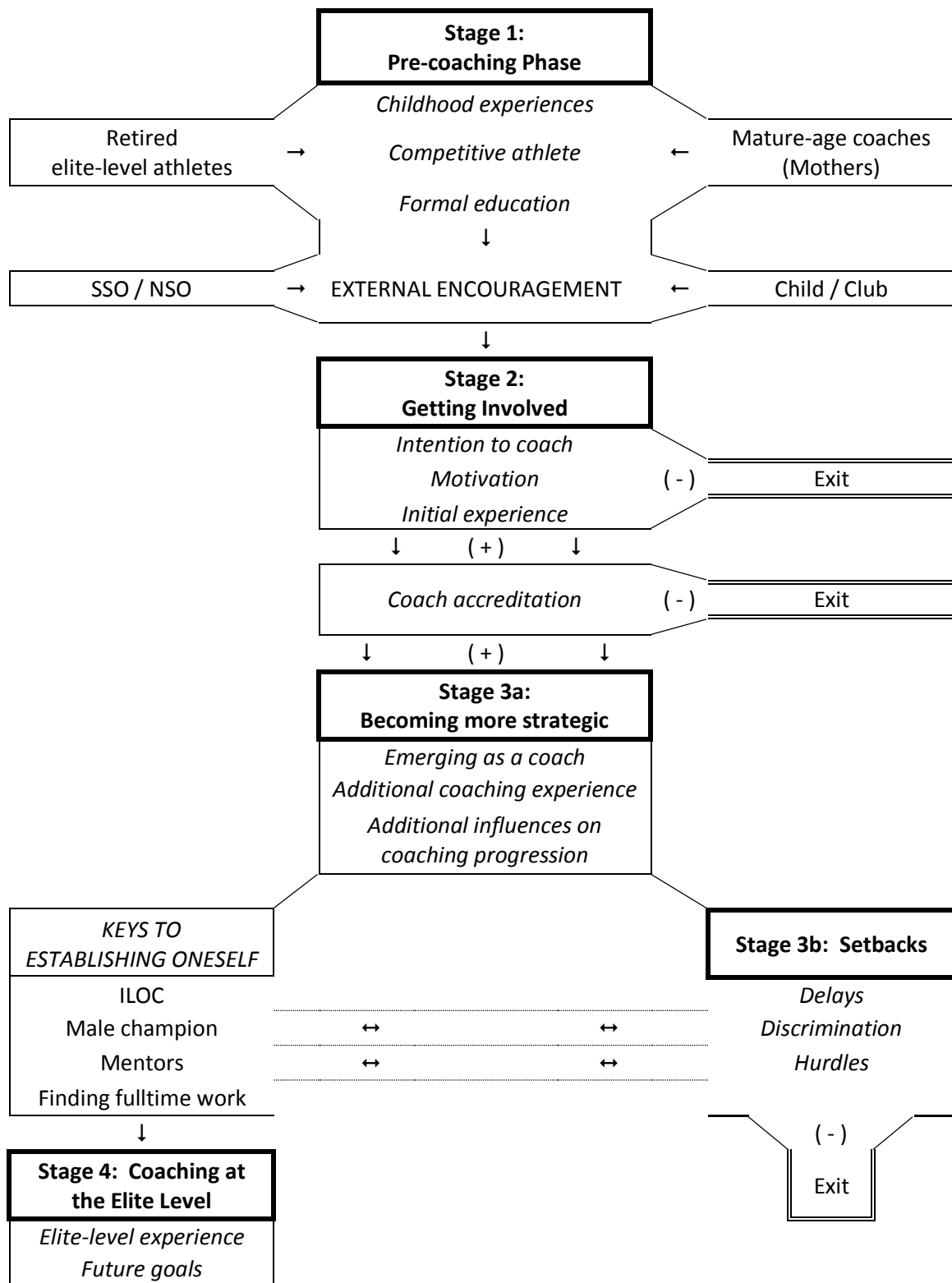


Figure 5.1. Pathway progression model for coaches. (ILOC = Internal Locus of Control)

Having described the model as an integrated pathway, the specific findings for the theoretical constructs are presented below. Each theoretical construct is preceded by an indicative quote (noting the theme and repeating idea in brackets), then is briefly described, and followed by a table of the corresponding themes and repeating ideas. An example quote for each repeating idea is included in the relevant appendix (quotes were selected on the basis that they were representative of the majority of the coaches' experiences and similar to others coded to the same repeating idea). The full coding tree structure for the coaches' pathway is displayed in Appendix L.

Theoretical Construct 1: Stage 1—Pre-coaching Phase

Being a young, sports mad Aussie kid, I played Aussie rules football - I was a classic little tomboy. Aussie Rules football and cricket – basketball was pretty new then. I was forced to play netball because there wasn't basketball for girls in my area. My older brother started playing basketball therefore I wanted to play. Played netball, hated the fact that you had to wear a dress and that it was so restrictive – it was a game for girls, not sport for people, so I didn't last too long in that because it just wasn't the sport for me as a sporty kid. So I started playing basketball and that took over – being a girl, I couldn't pursue Aussie Rules at that stage even though I was the best kid at primary school – I couldn't play on the MCG [Melbourne Cricket Ground] in front of thousands of fans like all the other kids could and the reason why – I was a girl. Then I started to play basketball and that was something that I could play.
[Childhood experiences – Sport activities]

The pre-coaching phase refers to the period of time prior to when the participants formally began to pursue coaching. Within this theoretical construct, three types of experiences had particular importance: childhood sport involvement, experience as a competitive athlete, and some form of tertiary or formal education. These themes represent a variety of experiences common among the participants (see Appendix L-1 for repeating ideas and example quotes).

Table 5.1

Theoretical Construct 1: Coaches' Pathways – Stage 1

| <i>Stage 1: Pre-coaching Phase</i> | | |
|------------------------------------|----------------------------|-------------------------|
| Childhood experiences | Competitive athlete | Formal education |
| "Sporty" kid | Elite level | Degree |
| Sport activities | Early learning | Mature-age student |
| Role models | Retirement | No formal qualification |
| Active but not "sporty" | | Work experience |
| Born overseas | | |

Theoretical Construct 2: Stage 2—Getting Involved

My daughter started to take up soccer...I'd been a goalkeeper for my brother...when she decided she would like to play, they didn't have a goal keeper for their team, so I played in a basic league just to share some time with her. Then my son decided he would also like to play and he was five at the time. I went along to their first training session and...it was a bit of a shemozzle, as they usually are with five-year-old boys. I'm a teacher so management of children is not an issue...so I said to the person who was trying to organise these five-year-olds, "Can I help in any way?" And he said to me, "Would you like the job?" I said, "Well, whilst that wasn't what I was expecting, ah...if that's what you would like me to do, I'm happy to do that."

[Initial experience – Enable children]

As indicated in the pathway model, the participants in this study generally became coaches for one of two reasons. Some were retired elite-level athletes who were encouraged to pursue coaching as a way to stay involved in the sport. Others were mothers with young children who became coaches so their children had an opportunity to participate. Overwhelmingly, none of the participants initially intended to become coaches. Instead, former athletes were often approached by someone from the SSO/NSO (generally the coaching coordinator), or encouraged by former teammates or coaches. Mothers were most often encouraged by club administrators.

In the table below, the four themes included in the getting involved phase are detailed (see also Appendix L-2). The order in which the themes are included corresponds to how the progression unfolded for the coaches. The participants, with no initial intention of elite-level coaching, experienced some sort of external intervention through which they were approached or encouraged. This was followed by their initial experience: assisting as a player-coach (for recently retired athletes) or club coaching (for the mothers). If this initial experience was positive, participants then began the formal coach accreditation process through the governing SSO/NSO.

Table 5.2

Theoretical Construct 2: Stage 2—Getting Involved

| <i>Stage 2: Getting Involved</i> | | | |
|---|------------------------------|--|---|
| Intention to coach | Motivation | Initial experience | Coach accreditation |
| No intention initially Pathway not intentional | Give back Love Passion | Player-coach Retired elite-level athlete Encouraged - former coach Disappointment Enable children Partner also involved Few other females Short apprentice time Work experience Positive experience | Progressed through courses Own volition Encouraged by SSO / NSO Completed courses Enjoyed courses Few other females Sexist instructors Course instructor |

Theoretical Construct 3: Stage 3a—Becoming More Strategic

I was asked by the head coach of Australia, would I go on a trip to New Zealand with a group of world juniors, with a possibility of being in the world junior team in Sydney, which was in 1996. So in January of '96 I went to New Zealand with this team.

[Emerging as a coach – National rep team]

I also promoted the fact that I wanted to do it – set a goal and went about trying to achieve it rather than waiting, or looking for jobs to be advertised – I just went straight to the top and said “If something comes up, I’m the person for you”.

[Keys to establishing oneself – Internal locus of control]

The third theoretical construct, becoming more strategic, covers the period of transition from the participants' initial coaching attempts as they gained experience. Themes in this theoretical construct include emerging as a coach, additional coaching experience, additional influences on their coaching progression, and the keys to establishing oneself as a coach (Keys). In this stage the experiences of both the retired athlete and mother-coaches became more similar. Coaches were more independent, took on more responsibility, expanded the type of coaching roles they agreed to, and established regular contact with the sport's SSO/NSO (see also Appendix L-3a).

As described in the model, the fourth theme in this theoretical construct is particularly important. Participants' success in obtaining elite-level positions appeared to be proportional to their degree of success implementing the Keys. The coaches who developed most quickly, and who were at the most elite level, were most likely to demonstrate an internal locus of control (I-LOC). This I-LOC was evident in comments they made and their willingness to pursue or create opportunities, rather than waiting for an opportunity, such as being asked to coach a team⁵¹. Also, as a continuum, coaches' LOC became more internal as they gained experience and confidence.

Most of the participants described working with a male champion, or someone who assisted their development through encouragement, networking, and pointing out opportunities. This person was more than a mentor; he was actively and intentionally involved in the coach's development. This involvement was not because it benefitted him, but more so because it benefitted the sport. Most of the male champions were former coaches or coaching coordinators within the SSOs/NSOs.

⁵¹ Coaches were not given any psychometric measures to determine their degree of internal locus of control. Rather, this theme emerged from the data during analysis of participants' interview comments.

Participants also described working with several informal mentors. This person was most often a male, though female mentors became more common as there were more female coaches in general. The mentor was frequently a former coach or a head coach known to the participant. Several participants noted that mentoring relationships became more egalitarian as they grew in confidence and experience as coaches.

Finding fulltime work was another necessary development during this stage. Nearly all of the coaches were employed fulltime, half of them as fulltime coaches. However, because there are so few fulltime coaching positions in Australia, at any level, these “fulltime” positions were often a creative conglomeration of elite-level coaching, administrative work, and a variety of other responsibilities. Despite some of the participants coaching at the most elite level, none were employed in year-round, fulltime positions specifically as coaches. This important finding will be further addressed in the discussion chapter.

Table 5.3

Theoretical Construct Three: Stage 3a—Becoming More Strategic

| <i>Stage 3a: Becoming More Strategic</i> | | | |
|--|---------------------------------------|--|--|
| Emerging as a coach | Additional coaching experience | Additional influences on coaching progression | Keys to establishing oneself as a coach |
| Built up squad | Coaching in schools | Family circumstances | Internal locus of control |
| Club rep team | Other teams and leagues | Support | Male champion |
| State rep team | Coach mentor | Timing | Mentors |
| National rep team | Coach instructor | | Finding fulltime work |
| Coaching boys | Years of service | | |
| Other teams/leagues | Other | | |
| Coaching scholarship | | | |
| Developed over time | | | |
| Learn about self | | | |
| Pushed by athletes | | | |
| SSO encouragement | | | |
| More strategic | | | |
| Visible | | | |
| Other | | | |

Theoretical Construct 4: Stage 3b—Setbacks

I got accepted [to an elite coaching course] about four years ago...but I didn't have confidence in myself...then. Now that I've got plenty of confidence, it's really hard to find the time. Really hard.

[Delays – Missed opportunities]

I took a step back from [coaching] reserves, 'cause it's male-dominated coaching and if I was to ever get a position where I was, I would never have gotten it because, one, they were never leaving and two, I have breasts. I'm fully aware that I have breasts, so they won't let you have it.

[Discrimination – Sexism]

Negative experiences that affected participant pathways are the focus of the fourth theoretical construct (see also Appendix L-3b). These included delays, discrimination, and hurdles. Experiences grouped here are only a very superficial collection of setback-inducing frustrations, as an extensive analysis of the “barriers” the participants reported is the focus of the next section. Rather, these experiences are included to show how they counter-weighted the positive experiences that drove a coach’s development. Those participants, who reported facing the most hindrances or a few particularly obstinate frustrations, were slowed in their progression and thus were more likely to be at the sub-elite end of coaching.

Table 5.4

Theoretical Construct 4: Stage 3b—Setbacks

| <i>Stage 3b: Setbacks</i> | | |
|------------------------------|-----------------------|-----------------------|
| Delays | Discrimination | Hurdles |
| Missed opportunities | Ability questioned | Club politics |
| Limited opportunities | Promotion | SSO / NSO |
| Long-term commitment | Sexism | Coach-coach conflicts |
| Travel / Re-location | | Fulltime work |
| Start-stuck-stop progression | | Family conflicts |
| Other | | Other |

Theoretical Construct 5: Stage 4—Coaching at the Elite Level

I'd like to see one of my kids get on an Olympic team – that's probably my next one...I had a boy who just missed out this time so he was very close. I've got a really good group of young boys coming through so probably for me it's to see their future through...

[Future goals – Coach national team at Olympics]

My intention over time? My kids are getting older. I'll be more established in this new [non-sport] career and I'll be able to do more coaching. So I expect the balance is going to shift again.

[Future goals – Other]

The final theoretical construct in the pathways section includes participants' experiences of coaching at the elite level (Stage 4). Two themes are included here: elite-level experience, and future goals (see also Appendix L-4). Elite-level experience includes the variety of positions coaches held at the elite level, such as coaching in national professional leagues, internationally, or at the Olympics/Paralympics. Future goals are the goals, aspirations, and “next steps” coaches described for their continuing professional development. Each of the 13 coaches indicated her desire was to continue coaching as long as she was able. As such, each intended to pursue higher-level positions, and complete the final level of coach accreditation.

Table 5.5

Theoretical Construct 5: Stage 4—Coaching at the Elite Level

| <i>Stage 4: Coaching at the Elite Level</i> | |
|---|--------------------------------------|
| Elite-level coach experience | Future goals |
| Elite junior development program | Coach internationally |
| Australian pro league | Coach athlete at Olympics |
| US pro league | Coach national team |
| International | Coach national team at Olympics |
| Olympics / Paralympics | Further education |
| Other | Highest level coaching accreditation |
| | Other |

Barriers

In this section, the experiences identified by the participants as negatively influencing their progression are detailed. Four theoretical constructs emerged, corresponding to the four categories of barriers outlined in the literature review in Chapter 2. These are societal barriers, organisational barriers, familial barriers, and personal barriers. These groupings suggest where the ideology behind a particular barrier originates, and where attempts to address it should be directed.

The concept of “barriers” was as contentious in discussions with participants as it has been in the research literature. Some participants were adamant that nothing had been a barrier, while others were equally insistent that everything had been a barrier. Each participant had her own way of relating to her experiences of barriers. These ranged from feeling “lucky” to have avoided any major barriers, to viewing oneself as a “trailblazer” or an “agent for change” in battling against them.

Participants approached the idea of barriers in different ways, and each defined the concept in her own words, using terms such as challenge, difficulty, hurdle, or setback. As the interviewer, I encouraged them to use whatever word they felt best described their experiences. Most participants seemed much more comfortable using the term “challenges” instead of “barriers”. This suggests that conceptually, by using a term with a less-definite connotation, the coaches were able to view the “challenge” as something to overcome, rather than as impassable. Throughout the remainder of the thesis, therefore, the word “challenges” will be used instead of barriers to describe the participants’ perceptions about their negative experiences.

Theoretical constructs in this section are presented in a general-to-specific order. Societal challenges, being the broadest and most general, are presented first;

organisational challenges follow, then familial, and finally personal challenges. As in the pathways section, each section begins with a representative quote, followed by a textual explanation, and then a table of the coding tree structure for the construct (the full coding tree structure for coaches' challenges is included in Appendix M). Themes and repeating ideas within each theoretical construct are presented in alphabetical order to not prejudice the importance of any one particular challenge over another. In some instances, experiences or situations reported in previous literature as "barriers" were reported as favourable conditions by the participants in this study. In these instances, these findings are presented at the end of theme to which they correspond.

Theoretical Construct 1: Societal Challenges

One of the barriers is society and I think that's very true. Women – it's a real male-orientated sport so unless you're tough enough to handle it, you can get very put off and walk away and not do it. I remember going to [competitions] and I wouldn't be spoken to at all, I'd just be looked down at. So if you can't handle that you wouldn't stay.

[Male sport culture – Discrimination / Marginalisation]

As defined in Chapter 2, societal norms are those that are engrained in cultural, ethnic, and religious traditions. These norms define acceptable roles and behaviours for females and males, and individuals who act outside these boundaries generally experience backlash or censure of some sort. In sport, societal norms include what sports females may participate in and what leadership roles they may fill; when they pursue roles not traditionally open to them, they face a number of challenges.

Within the theoretical construct of societal challenges, three themes emerged. These include male sport culture, minimal control, and minority experience. Challenges within male sport culture include discrimination, marginalisation, and sexism, which females experience when they attempt to enter what is traditionally a male domain.

Minimal control refers to experiences or forces the coach has relatively little control over, being beyond her immediate sphere of influence. Minority experience incorporates those challenges women coaches face due to their small group size, and thus, relative powerlessness (see Appendix M-1 for quotes corresponding to each repeating idea).

Table 5.6

Theoretical Construct 1: Societal Challenges

| <i>Societal</i> | | |
|--|------------------------------------|---|
| Male sport culture | Minimal control | Minority experience |
| Discrimination / Marginalisation | Coaching is a fickle profession | Few females available: Coaches, role models, mentors |
| Limited experience working with males | Change is slow | Fishbowl |
| Male sport culture | Copping flack | Gendered societal expectations |
| Sexism | Ethical implications | Gendered sport opportunities |
| | | Have to prove self |
| | | Isolation |

Theoretical Construct 2: Organisational Challenges

As the club hierarchy changed, there was one particular coach in the same age group who didn't want his son to play with a woman coach. Other parents said, 'We don't want our sons playing with him. We're happy that they've got you.' That probably went on for about three years. He was public, it was deliberate, it was sexist, and he was also quite racist in his comments about different families and kids. The club knew that but was so desperate for coaches that they allowed him to continue to coach.

[Club-level frustrations – Discrimination / Marginalisation]

Organisational refers to challenges involving the participant's club, the SSO/NSO, colleagues and co-workers, and part- or fulltime work. Seven themes emerged within this theoretical construct. These include club-level frustrations, coaches not working together, demanding work conditions, frustrations with SSO/NSO, lack of funding, minimal control, and minority experience (see also Appendix M-2).

Club-level frustrations include those relative to the club with which the participant was affiliated. Coaches not working together covers women coaches not supporting each other and athlete poaching. Demanding work conditions refers to the extensive hours coaches worked, in addition to the non-coaching duties for which they were also responsible. Frustrations with SSO/NSO include a variety of challenges such as poor communication, confusion surrounding team appointments, and issues that arose from coach licenses and accreditation. Lack of funding refers to challenges such as the low pay coaches receive, in addition to limited opportunities. Minimal control and minority experience include challenges similar to those in the previous section, but specifically within organisations, rather than society. As mentioned in the introduction, this theoretical construct contains two “positives”: part-time work good for mums under the theme lack of funding, and lucky, included in the theme minority experience.

Athlete poaching warrants further explanation. Particularly in the sports of athletics and swimming, inexperienced coaches often had to establish their own squads by recruiting junior athletes and developing them over a period of six to ten years. Poaching occurred when an athlete showing promise was recruited and convinced to switch to a different coach, meaning any success the athlete achieved was attributed to the current coach, rather than the developmental coach. Talented athletes were also lost to scholarships offered by the US college/university sport system. Losing an athlete to poaching was generally a career set-back for the participants who had to then “start over” by finding and cultivating another athlete with elite-level potential.

The intense time commitment required of coaches has often been mentioned in the research literature. Particularly significant for this study’s participants, under the theme demanding work conditions, were non-coaching duties and physicality. Non-

coaching duties referred to time spent on activities such as fundraising and marketing, which were essential yet not specific to working with athletes. Physicality, the ability to demonstrate skills or spar with athletes, was particularly salient in sports where coaches must perform these functions. Physicality has implications for women coaches, in that those who are pregnant would be unable to meet this requirement.

Table 5.7

Theoretical Construct 2: Organisational Challenges

| <i>Organisational</i> | | |
|--|---|---|
| Club-level frustrations | Coaches not working together | Demanding work conditions |
| Discrimination / Marginalisation Personality clashes Poor leadership (club) | Animosity among fellow coaches Poaching | Intense time commitment Non-coaching duties Physicality required of coach to demonstrate Time management |
| Frustrations with SSO / NSO | Lack of funding | Minimal control |
| Bad experience Currency of competitive elite level experience Discrimination / Marginalisation Head coach appointment process Lack of mentors / mentoring programs Licenses and coach accreditation Need to promote and encourage women coaches No clear pathway No jobs after scholarship Poor communication (SSO / NSO) Poor facilities Poor leadership (SSO / NSO) Poor support (SSO / NSO) Team assignments Other | Financial challenges Limited opportunities Part-time work good for mums | Conflicts with fulltime work Long-term commitment to develop athlete Re-location / Re-establishment Minority experience Gendered sport opportunities Have to prove self Marginalisation Set up to fail Token woman Lucky |

Theoretical Construct 3: Familial Challenges

I started going to coaching courses at the time of my separation and divorce. My [former] husband, who is also a competitive sportsman, would not have supported me and the time it took away from the family to pursue that. And I know I'm not alone in that – I hear that a lot.

[Lack of support – Coach's partner]

I was actually spending money on the sport by paying childcare. I worked out that I spent \$48,000 dollars on childcare alone before I got a [coaching] job. That's because I'm passionate about my sport and I had a husband who supported me. I worked fulltime and coached. And then I had children and worked part-time and still coached.

[Raising children – Childcare]

Familial challenges are those specific to the participant's immediate family members: her parents, partner, and children. Two themes emerged within this theoretical construct: lack of support and raising children (see also Appendix M-3). Challenges relative to family members included lack of support, or, for the coaches who came to Australia as independent adults from overseas, not having immediate family members available to assist with childcare. Although some of the coaches described a lack of support from their parents or partner, others were well aware they were fortunate to have support. Challenges with raising children were generally those of coordinating childcare. Each of the four coaches who did not have children recognised the "freedom" this gave them in their scheduling and time commitments. Likewise, of these four participants, three were not currently in a relationship with a significant other and they acknowledged the difference this made in their availability to coach.

Table 5.8

Theoretical Construct 3: Familial Challenges

| <i>Familial</i> | |
|------------------------|-------------------------|
| Lack of support | Raising children |
| Coach's parents | Childcare |
| Coach's partner | Guilt |
| Lucky to have support | No children or partner |
| | Single mum |

Theoretical Construct 4: Personal Challenges

As a younger coach...on game day I'd spend the whole day thinking about the game...I've learnt through burn out that there's not longevity if you do it that way. That's a critical thing to learn quickly, that "more, more, more, more" just burns you out. It's critical to find that balance – and some people their balance is 75/25 – it doesn't have to be 50/50. You have to find the right fit for you but you're a better coach if you're normal, if you're not just a [sport] junkie. The term junkie says it all – if you're a junkie in anything, it's not good. It's about balance and finding a middle ground.

[Hurting one's own chances – Burnout]

The final theoretical construct, personal challenges, is a delicate subject. The challenges included here are those that the coach had to address on a personal level, but should not be seen as "her own fault". This is particularly true with the first theme of hurting one's own chances. As the quotes demonstrate (see Appendix M-4), participants were not necessarily consciously aware of these self-limiting thoughts or behaviours except through hindsight. Rather, this awareness came with maturing as a coach.

The second theme, minority experience, covers challenges the coaches faced as a result of being females. The argument could be made that male coaches might experience challenges as a result of not having a tertiary qualification, not initially intending to coach, or not having participated in sport as a child. These challenges are

compounded for females, however, who are already at a disadvantage solely because of their gender. Likewise, imagining barriers, or constantly questioning whether a challenge is gender-based or due to another factor, is also particularly relevant for females. Yet, as suggested previously, most of these elite-level coaches were able to gain a measure of perspective about barriers and challenges. Acquiring this objectivity enabled them to more accurately determine which challenges were gender-specific from those coaches of either gender would likely have to address.

Also at the personal level, under the theoretical construct minority experience, participants described a number of challenges that stemmed from their not initially intending to pursue coaching as a career. Male coaches without prior sport experience might also experience these related challenges, but again, it is much more likely that men would have prior sport experience on which to draw. Challenges resulting from a lack of prior experience included no intention to coach, no formal qualification, and no sport experience as a child. Participants without prior sport experience to draw on effectively started further back in developing their coaching knowledge and expertise. Those who were also without a formal qualification (university degree) had to find other ways to demonstrate their competence.

Table 5.9

Theoretical Construct 4: Personal Challenges

| <i>Personal</i> | |
|-----------------------------------|-------------------------------|
| Hurting one's own chances | Minority experience |
| Attitude | No tertiary qualification |
| Burn-out | No intention to coach |
| Low self confidence | No childhood sport experience |
| Being female not always a barrier | Imagine barriers |
| | No barriers |

Strategies

In this final section of findings for coaches, the strategies reported by the participants to either avoid or overcome the challenges they faced are reported. Five theoretical constructs emerged from these findings: internal locus of control, comfortable in male sport culture, intrinsic motivation, leadership qualities, and support. As noted previously, participants were not given psychometric tests to measure their locus of control, intrinsic motivation, or leadership abilities. Rather, these theoretical constructs represent comments made by the participants in which a predisposition to think and act, in ways consistent with those ideas or concepts, were demonstrated.

Consistent with the previous two sections, the findings are presented through a representative quote, a textual explanation, and a table of the coding tree structure for the theoretical construct. A coaches-specific discussion follows, with a general discussion in Chapter 8 (see Appendix N for the full coding tree structure). Theoretical constructs are presented in order of dominant themes, with the first theoretical construct considered to be the most important. As with the previous barriers/challenges section, themes and repeating ideas are presented in alphabetical order to suggest they be weighted equally.

Theoretical Construct 1: Internal Locus of Control

[Two clubs merged and her head coach position was not renewed]: It's one of those decisions that is...made for you and then it's your decision how you go from there.

[Mindset – Focus on what you can control]

I seek out for myself other experiences whether it's – I ring up a hockey coach and see if I can go and watch their practise. I'll go and watch rugby union, spend a week watching them and chatting to the coaches. I actively seek out those things.

[Proactive – Seek out opportunities]

Internal locus of control (I-LOC) refers to the degree to which participants felt they were in control of their own development. An important finding was that one's perception of locus of control changed over time, that is, as coaches matured, took on more responsibility, and coached at higher levels, their locus of control became more internal. Along with this shift, they were able to be more selective in which coaching and professional development opportunities they pursued (see also Appendix N-1).

Table 5.10

Theoretical Construct 1: Internal Locus of Control

| Internal Locus of Control | | |
|-----------------------------------|-----------------------------|----------------------|
| Continual self-improvement | Diversify skill base | Find a mentor |
| Advance through licenses | Variety of options | Female mentor |
| Continue to improve | Variety of roles | Informal mentor |
| Develop over time | Variety of skills | Mentor (Head Coach) |
| Invest in self | | |
| Learn from those around you | | |
| Life-long learning | | |
| University degree | | |
| Watch and learn as athlete | | |
| Well-rounded coach | | |
| Mindset | Proactive | |
| Adversity / Challenge / Hurdle | Capitalise on opportunities | |
| Cut losses / Move on | Create opportunities | |
| Focus on what you can control | Make your intentions known | |
| Look for solutions – not barriers | Seek out opportunities | |
| Make it happen | Self-employed | |
| Persistent | | |

Theoretical Construct 2: Comfortable in Male Sport Culture

Even though it is a very male-dominated sport, I've never had an issue with that. I think that's having been an athlete. The majority of the guys – I always trained with guys – quite often I trained with boys. I did girl [sports] as well, but [I'm] used to being around them and how they are...if they can be rude or whatever...has never bothered me. I've never felt "it's them and us".

[Integration – Walk in both worlds]

That's maybe why females do succeed at the top-end, having those male role models. A little bit is that you model that confident, assertive behaviour. That's part of, not the challenge, but for women to [realise] that's not a male thing, that's actually just the trait [required] – just rock in there and be confident and assertive. That's not a masculine thing – that's just a thing.

[Working with males – Male mentor]

The second theoretical construct, comfortable in male sport culture, addresses the ease with which participants were able to interact with their male peers. This theoretical construct includes two themes: integration and working with males (see also Appendix N-2). Most of the participants indicated they were used to a male majority, and made a conscious effort to be “gender blind”. This enabled them to integrate into male sport culture relatively seamlessly. Some, however, were less comfortable when they first began coaching but became more so as they progressed.

Likewise, most of the women felt comfortable working with males. For some of the coaches this included coaching teams with male athletes; this ease was often a result of training or competing with males when they were athletes themselves. As reported in the pathways section, nearly all of the participants noted a male champion who actively encouraged their progression and development; several of the participants also had male partners who were champions for them. In addition, many of the participants reported also working with a male mentor.

Table 5.11

Theoretical Construct 2: Comfortable in Male Sport Culture

| Comfortable in Male Sport Culture | |
|-----------------------------------|----------------------------|
| Integration | Working with males |
| Not intimidated by men | Comfortable coaching males |
| Take of gender lens | Male champion |
| Walk in both worlds | Male champion (husband) |
| | Male mentor |
| | Trained with males |

Theoretical Construct 3: Intrinsic Motivation

My job is more than just being a coach. You get being a mother, a friend, an advisor. I've got one boy that's left school for two years, hasn't got a job, and I'm trying to get him into some sort of training, so he's got a future. I've got another young girl who's had a lot of family problems so I drive her around and try and get her on the straight and narrow. I try to model to those kids...the right way to eat...good morals that you should have in your life...that sort of thing.

[Make an investment – Be a role model or mentor]

I had a desire and passion and set as a goal, as soon as I head coached in the [national] league, I said I want to head coach the Australian team at the Olympics.

[Personality – Goal / Achievement orientation]

Intrinsic motivation refers to what drove the participants to continue to pursue coaching at the elite level. Themes include know yourself, make an investment, and personality (see also Appendix N-3). To know yourself was to understand the intense “love of the game” and passion for coaching that fuelled the participants’ desire to continue to stay involved and to progress. Knowing themselves well also enabled them to stand up for their beliefs when they were challenged. By knowing themselves, they were able to evaluate their skills and abilities and pursue the opportunities to which they were best suited.

The theme make an investment was relevant to more experienced coaches, who were now “giving back” by becoming role models and mentors to newer coaches. They also better understood the time commitment involved, and were more adept at balancing commitments with time away from the sport for rejuvenation. The theme personality includes those traits the participants felt were necessary to address the challenges they faced as they progressed.

Table 5.12

Theoretical Construct 3: Intrinsic Motivation

| Intrinsic Motivation | | |
|---------------------------------------|------------------------------|--------------------------------|
| Know yourself | Make an investment | Personality |
| Love the sport – Passion for coaching | Be a role model or mentor | Competitive / Driven |
| Stand up for what believe in | Time commitment / Work ethic | Goal / Achievement orientation |
| True to self | | Optimistic |
| | | Patient |
| | | Thick-skinned / Resilient |

Theoretical Construct 4: Leadership Qualities

Some young female coaches think “Maybe I’m not ready, I need more experience” I’m like, “You’re out of your mind – of course you’re ready – you’ve done this and this and this...” You’re never really ready. You’ve got to do it to get ready.

[Be strategic – Take calculated risks]

It’s not about me; it’s about the athletes. I have not had a problem and that’s been my total motivation. It’s my plan to get the best out of them through keeping their life on the rails, to help their performance, and to keep their mind on track. The other things are just annoying things.

[Be strategic – Vision / Big picture]

Leadership qualities included four themes: be strategic, character, leadership skills, and moving between roles (see also Appendix N-4). As with internal locus of control and comfortable in male sport culture, coaches developed many of these

qualities as they progressed. In particular, coaches became more strategic as they became more intentional about coaching at the elite level. Given that none of the coaches initially intended to coach at all, let alone at the elite level, this finding seems logical: as they became more intentional, they also became more strategic.

The themes of character and leadership skills are not specific to women *per se*, but include areas that women in general, and women coaches in particular, are sometimes assumed to struggle with, such as confidence, communication skills, or objectivity. Thus, their inclusion here discounts some previous findings. Other traits, including humility, organisational skills, and a team orientation are qualities women leaders are often praised for. Identifying these traits among the participants suggests that while they were able to be comfortable in male sport culture, they did so without “sacrificing” the contributions for which women leaders are traditionally commended.

The final theme, moving between roles, addresses the transition women coaches make in moving between work life and family life. This is particularly relevant for women coaches who have children. Moving between roles requires flexibility and adaptability, as well as balance and time management.

Table 5.13

Theoretical Construct 4: Leadership Qualities

| Leadership Qualities | | | |
|-----------------------|-----------------------|-----------------------------|----------------------------|
| Be strategic | Character | Leadership skills | Moving between roles |
| Maximise strengths | Confidence | Communication skills | Adaptability / Flexibility |
| Network | Reflection / Humility | Determined | Balance / Time management |
| Plan ahead | | Embrace challenges | |
| Take calculated risks | | Learn from mistakes | |
| Vision / Big picture | | Objectivity | |
| Watch for negatives | | Organised | |
| | | Understand politics / Savvy | |
| | | Team-oriented | |

Theoretical Construct 5: Support

I've got an amazing husband who is very capable and didn't think twice, when I had to go on the road for three or four days, he would just take over and that's really important. I couldn't have done that so easily without that sort of – and we always looked at it as a real positive within our family. Whatever team I've been involved with, they all get really involved with, too. My husband's in sport marketing and sponsorship [so] he became involved in trying to help the club in that aspect. The kids became involved, they'd come to all the games, so it was a family thing. That's worked really well for us.

[Family – Involvement]

In the final theoretical construct, support, the different sources of support the women coaches accessed are described. These include family, financial, external, self, and work (see also Appendix N-5). Family support primarily includes help with childcare, involvement of family members, and encouragement. Financial support includes the ways the participants were able to compensate for the minimal pay they receive. External support refers to support outside the family unit, such as from athletes' parents, among friends, and in the community. Self-support was particularly important for women coaches whose families were overseas, or for single mothers. Finally, work addresses the types of support needed from colleagues, co-workers, bosses, and the workplace in general, including family-friendly policies and ensuring the organisation was supportive before taking on a coaching role.

For the coaches, the athletes' parents provided an important source of external support. Family support was critical regarding relocation and travel; of the three coaches who had relocated specifically to pursue coaching opportunities, two were single and the third did not have children. For the mother-coaches, family support was necessary to provide childcare and logistical support in relation to travel. Financial support was necessary to cover childcare, when family or friends were not available.

Financial support was also needed in terms of balancing the household budget, as many of the coaches commented that even for paid roles, remuneration is minimal. Self-support included the repeating idea of “personal indulgence”, or conceptualising the individual’s coaching involvement as akin to a hobby. The repeating idea fulltime or part-time work referred to the coaches who pieced together a fulltime coaching role by combining elite-level coaching in-season with other coaching-related roles during the off season. For the participants who were employed in fulltime, non-sport work, support from the boss or supervisor was essential, in order to take leave for extended travel. Most of the coaches in the position of balancing fulltime work with coaching were employed as teachers or within SSOs, NSOs, or sport institutes.

Table 5.14

Theoretical Construct 5: Support

| Support | | |
|------------------------|-------------------------------|---------------------|
| Family | Financial | External |
| Childcare | Partner | Friends / Community |
| Encouragement | Childcare | |
| Involvement | Make ends meet | |
| No children or partner | | |
| Partner | | |
| Relocation / Travel | | |
| Self | Work | |
| Seek out own support | Colleagues | |
| Personal indulgence | Co-workers | |
| | Fulltime / Part-time position | |
| | Fulltime work / Boss | |
| | Location | |
| | Workplace | |

Discussion

Interviews were conducted with elite-level coaches in order to map their career pathways, and to illuminate the challenges experienced and strategies utilised throughout their development. Within each of the three types of experience (pathways, challenges, strategies) the same theoretical constructs emerged for each group of participants (coaches, officials, administrators). Variations in themes and repeating ideas, however, emerged for each group. Differences are discussed and situated within the current research literature in the specific group's respective chapter (coaches, below; Chapter 6 – officials; Chapter 7 – administrators), whereas commonalities are detailed in Chapter 8.

Pathways

In mapping the coaches' career progression, each stage or phase identified corresponds to a theoretical construct, as outlined in the first part of this chapter. As described in Chapter 2, current research on pathway development, primarily from Canada, was only available for the coaches. It should also be noted that although the pathway model is presented as linear stages, back and forth movement between the stages was observed, particularly between Stages 3a and 3b

Similar themes (childhood experiences, competitive athletes, post-secondary education) were used to organise the experiences of the COAs in Stage 1: Pre-coaching phase. Specific to the coaches, under the theme childhood experiences, were the repeating ideas role models, active but not “sporty”, and born overseas. Participants described having male athletes as childhood role models because there were so few well-known female athletes at the time. Several women also described being active but not sporty in that as children, they participated in recreational or informal activities but

did not necessarily compete in sport. Four of the 13 coaches were born overseas but none were imported as coaches (one had been imported as an athlete). All COAs had similar experiences with post-secondary education.

Of particular interest is the finding that not all of the coaches had competed as elite-level athletes. Six of the 13 participants were retired elite-level coaches, or just under 50%. Two studies were presented in the literature review (Chapter 2) in which participants were former elite-level athletes (Schinke et al., 1995; Salmela et al., 1994). Two other studies were discussed in which the authors reported elite-level experience as an athlete was not a prerequisite for elite-level coaching (Erickson et al., 2007; Salmela, 1995). The difference is likely the result of changes to the preparation of coaches in the previous 10 to 15 years. As coaching has become more professionalised, resources to train and support coaches in their development have become formalised and more widely available. Also likely is that organisational attitudes and expectations have become more inclusive, resulting in a broader definition of essential coach attributes.

A second significant finding was that none of the participants intended at first to become coaches, and certainly did not have aspirations to reach the elite level when they began. Rather, some form of external encouragement was required to initiate their involvement. Regardless of the source, the impetus for each participant to move from the pre-coaching phase to the getting involved phase was external; this was also true for the officials and administrators. This finding may provide some explanation for the differences between females and males in self-efficacy to accept a head coaching position reported by Cunningham et al. (2007). That is, perhaps external encouragement boosts a female assistant coaches' self-efficacy toward a head coach position. The external encouragement finding, then, has implications for the recruitment and selection

of COAs, as inexperienced women are unlikely to approach a club or SSO on their own. Instead, these organisations should be proactive in identifying talented women coaches and encouraging their involvement. Clubs, SSOs, and NSOs can also increase the visibility of successful women coaches, and facilitate the development of female champions and mentors.

Stage 2 corresponds to the coaches' experiences of getting involved. Themes within this theoretical construct were intention to coach, motivation, initial experience, and coach accreditation, all of which were mostly similar across the COA groups. Specific to the coaches were the repeating ideas of give back, love, and passion, under the theme motivation; and serving as a player-coach, a short apprentice time, and some form of work experience under initial experiences. Having a positive initial experience was imperative if the coach was progress to next stage. This finding may seem obvious, but is important not to underestimate. A positive initial experience was not evaluated in terms of winning or athlete ability (i.e., external reward), but was influenced by interactions with other COAs, both female and male, and parents (i.e., internal enjoyment). This is a second area clubs and SSOs can take more responsibility in, to ensure one bad experience does not prematurely end or warp a talented coach's career.

Stages 3a and 3b were shown in the pathway model as experienced simultaneously. Coaches negotiated setbacks and developed strategies in what may best be described as a "whirlpool effect". As challenges arose, solutions were found to address them, but these solutions could lead to new challenges, or different struggles could appear. Thus, there was constant interplay between navigating hurdles and developing the "keys to establishing oneself" (Keys). Previous pathway models (Erickson et al., 2007; Schinke et al., 1995; Salmela, 1995; Salmela et al., 1994) have

not captured both the intrusion of challenges or negative experiences, back and forth movement, or the complexity of balancing non-sport factors such as family and fulltime work responsibilities.

Specifically within Stage 3a, four Keys emerged that appeared to be crucial prerequisites for a coach to progress to the fourth stage. The Keys were essentially the “scaffolding” upon which a career in elite-level coaching was built or established. Three of these Keys were also prerequisites for the officials and administrators (internal locus of control, male champion, mentors; discussed in Chapter 8), whereas the fourth, finding fulltime work, was unique to the coaches. Of the women interviewed, all but three were full-time coaches, at least during the in-season period. Coaching duties, however, were often combined with administrative roles at the SSO/NSO, or with a personal, sport-related small business run by the coach. The three who were not fulltime were elite junior development coaches and were employed in positions external to sport (two as teachers). Attempting to combine non-sport work with coaching generally resulted in limited or constrained availability and missed opportunities. Therefore, finding a fulltime, paid position as a coach was essential because it guaranteed the coach’s availability for irregular, though constant, training and travel schedules. A consideration of part-time and fulltime coaching roles, in regards to the phase of a coaches’ development, has not previously appeared in the research literature.

Noted previously was that coaches, as well as officials and administrators, also negotiated a number of setbacks during the third stage. Themes included delays, discrimination, and hurdles. Numerous delays could temper the coach’s progression, including missed or limited opportunities, long-term commitment, travel and relocation, and the stop-start nature of their progression. Gendered discrimination was experienced

as coaches' abilities were questioned, and through unfair promotion practices. Hurdles included conflict between coaches or arose from fulltime work. Although the participants in this study eventually progressed to the elite level, many capable coaches may get stuck or withdraw at this stage. Having come this far, this represents a grave waste of talent and resources for clubs, SSOs, and NSOs; perhaps women coaches who are offered targeted support to develop the Keys would be less likely to quit. The factors that contributed to these women "dropping out" are an important area for future research. Pfister and Radtke (2006, 2009) have researched board members who dropped out prematurely, but such research on coaches' experiences appears minimal, particularly in the Australian context.

Once the Keys had been established and recurring setbacks sufficiently managed, coaches then progressed to Stage 4: Elite level. Progression was marked by securing an elite-level coaching position at the state, national, or international level. Themes in this stage included elite-level experience and future goals. None of the participants indicated they were considering leaving coaching anytime soon, and all expressed a desire to continue to develop and improve. It is doubtful, however, whether the Australian sport system can accommodate them, in terms of the number of fulltime, elite-level positions available in women's sport, and continued reluctance to employ women as coaches of male teams, particularly in basketball and football (soccer). This point is particularly important for those at the state level, as coaches in national-level roles must retire or pursue a position overseas to make room for them. Also, those who were at the national or international level did not appear to have considered when or how they would retire, or what options might be available for them (e.g., coach

instructor; SSO/NSO coaching coordinator roles; mentor or champion roles) after this had occurred.

The four-stage pathway model presented for the coaches shares some similarities but also several differences with the studies outlined in the literature review. Previously mentioned were the importance of elite-level experience as an athlete and the influence of negative experiences on pathway progression. Another difference is the number of stages, which included five (Erickson et al., 2007), six (Salmela et al., 1994), or seven phases (Schinke et al., 1995). Common among each of the models are pre-coaching experiences of sport and the development of coaching expertise, with variations occurring in the number of stages these two factors span. In the present model, four stages were proposed: one for all pre-coaching experiences, and three for initial (novice), intermediate, and elite-level (advanced) coaching. As such, the current model is most similar to the sequence proposed by Erickson et al. (five stages, with the acknowledgement of some overlap between stages), but with greater importance placed on the negotiation of setbacks and the development of strategies or Keys. Finally, it is not possible to make comparisons based on gender, as the present research was focused exclusively on women coaches, and a gender analysis was not provided in the previous studies. Both the identification of male coaches' pathways and possible differences based on gender are areas for future research.

Challenges

Four theoretical constructs emerged from the participants' experiences of challenges, corresponding to the four levels of barriers identified from the research literature: societal, organisational, familial, and personal. These four theoretical constructs were consistent across the COA groups, with subtle differences reflected

through themes and repeating ideas unique to each group. The key finding in this section was the participants' use of words such as challenge, hurdle, or setback to describe their experiences, rather than the more definite "barriers". By conceptualising the obstacle as a challenge, the participants were able to direct their energy toward an alternative or a solution, rather than feeling trapped, helpless, defeated, or victimised. It was unclear, however, whether the challenge mindset was an innate personality trait or a learned strategy, or what role mentors might play in fostering it. Some of the women gave the impression of almost "attacking" challenges in order to "right past wrongs", whereas for others the mindset was evident in a more subtle stubbornness. As such there was a "Cowboy Up" quality to the challenges mindset, in the sense of "wilful resistance", as described in the Prologue. Making the development of a challenges mindset more conscious and intentional in inexperienced coaches is an important area for professional development programs.

A second consideration regarding challenges across the four levels is that some of the negative experiences described by the participants are not necessarily specific to female coaches, but may be experienced by male coaches as well. In other words, they are not challenges unique to women who coach, but challenges related to the coaching profession in general. These challenges were often exacerbated or more deleterious for women coaches, however, when they were compounded with other gender-specific challenges. Specific examples are noted below.

Societal-level barriers experienced by the participants were organised into the themes of male sport culture, minimal control, and minority experience; these three themes were consistent across the COA groups. Specific to the coaches, under the theme of male sport culture, was the repeating idea limited experience working with

males. Several of the mature-age women had minimal sport-specific interactions with men, having been athletes at a time when women's and men's sport programs were run separately in Australia. This challenge was effectively a networking constraint in terms of access to male champions or mentors. Viewed holistically, the societal-level influence of separate women's and men's programs resulted in underdevelopment of the women's ability to work comfortably and confidently with males, experienced at the organisational level as reduced access to male networks.

Also at the societal level was the theme minimal control, that included the repeating ideas of coaching is a fickle profession, and ethical implications. These are both examples of experiences that could be detrimental for either female or male coaches. Coaching was viewed as a fickle profession because there were so many job-related factors that were beyond the individual's control, such as politics within the club or injuries to athletes. Lack of stability within the coaching profession was manifested at the familial level, in that mother-coaches were hesitant to relocate the entire family to pursue a coaching position. Coaches who were unwilling or unable to relocate were then limited to the opportunities in their local area.

Ethical implications were only mentioned by the coaches, as opposed to officials or administrators, although certainly ethical dilemmas could surface regardless of COA position. For the coaches, ethical implications were discussed in relation to working directly with athletes, and were of greatest concern in swimming. Apprehension was expressed that a disgruntled athlete could make allegations of unprofessional behaviour or misconduct that could effectively end a coaches' career, whether or not the claim was substantiated. The participants acknowledged this liability was greater for male coaches than female coaches but were conscious that the potential existed for a similar

accusation to derail their career. Although not all of the coaches expressed this concern, it was apparent that those who did felt their coach training had not properly prepared them to handle such a situation in a professional manner. Likewise, despite stories of coach misconduct being sensationalised in the media, the experiences of coaches who have faced such incidents are absent from the research literature. It appears that training to anticipate and manage ethically-charged situations should be included in coach accreditation courses in more depth than is offered presently.

The theme minority experience incorporated gendered societal expectations, gendered sport opportunities, having to prove oneself, and isolation. Gendered societal expectations refers to what roles are appropriate for women, such as what sports, teams, or athletes they can coach, and whether they fill assistant or head coach positions. Similarly, gendered sport opportunities encompassed what sports were available when they were young girls, as this could influence what sports they later coached (i.e., most coaches have competed in the sport they coach at some level). At the societal level, having to prove oneself generally referred to ways in which their abilities or successes were minimised or trivialised compared to men's, a finding which echoes those of Norman's (2010) study. Many of the participants felt isolated because they were the only woman coach in their club, attending coaching courses, or at championship-level events.

As described above, many of the societal-level challenges experienced by the coaches were manifested at the organisational, familial, or personal levels, and are discussed in relation to the current literature in their respective section. Homophobia was presented as a societal-level challenge for coaches in the literature review (Chapter 2) but was not mentioned by the participants. It remains unclear whether the coaches did

not experience homophobia or were for some reason unwilling to discuss it. One possibility is the sample, as only one participant identified herself as lesbian. Australian-specific research by Symons et al. (2010) has shown that athletes and sport participants experience homophobia, but only a small percentage of their study participants were coaches. Australian women coaches' experiences of homophobia are an important area for future research.

Challenges described by the coaches occurred predominantly at the organisational level. Organisational challenges were more exasperating due to an element of hypocrisy in that women coaches were first encouraged by someone at the organisational level, only to later find their involvement restricted or their ideas and initiatives thwarted. Themes consistent across the COA groups included not working together, demanding work conditions, lack of funding, and minimal control, whereas minority experience was also relevant for the coaches. The theme of "frustrations" emerged at multiple levels (club and SSO/NSO) for the coaches, but was only relevant at the SSO/NSO level for officials. Many of the repeating ideas within these seven themes also resonated with either the officials or administrators; those unique to the coaches are addressed below.

Club-level frustrations included discrimination and marginalisation, personality clashes, and poor leadership. Classic examples of the marginalisation observed by Knoppers et al. (1990) and Kane and Stangl (1991), West et al. (2001), and Norman (2010) were evident in the participant's descriptions of their early experiences. Women coaches were denied the opportunity to coach representative teams or boys' teams, or were restricted to assistant coach roles. Additional examples of abuses of power, marginalisation, and gendered sport ideology (Kane & Stangl; Knoppers et al.; Norman,

2010; Theberge, 1990, 1993) were evident in that some clubs also privileged boys' and men's teams over girls' and women's teams through funding and scheduling. Poor club leadership was described by some of the participants regarding support for, and valuing, women coaches and their teams (Shaw & Allen, 2009), politics among club leaders, broken promises, and the minimal involvement coaches had in club decisions (ghost representation).

Coaches also experienced a number of frustrations with their SSO/NSO. One frustration was the currency of elite-level experience, as this could privilege retired male athletes as coaches for representative or professional teams. This finding is similar to Knoppers and Anthonissen's (2001) discussion of how the definition of performance in Dutch sport organisations, that placed considerable value on elite-level playing experience, served to exclude most women from elite-level coaching roles. Participants also described irritations related to licenses and coach accreditation, in that courses could be expensive, inaccessible, and sporadic, and sexist behaviour was also observed among male coaches attending courses and male instructors. Women coaches felt the SSO/NSO needed to do more to promote and encourage women, in order to increase their visibility and representation across the elite level. Frustration was also expressed regarding facilities, including the availability and allocation of venues, and the sub-standard provision of change rooms for women's teams or coaches. Facility inequity was mentioned by Singh and Surujlal (2006) in the context of apartheid, but clearly was a mechanism for gender-based discrimination in some clubs.

Under the theme of minimal control, specific to the coaches was the long-term commitment required to develop athletes. This is a second area that is not necessarily specific to women coaches, but may be more difficult for women to overcome or more

detrimental to women's careers. Ongoing commitment was mentioned previously in the context of poaching, but long-term dedication was required whether a promising athlete was poached or not; poaching exacerbated the problem. This repeating idea is also related to the currency of elite-level experience, in that fast-tracked coaches could avoid the time-consuming development stage. For many of the participants, and particularly mother-coaches without an elite-athlete pedigree, career progression took much longer as they demonstrated ability by working their way up from the grassroots level. While these participants valued the lessons learned during this early phase, they also felt their careers were cut short by time spent languishing at lower levels. The implication for SSOs/NSOs, then, is a broader approach to talent identification. This would include regular communication with coaches about their long-term career goals rather than making assumptions, and the provision of stage-appropriate development opportunities that cater to coaches with families.

The final theme at the organisational level was minority experience, or experiences that appeared to be specifically related to gender. Gendered sport opportunities included the talent standard among girls and that women's sport is not at the same level professionally as men's sport. Differences in standard meant there were fewer development opportunities, less support, and a limited number of fulltime positions (cf., Shaw & Allen, 2009). Some participants also felt women coaches were set up to fail, such as through poorly-implemented affirmative action plans or nonsensical appointments. A few of the coaches described token woman experiences in which their selection was attributed to gender rather than ability, or they were isolated or ignored as the only female included. These findings echo those related to proportion and opportunity, including Kanter (1977), Kane and Stangl (1991), and Knoppers et al.

(1991, 1993). The findings also highlight the need for clubs and SSOs/NSOs to take a more proactive role in not only addressing gendered discrimination, but also assisting women to be prepared when they experience it.

Collectively, numerous similarities can be seen between the organisational challenges experienced by this study's participants and those identified in the research literature. Coaches faced discriminatory hiring and promotion practices (Horton, 2009; Kilty, 2006), exclusion and demarcation (West et al., 2001), and marginalisation (Norman, 2010). Participants also contended with unequal assumption, or devaluation, of their competence (Kilty; Norman) and the trivialisation of their credibility and accomplishments (Norman). Unequal opportunity, as reported by the current study's participants, was evident in fewer role models or mentors (Kilty), or development and education programs (Norman). Minimal support or encouragement (Allen & Shaw, 2009; Greenhill et al., 2009; Shaw & Allen, 2009) and limited access to networks (Greenhill et al.; Shaw & Allen) were also identified by the participants of the current study. Clearly not every coach experienced each of these organisational-level challenges throughout their careers, but many of the participants experienced most of these challenges to some degree, at one time or another.

The familial challenges discussed in the research literature (Bruening & Dixon, 2007; Dixon & Bruening, 2005, 2007; Sagas & Cunningham, 2005) were focused primarily on work-family conflict. Many of the factors identified as contributing to work-family conflict, such as coordinating childcare, were experienced by the participants, particularly in view of the non-traditional work hours and extensive travel required of coaches (Theberge, 1992). Bruening and Dixon (2007) also reported guilt, exhaustion, and stress among their participants, all of which were echoed by the women

coaches in the current study. The compounded influence of familial-level challenges for single mothers who are coaches was alluded to by Bruening and Dixon, but was expressed more strongly by this study's participants. Of particular concern in the current study was the lack of support some coaches received from their parents or partners, as for others (across the COA groups) family was such an important source of support and encouragement.

Challenges at the personal level for the coaches were similar to those experienced by the administrators, and primarily reflected the participants' initial lack of intention to pursue coaching. Under the theoretical construct hurting one's own chances, coaches described experiencing burnout, either because of intense personal commitment to their role, or due to the SSO/NSO relying too heavily on them as volunteers. Burnout has previously been investigated among coaches: as reported in the literature review, Caccese and Mayerberg (1984) found female coaches experienced greater burnout than male coaches. Dale and Weinberg (1989) did not find gender differences in burnout, but did report that democratic coaches experienced more burnout than authoritarian coaches. Given that many of the women coaches in the current study demonstrated a democratic or transformational leadership style (discussed in the strategies section below), is not surprising that burnout was a challenge for them. Developing coaches, then, would likely benefit from education regarding strategies to avoid or reduce burnout

Although not specific to the coaches, low self-confidence was also discussed in the literature. Marback et al. (2005) established one construct of coaching confidence, which Kilty (2006) described as four internal factors (perfectionism, lack of assertiveness, inhibition in promotion of accomplishments, and high stress balancing

work and personal life). Coaches, officials, and administrators all described periods of low self-confidence, particularly coaches with no previous sport experience of their own, and experienced the factors identified by Kilty to one degree or another. Generally this was early in their coaching involvement; as would be expected, coaches' confidence increased as they progressed to higher-level positions, and their teams and athletes increasingly achieved success.

Strategies

A number of strategies were identified that enabled the participants to avoid or overcome the challenges they faced throughout their coaching careers. Essentially, two types of strategies were evident. Concrete strategies were those specifically reported by the participants, such as developing good communication skills. More subtle or subconscious strategies also emerged from observations and detailed analysis of the participants' thoughts and actions, such as competitiveness or a goal orientation. Five theoretical constructs related to strategies emerged, which were consistent across the COA groups: internal locus of control (I-LOC), comfortable in male sport culture, intrinsic motivation, leadership qualities, and support. Many of the themes and repeating ideas within these five theoretical constructs were also similar for all COAs. As in the pathways and challenges sections, only the themes and repeating ideas specific to the coaches' experiences are reported here; a discussion of the findings relevant for all COAs is the subject of Chapter 8.

The first theoretical construct, I-LOC, appeared to be the most critical in determining how quickly and how far the participants progressed. Within this theoretical construct, five themes emerged: continual self-improvement, diversify skill base, find a mentor, mindset, and proactive. Many of the repeating ideas within these

themes were applicable to most of the participants; as indicated above, I-LOC was a key influence for all participants, and is further discussed in Chapter 8. As an overview, locus of control exists as a continuum and refers to an individual's perception of her role in determining the course of her life. A person with a more internal locus of control would take action to change situations or circumstances against her will; the participants increasingly demonstrated these sorts of behaviours as they matured as coaches.

Specifically among the coaches, under the theme continual self-improvement, was the repeating idea of becoming a well-rounded coach. Participants recognised it was advantageous to offer the organisation a “complete package”; essentially, they could negate their gender through increased human capital (Cunningham & Sagas, 2002; Knoppers et al., 1989). Examples of human capital included being skilled in fundraising, public relations, and recruiting, in addition to game strategy and athlete development. A connection can be made between this finding and the entrenched nature of the liberal feminist approach. None of the participants espoused support for liberal feminist ideology, but they acknowledged that one way to “level the playing field” was to demonstrate proven competence in a range of areas beyond those specific to coaching (often via formal qualifications). An analogous finding was reported by Danylchuk et al. (1996) in their study of Canadian and US coaches, in that previous work experience, appropriate training, and personal traits were perceived to be most important for selection. It is likely that appropriate training and personal traits would include the fundraising, public relations, and recruiting skills identified by this study's participants.

Under the theme diversify skill base, unique to the coaches was the theme variety of options. While both administrators and coaches needed diverse skills to fill an assortment of roles, coaches also learned to pursue a variety of options simultaneously.

This strategy was partially in response to the challenge described above, that coaching is a fickle profession: if one opportunity fell through, their careers would not stagnate. In addition, the professional experience gained from being involved in different roles contributed to the coaches being seen as well rounded; as above, it increased their human capital (Cunningham & Sagas, 2002). This is a strategy that may be relevant for both female and male coaches but may be more difficult for females to utilise, as they often have less discretionary income or leisure time.

Finding a mentor was a theme for all COA groups and is an incredibly complex component of women leaders' experiences, in terms of the gender of the COA's mentor, and her own experiences of being a mentor. Specific to the coaches was the importance of the head coach being a mentor when they were an assistant coach. Participants had worked predominantly with male mentors, but most had benefitted from mentors of both genders. It was particularly important, however, for the head coach mentor to be female if the coach had not yet established a mentoring relationship with another individual who was female. Kilty (2006) has highlighted the importance of mentoring for women coaches, and Young (1990), Weaver and Chelladurai (2002), and Narcotta, Petersen, and Johnson (2009) have demonstrated the difficulties of developing mixed gender mentoring relationship. The actual process of identifying a suitable mentor and developing a mentoring relationship, however, is not well understood, which is surprising given the body of evidence supporting the importance of mentoring. This is an important area for future research. Likewise, among the mentors who were male, as with the male champions, researchers should explore what circumstances led them to value working with, and investing in, a developing female coach. It would also be

beneficial to know how their understanding of women as leaders in sport was influenced by their involvement as a mentor.

Regarding the coaches' personal experiences as mentors, several of the participants indicated they were now providing mentoring or role modelling to their assistant coaches, or to athletes who showed the potential to become coaches. From an observational standpoint, however, few were willing to directly acknowledge themselves as mentors and most qualified their involvement as minimal or informal, or attempted to discount their influence or expertise (similar to Brown's [2006] findings). It appears that mentoring is one area in which women expend copious amounts of energy to not be perceived as "pushing themselves" (i.e., as vain, egotistical, or overly confident). This creates a difficult dichotomy, in that while mentoring is generally invaluable for women coaches, few are willing to volunteer themselves as mentors. Instead, as with initial coaching involvement, female mentors need to be asked or encouraged. This requires someone recognising their latent ability and then developing a relationship with them, to enable making the suggestion, plus ongoing support if required. A more efficient way to encourage and develop female mentors, then, is also a vital area for future research.

Participants also demonstrated an internal locus of control through a certain mindset or approach to dealing with setbacks. For coaches, this included being able to cut one's losses and move on, regarding a club, coaching assignment, or assistant coach-head coach dyad that was unworkable. A similar strategy was reported by the officials (described in the next chapter) regarding making a mistake, but for the coaches it was more a long-term approach to pursuing new prospects and progressing quickly if the opportunity did not prove feasible. In this way coaches avoided becoming

discouraged or mired in a bad situation. Male coaches may use a similar strategy, though it should be recognised that they often have greater options, including more athletes, teams, clubs, or leagues, in which to find a suitable environment.

A final strategy, under I-LOC, utilised by several of the coaches was to be self-employed. This provided the flexibility to pursue coaching without having to negotiate the demands of fulltime work *per se*. It could, however, result in very long work days with few holidays, heightening the chances of burnout. For the coaches who chose this path, the control and freedom gained was worth the potential financial instability and intense workload. While male coaches might also utilise this strategy, it appears there is a disproportionate percentage of women working in hybrid coach/self-employed roles. One likely explanation is the professionalisation of women's versus men's sports, as there are more paid, fulltime coaching roles in men's sports, for which women are rarely considered. Also related to professionalisation is that men often fill the few fulltime coaching roles available in women's sport (e.g., for the 2011 Women's National Basketball League season, two of ten total teams have a female coach). The availability of fulltime coaching roles also depends on the sport's prestige status, history as an upper or lower class activity, and designation as team or individual. Future research might investigate whether the perception of this over-representation is accurate, or if being self-employed is a strategy utilised by coaches regardless of gender.

The second theoretical construct in the strategies section was being comfortable in male sport culture. Two themes emerged from the coaches' experiences: integration and working with males. This theoretical construct, and both of these themes, were relative for all three COA groups. Specific to coaches, regarding working with males, were the repeating ideas comfortable coaching males, and the coach's partner as a male

champion. Most of the participants indicated they felt completely comfortable coaching both female and male athletes. For many, this ease was established through training with males prior to their retirement, or involvement with boys' teams as mother-coaches early in their careers. Findings similar to the general theoretical construct of being comfortable in male sport culture have not previously appeared in the literature. More importantly, the participants' ease with coaching males is particularly significant given indications from research in the US that only 2-3% of men's intercollegiate teams are coached by women (Acosta & Carpenter, 2010). This finding seems to establish quite clearly that females are capable of coaching males, specifically at the elite level, when given the opportunity. The next step is to continually disprove contrary perceptions by ensuring support structures are in place and proven strategies available so that when women are given the chance, they have every possibility to be successful.

The presence of a male champion is a key finding from the study and was integral to each participant's progression. Specific to the coaches was that several participants identified their partner as a male champion. In each of these cases, both partners were coaches and worked together in the same sport, thus the women had access to their husband's networks and industry experience, combined with personal support and encouragement. Similar to the points raised regarding male mentors, a substantial need exists to understand why these men are supportive of their partners in ways still commonly considered non-traditional. A better understanding of these men's beliefs can inform the cultivation of these values in a greater section of society.

Intrinsic motivation was also an essential characteristic for each of the participants, and common as a theoretical construct across the COA groups. The themes of know yourself, make an investment, and personality were relevant for the coaches,

officials, and administrators. The only repeating idea unique to the coaches was being patient, under the theme of personality. The need to be patient was described by both retired elite-level athletes and mother-coaches, indicating it was not specific to those who started at the grassroots level. Rather, patience was important in the sense of starting small, slow progression and development, charting one's own course, and waiting for the right opportunity. While intrinsic motivation has been studied extensively among athletes, it has not appeared in studies of coaches, and represents an important area for future research.

The third theoretical construct in the strategies section was leadership qualities. Certainly the leadership qualities identified by, and observed among, the participants are not unique to women. Rather, they are indicative of a transformational style of leadership, which research has identified is most common among women and most preferred by their employees⁵². The same four themes emerged for each of the COA groups: be strategic, character, leadership skills, and moving between roles. Being strategic was demonstrated through networking, planning ahead, and taking calculated risks. For the coaches, being strategic also meant watching for negatives. Many of these negatives were identified previously as challenges, such as animosity among coaches, athlete poaching, and burnout. Vigilance was necessary to avoid losing precious time and energy resources to dealing with situations or circumstances that were often beyond the coach's control.

Character referred broadly to traits such as confidence and humility, which were repeating ideas common across the COA groups. Again, it may be argued that these qualities are generic requirements of all leaders, thus their significance in the current

⁵² As presented in the literature review in Chapter 2, research on leadership style has primarily occurred with administrators. The relevance of a transformational leadership style among the study participants, therefore, is further discussed in Chapters 7 and 8.

study lies in their association with the coaches' transformational leadership style. Together, characteristics and leadership skills were often latent abilities the participants only realised they possessed after they began coaching, or were intentionally developed in the process of increasing their knowledge and competence. Communication skills, determination, and being organised were leadership skills particularly important for the coaches. Communication skills included public speaking and the ability to "sell" ideas for female-specific initiatives or change, and a sense of humour for petty forms of discrimination. Determination incorporated standing by a personal philosophy even when it was unpopular, or could cost the coach athletes or team appointments. Being organised meant planning ahead, being thorough and consistent, and the ability to prioritise, all of which were particularly important for mother-coaches balancing often conflicting responsibilities and rigid schedules.

The final theme within the leadership qualities theoretical construct was moving between roles. For the combined study participants, this meant moving between their role as COA to that of partner, mother, or other non-sport, work-related roles. Within the coaches group it could also mean moving between the roles of assistant and head coach, which could be held simultaneously with different teams, or between coach and administrator roles for those employed in a SSO/NSO. One coach summarised the need to be adaptable or flexible as being "comfortable with chaos". The role conflict experienced by mother-coaches has been investigated by Dixon and Bruening (2005, 2007; also Bruening & Dixon, 2007), who emphasise the coaches' need for supportive employers and partners to overcome the related challenges (Bruening & Dixon, 2008). Strategies for moving between roles are essential, regardless of whether the coach has children, but especially for mothers and particularly for single mothers. Clubs, SSOs,

and NSOs can better support women coaches by assisting them to proactively establish necessary support structures before commencing a coaching role.

The final theoretical construct in the strategies section was support; specifically for the coaches were the themes of external, family, financial, self, and workplace. As with the four other theoretical constructs in this section, support emerged as essential strategy for all COAs. Support is a crucial area for SSOs and NSOs to improve the assistance they offer to inexperienced or fast-tracked coaches. Examples of assistance include education of the types of support likely to be required and of strategies with which to secure or implement them. These organisations might also provide some of the necessary external support services such as emergency childcare or liaising with the coach's fulltime employer regarding travel and work schedules. Improved support from clubs and SSOs/NSOs will better prepare coaches for support-related challenges that arise, rather than leaving them feeling isolated or set up to fail.

Chapter 6

Findings and Discussion: Elite-level Officials

The level and type of abuse delivered toward females in male dominated sports was perceived as being particularly offensive and often of a personal nature.

(Cuskelly & Hoye, 2004, p. 8)

* * *

Contained in this chapter are findings from the interviews with elite-level women officials (n = 9). As in the previous chapter, findings are divided into sections according to pathways, challenges, and strategies, followed by a discussion of findings specific to the officials. Likewise, the data-reporting conventions utilised previously, such as only reporting the participant's position are maintained. In each of the three sections the same theoretical constructs from the coaches' and administrators' experiences were valid for the officials. However, some themes and repeating ideas that fit the coaches or administrators did not apply to the officials. Similarly, other themes and repeating ideas that are specific to the officials emerged.

Several important differences specific to the officials as a group should be noted when considering the findings. Fewer officials were interviewed (nine, compared to 13 coaches and 11 administrators). The pool of potential participants was smaller, as there are fewer female officials in general, particularly at the elite level. This effect was exacerbated in that no female officials from swimming participated, despite exhaustive efforts to locate and encourage them.

Also, the experiences of coaches and administrators were fairly similar regardless of the sport in which they were involved. Among the officials, however, there were some essential differences between the experiences of the athletics officials, compared to the basketball and football (soccer) officials. In most instances these

differences stemmed from the fact that athletics officials are not paid for their involvement, whereas basketball and football officials are paid on a game-by-game basis. Also, basketball and football officials are required to pass a fitness test (active officials), whereas athletics (passive) officials are not. In this regard, five were considered active officials and four were passive. In the findings below and the data tables in the appendices, whenever a sport-specific finding is reported, the sport is indicated with the relevant repeating idea.

Generational differences were also observed among the officials. Of the nine participants, three were retirees, meaning their childhood experiences were different (number and type of sports available) and their initial officiating involvement was as a parent. Three were middle-aged women, all of whom were literally trailblazers and agents for change as the first women to hold officiating positions in leagues or at competition levels previously dominated by men. The remaining three officials were younger-generation women who benefitted from the increased awareness and support brought about by the middle-aged women's efforts, but who still experienced significant challenges as they were among the first women to officiate in some men's leagues, and to earn international accreditation badges. As such, subtle but important generational differences were observed in pathway entry and progression, types of challenges experienced, and strategies utilised. In a few examples, some experiences are designated as "older generation" to indicate the experiences of this particular group.

Another important difference is that officials are often involved across different competition levels simultaneously. For example, an official could hold an international badge and referee a game between two countries one week, then return home and referee a recreational game the next week. This situation is different to that of coaches

and administrators, who generally worked primarily at one level. Associated with this difference is that officials were also more likely to combine voluntary and paid involvement. Refereeing multiple levels thus led to several official-specific challenges and strategies.

Although each coach and administrator was interviewed individually, three of the nine officials participated in a small group interview. This arrangement was their request, as they know each other well and have worked together as officials for many years. In the findings below and in the appendices, quotes used from the small group interview contain the designation [SGI]. For quotes containing comments by more than one participant, the speaker is indicated as [SGI 1], [SGI 2], and [SGI 3], as necessary. If the quote contains comments by only one speaker from the small group interview then [SGI] is noted following the participant's comments. As described in Chapter 5, an investigation of the key similarities among the COAs are the subject of Chapter 8: Discussion. In Chapter 9, conclusions and recommendations are addressed.

Pathways

In Chapter 5, a four-step pathway was presented to show how coaches progress from non- to elite-level involvement. Officials tended to follow the same progression as described for the coaches (and administrators; see Chapter 7), with several variations. The officials' pathway progression is first described, followed by a visual model.

In *Stage 1—Pre-officiating Phase*, themes to emerge were childhood experiences, competitive athlete, and post-secondary education. Women most likely to start down the path of becoming an official tended to be either retired athletes or mothers. Among the coaches, their experience as athletes tended to be at a fairly high level (i.e., generally sub-elite or elite). Officials who had participated in sport, however,

were more likely to have competed at the representative or sub-elite level. Several reported initially playing sport but then taking up officiating upon realising they were not going to reach the elite level as competitors. As with the coaches and administrators who were mothers, the mother-officials who got involved generally were doing so to facilitate their child's involvement.

External encouragement was required to instigate the officials' involvement (to progress from Stage 1 to Stage 2), similar to the coaches and administrators. For the mother-officials, a child's participation precipitated their involvement, and they were allocated to events as needed, rather than by personal choice. A few of the younger participants started officiating due to increasing frustration with current league referees, and one was directly challenged to get involved after making a complaint.

Participants were considered to be in *Stage 2—Getting Involved* once they consciously decided to pursue officiating. Themes in this stage included intention to officiate and initial experience. As with the coaches and administrators, none of the officials at this stage had any intention of attempting to reach the elite level. Generally a positive initial experience or a desire to be better qualified led to these women pursuing formal accreditation.

Once officials had been involved in competitions long enough to build up some experience, they generally came to a crossroads, at which point they had to evaluate their commitment and long-term intent. Often this was their first particularly bad experience, such as making a wrong decision in a competition or having an altercation with a spectator. For mother-officials, the decision related to whether to remain involved once their children were no longer participating. Some referred to this experience as a “defining moment” in which they had to decide whether they were

really committed to officiating or not. All of the participants in this study made it through this test, though it can be assumed that this is a potential exit point for others.

Having re-committed following the crossroads experience, officials then progressed to *Stage 3a—Becoming More Strategic*. Themes in this stage include emerging as an official, additional officiating experience, and additional influences on progression. Similar to the coaches and administrators, emerging as an official involved making a longer-term commitment to officiating, becoming more strategic, progressing over time, and for basketball and football officials, beginning to work men's games. Additional officiating experience included accepting club or committee leadership roles, coaching informally, becoming a role model or mentor, and often becoming a referee coach for their local association. Additional influences on progression included family circumstance, the level of support available to them, and timing.

For officials who continued to have generally positive experiences, four “keys to establishing oneself as an official” (Keys) determined whether they progressed to the fourth stage. As with the coaches and administrators, these Keys included developing an increasingly internal locus of control, working with a male champion, and establishing a relationship with one or more mentors. Contrary to the coaches and administrators, however, there are essentially no fulltime roles available for officials in Australia. Rather than finding fulltime work, which was the fourth Key for coaches, or diverse experience (administrators), officials instead found that the only way to break through to the elite level was to be “too good to ignore”.

Each of the participants also moved through *Stage 3b—Setbacks* at some point in their progression. Themes in this stage include delays, discrimination, and hurdles, which were also reported by the coaches and administrators. An additional setback

theme, forcing change, also emerged from the officials' experiences. Because officiating is lagging behind coaching and administration in terms of being inclusive of women, several of the participants were on the "front lines" of bringing about necessary changes to the structure and culture of officiating. This meant many of the participants were involved in battles to open doors for women to officiate contests between elite-level men; they then became the first women to hold these positions.

Having negotiated the quagmire of setbacks and Keys, the officials in this study eventually reached *Stage 4—Officiating at the Elite Level*. Elite-level experience included national professional leagues; working at the Olympics, Paralympics, and Commonwealth Games; and an appointment to the sport's international body. For some it also meant progressing to serving as a referee commissioner at elite-level events. Each of the participants wanted to stay involved as officials, evident in their future goals for ongoing personal development or becoming involved in referee program development.

In the model below, the career progression indicated by the officials is depicted. Each of the five theoretical constructs is indicated by **bold text** in thickly-outlined boxes. Thinly-outlined boxes with *italicised text* designate themes. In Stage 1, boxes on the left and right specify the groups potential officials generally emerged from, and those most likely to provide the required external encouragement. A "plus" signs (+) signifies the experience needed to be positive for progression to occur. "Negative" (-) signs designate likely exit points following negative experiences.

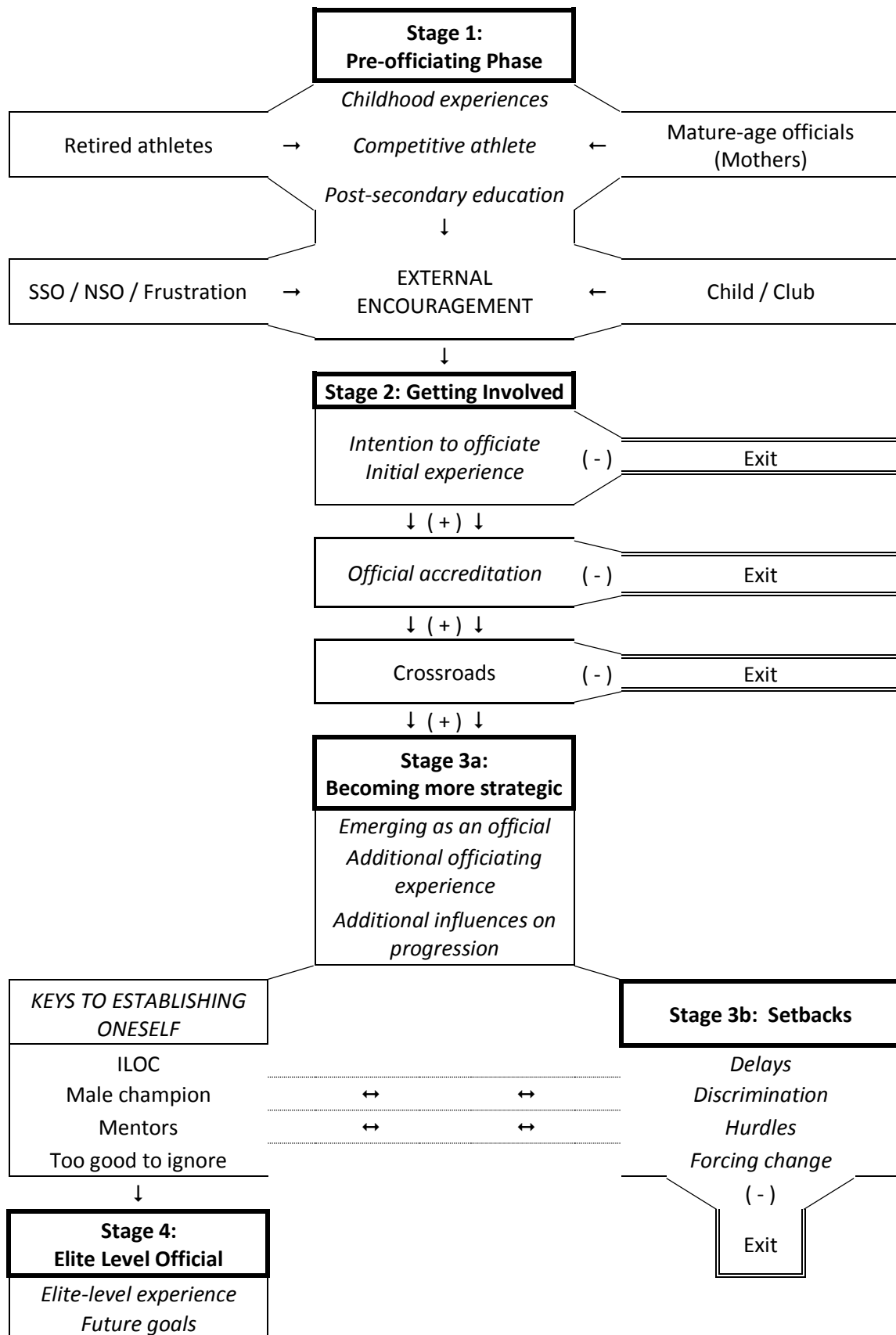


Figure 6.1. Pathway progression model for officials. (ILOC = internal locus of control)

Turning now from an overview of the model pathway to a more in-depth look at the findings, each theoretical construct is presented below. As in Chapter 5, each theoretical construct is introduced through a representative quote, explained in the text, and, followed by a table presenting the accompanying themes and repeating ideas. A participant quote for each repeating idea is included in the relevant appendix; a complete list of all theoretical constructs, themes, and repeating ideas is available in Appendix O.

Theoretical Construct 1: Stage 1—Pre-officiating Phase

I was a player up until I was about, 20 or so...[but] never at the top level. I just started, regional sort of level, and then stopped playing when I got married.

[Competitive athlete – Sub-elite level]

The first theoretical construct, Stage 1—Pre-coaching Phase, includes three themes (see Table 6.1; see also Appendix O-1). It appeared that many of the participants almost “stumbled” into officiating, as there was little in their childhood experiences that would suggest a later interest in such a role, and several had illnesses as children that could have removed them from sport entirely. Several came from sport-involved families, however, with their parents and siblings also very active in sport.

Table 6.1

Theoretical Construct 1: Stage 1—Pre-officiating Phase

| Childhood experiences | Competitive athlete | Post-secondary education |
|-------------------------------|----------------------------|---------------------------------|
| Illness / Physical disability | Sub-elite level | Mature-age student |
| Parent support | Played with boys | No post-secondary degree |
| "Sport mad kid" | | TAFE / University degree |
| "Sporty" family | | |
| Stood out - Tomboy | | |

Theoretical Construct 2: Stage 2—Getting Involved

After I had my second child I was re-approached by the local association, was I interested in coming back, so I came back into the junior rep program and was coaching and refereeing at the junior level and from then on it was a whirlwind experience.

[Initial experience (B/F) – External encouragement]

I suppose the sports I played I always achieved, but I think one defining moment in my life...as a player I decided that I could only be as good as my team but as a referee I could go as far as I wanted to, because I'm an individual person, and I think it was easier.

[Crossroads – Defining moment]

The second theoretical construct corresponds to the second stage of the pathway and includes four themes (see Table 6.2 and Appendix O-2). As stated previously, none of the participants initially had any intention to become an elite-level official.

Participants' initial experience depended on whether they were in athletics, or basketball/football. Each then progressed to referee accreditation, which includes their experience of the course, their impetus for enrolling, the process of becoming accredited, and at what point accreditation became a requirement. After gaining some experience, participants reported coming to a crossroads, where they committed to being an official, due to experiencing a defining moment.

Table 6.2

Theoretical Construct 2: Stage 2—Getting involved

| Intention to become an elite-level official | Initial experience (Athletics) | Initial experience (Basketball / Football) |
|--|--|--|
| No initial elite-level intention | Allocated to events as needed Enable children Parents expected to help | External encouragement Frustrated with league referees Previous refereeing experience Part-time uni job |
| Officiating accreditation | Crossroads | |
| Course experience Impetus Process Requirement | Committed to officiating Defining moment | |

Theoretical Construct 3: Stage 3a—Becoming More Strategic

They sent me to some talent identification camps...and I made a decision that I wanted [officiating] to be part of my life. So I canvassed all the state coaches for referees at the national championships and said “I’m going to finish [university] in six months, what do you think I should do? Do you have a program for me? Can [you] help me to the next level?” A number agreed that [City] was the best place to go so I got a job there and got into the refereeing circles and then was nominated to the international list for the 2006 season.

[Emerging as an official – More strategic]

I was just always there. Every year—I was always there. And I was always improving. So they could not ignore me.

[Keys – Too good to ignore]

The third theoretical construct corresponds to the third stage of the officials’ pathway as they progressed to the elite level (see Table 6.3 and Appendix O-3a). In this stage, the participants increased their involvement both in the time spent officiating and the types of officiating activities. Younger participants often gained support through targeted female official development programs, as a result of talent identification at

major competitions or tournaments. The athletics officials often pursued accreditation in additional events, along with higher-level licenses in their initial events.

Table 6.3

Theoretical Construct 3: Stage 3a—Becoming More Strategic

| Emerging as an official | Additional officiating experience |
|---|---|
| Long-term commitment | Club / Committee leadership roles |
| More strategic | Coached informally |
| New opportunities | Referee coach |
| Progressed over time / Worked way up | See self as role model / mentor |
| Progressed quickly / External encouragement | Years of service |
| Officiating scholarship | |
| Officiating men's games | |
| Set / Accomplished goals | |
| Talent identification | |
| Visible | |
| Additional influences on progression | Keys to establishing oneself as an official |
| Family circumstances | ILOC |
| Involved with friends | Male champion |
| Support: Peer Group / Colleagues | Mentor / Role Model (female) |
| Timing | Mentor / Role Model (informal) |
| | Mentor / Role Model (male) |
| | Too good to ignore |

Theoretical Construct 4: Stage 3b—Setbacks

I went through the battle to referee elite men, being female... “Oh, you can’t do that.” “Well, why? Why can’t I do that?” “Because you’re a woman.” Well, that’s not a good answer. Really sorry.

[Discrimination – Sexism]

We knew that if we put one thought wrong or one foot wrong...that you might not be there [selected for the Olympics] when you were available...If you irk somebody, mistakenly, that was a power play, there was a chance that you’d have little black marks against you...and that still continues.

[Hurdles – Politics / Appointments]

[When asked if she sees herself as a role model or mentor]: Absolutely. Absolutely. But they don’t consider me to be one. I’m a troublemaker.

[Forcing change – Troublemaker]

The fourth theoretical construct, corresponding to Stage 3b, includes four themes (see Table 6.4 and Appendix O-3b). Of the numerous challenges described by the participants, many were specific to officials. The theme of delays included the repeating ideas of age restrictions, competing with males for selection, expense, being laughed at, no clear pathway, and juggling paid work with travel requirements. Although it could be argued that many of these challenges are not unique to women, they were often exacerbated by gender-related factors, such as pregnancy, reduced discretionary income or leisure time, and greater domestic responsibilities. Age restrictions incorporated both minimum entry and mandatory retirement regulations for international badges that resulted in missed or limited opportunities for female officials of all ages. Expense impeded progression in multiple ways, including covering the costs of courses/handbooks, uniforms, and travel/accommodation; childcare; and lost work time. Related to expense was balancing part- or fulltime work commitments with officiating, as referees were rarely able to make a fulltime wage solely as an official, and often receive very short notification of international appointments that can require being away for several weeks. In balancing opposing obligations, participants surrendered holiday and sick leave, were restricted in the type of jobs they could apply for, and had to turn down some officiating opportunities such as major events.

Also in Stage 3b, participants experienced blatant discrimination in the forms of hegemonic masculinity and being intimidated by coaches and other officials. Hegemonic masculinity was particularly strong for the female participants trying to break into men's sport, such as officiating national league games. Sources included other officials (female and male), administrators, coaches, athletes, fans, and sometimes their own family members. Intimidation originated from coaches and other officials, and

could be verbal or physical, particularly from male coaches. Faced with this resistance, the participants felt the need to confront the exclusionary practices limiting their opportunities, captured by the theme forcing change. Several intentionally used the term trailblazer to describe their efforts to oppose discrimination and demand the inclusion of women in elite-level officiating. Others were less “radical” in their approach, yet were among the first or only women to officiate in their respective event or sport. These efforts often made them unpopular, which earned some the troublemaker label.

Table 6.4

Theoretical Construct 4: Stage 3b—Setbacks

| Delays | Discrimination | Hurdles | Forcing change |
|---------------------------------------|--------------------------------|-------------------------|----------------|
| Age requirement | Hegemonic masculinity | Family circumstances | Trailblazer |
| Competing with males for selection | Intimidated by other officials | Politics / Appointments | Troublemaker |
| Expense (Athletics) | Sexism | | |
| Laughed at--accreditation course | | | |
| No clear pathway | | | |
| Part-time / Fulltime work (non-sport) | | | |

Theoretical Construct 5: Stage 4—Officiating at the Elite Level

So refereeing [women's national league] is gone; still doing wheelchair games; I'm going to Beijing as a referee commissioner for the Paralympics; I've refereed two Paralympics—once in Athens and once in Sydney. So I'm not completely going to walk away but it's time to put back in – that's the way I feel.

[Elite-level experience – Next step: Referee coach]

[League] teams get together and do a tournament and some teams outside [the league] are invited to it. From there, hopefully they are looking for referees to be invited to the Olympics, the Women's Under 17s and the Women's Under 20s World Cup. So, to do well and to hopefully be invited to something later on this year.

[Future goals – Future goals]

The final theoretical construct in the Pathway section aligns with the final stage of the pathway (see also Table 6.5 and Appendix O-4). Two themes emerged, which are the same for both the coaches and officials. Elite-level experience refers to the events the participants officiated, and includes the next step for both the older generation officials and for a now-retired official. The final theme, future goals, focuses on what the participants still want to achieve.

Notwithstanding the ongoing pressure to demonstrate superior ability, evidenced in Stage 3b and captured by the Key too good to ignore, the experiences of the female officials in Stage 4 were mostly similar to those of the coaches and administrators. Ambitions were tempered slightly among women of the older generation but their intention was to continue officiating so long as they performed well. For active officials, once they reached the forced retirement age (at the international level), many continued to officiate at the local level and one moved into a referee commissioner role with the international accreditation body. Several described a shift in their focus to mentoring novice referees, or were pursuing the establishment of a training program for officials.

Table 6.5

Theoretical Construct 5: Stage 4—Officiating at the elite level

| Elite-level experience | Future goals |
|---|---------------------|
| Elite-level official | Future goals |
| Next step: Older generation | Program development |
| Next step: Referee coach (commissioner) | |

Challenges

Challenges were described in Chapter 5 as those experiences that had a negative influence on the coach’s progression. The word “challenges” was used, rather than “barriers”, because the challenge terminology provided a more accurate representation

of how the participants conceptualised their experiences. The officials, however, were more likely to use “barriers” than “challenges”, yet also maintained that “there’s no barrier that’s insurmountable”.

Theoretical Construct 1: Societal Challenges

Being a female has its own obstacles. When I first made it into the men’s national panel, purely being a female and being accepted was extremely difficult. It was so few and far between and I still don’t believe that even in this day and age the old boys’ club accepts females into the ranks. So that’s the biggest obstacle, and just gaining credibility. People look for an excuse as to why a female’s there to start with. It’s not that you have enough talent, it’s that “we’re trying to promote females” so that’s the only reason you’re there, or location...there just seems to be an excuse, it’s never [because] you can do the job.

[Male sport culture – Discrimination / Marginalisation]

Within the theoretical construct of Societal Challenges, consistent with findings reported in Chapter 5: Coaches, three themes emerged. These include male sport culture, minimal control, and minority experience. Male sport culture is the predominant culture in both male-dominated and equitable-participation sports and served to limit opportunities for women officials through, for example, discrimination, homologous reproduction, and sexism. Minimal control refers to challenges and frustrations the women officials had to face, yet had little control over, such as biological female differences and fan behaviour. Minority experience relates to those challenges the participants faced because they are members of a minority group (e.g., there are few female role models and mentors available for young female officials. See Table 6.6 for a complete list of the themes and repeating ideas, and also Appendix P-1 for example quotes.

Table 6.6

Theoretical Construct 1: Societal Challenges

| Male sport culture | Minimal control | Minority experience |
|-------------------------------------|--------------------------------|---|
| Boys' club | Biological female differences | Enormous barriers |
| Discrimination / Marginalisation | Cop flack / Fan behaviour | Few female role models / mentors |
| Harassment | Lack of commitment (Athletics) | Fishbowl |
| Homologous reproduction | Limited control | Misconceptions |
| Intimidation by male coaches | Local standard | Older generation: Pushing oneself |
| Lack of respect | Taunting and verbal abuse | Older generation: Societal change |
| Male sport culture | | Older generation: Change in technology |
| Men / Tunnel vision | | Traditionalist females |
| Poor leadership | | |
| Sexism | | |
| Sexual favours | | |

Theoretical Construct 2: Organisational Challenges

It's a very small opening. [International badges] are offered, their ideal range is between 30 and 35, that's generally when women have children these days. By the time they come back, they are viewed as too old – that's what happened to me. I struggle with that...I went to the [NSO officials] camp and I think there were probably only two things that two of the girls beat me in but in all the sprints and everything else I was still beating all of them and I'm 45 this week. I struggle with the age barrier – I believe it should be purely on testing and ability. I don't think the age should come into it but that's just their policy. Once you turn 50, they retire you. So that in itself is a huge barrier for women to obtain their [international badge]. [Frustrations with SSO / NSO: Policy – Accreditation system / Age requirements]

The vast majority of challenges experienced by the officials fall into the second theoretical construct, organisational challenges. Seven themes, each with numerous repeating ideas, emerged. Much of the discussion around challenges is captured by the theme frustrations with SSO / NSO. Within this theme, three subthemes emerged: general, leadership, and policy. General frustrations mentioned by the participants were referee apathy and the rostering system (specific to athletics). Lack of consideration or understanding and no competitive experience among SSO / NSO staff, both in athletics, and token appointments were listed as leadership frustrations. Policy-related frustrations

included the accreditation system, particularly age requirements; the practice of (only) assigning female officials to female competitions; and the organisation of the junior competition, as run by the athletics SSO / NSO. Additional policy concerns included lack of officiating development in general, poor training for officials, and a quantitative focus (e.g., participation numbers; bottom line dollars) by the SSO / NSO, rather than qualitative or people-centred approach.

The theme of hypocrisy, specifically for the officials, incorporated better is equal, reverse discrimination, and troublemaker. Women officials felt they needed to be more qualified than male officials to even be considered and some observed male officials with lower qualifications than their own being appointed ahead of them. Conversely, the participants were also critical of female officials being appointed who were undeserving or purely based on numbers, as reverse discrimination was seen as contrary to the intent of equity, potentially detrimental, or antagonistic. The label “troublemaker” was mentioned by several officials regarding their efforts to initiate change, but in opposing ways: some were careful to ensure they avoided the label, while others wore it as a mark of honour.

Regarding funding (reported previously in Stage 3b), the significance of the expense factor was compounded by the reason women were available to officiate: either they did not work (i.e., retired or the mother of young children) or they used their annual leave. For the women who did not work, financial support from their partner was essential. Participants who were active international officials did receive remuneration and their travel expenses were covered. The stipend they were given, however, generally only covered their lost work earnings, and did not account for additional expenses associated with maintaining required fitness levels.

Organisational-level challenges also included limited opportunities and officials not working together. The international-level football (soccer) officials felt local opportunities for development were limited because there was no women's professional league (at that time), combined with very few high-level women's games in Australia and staunch resistance to women officials in the professional men's league. Their perception was that women officials in Asia and Europe were more likely to be selected for major events such as the World Cup because they accrued greater experience at higher levels, officiating both women's and men's games. Both basketball and football officials also described being betrayed by male co-workers, which reflected poorly on their performance and could reduce their chances of future selection (see also Table 6.7 and Appendix P-2; an (A) indicates the repeating idea is specific to the athletics officials).

Table 6.7

Theoretical Construct 2: Organisational Challenges

| Demanding work conditions (sport) | Frustrations with SSO / NSO: General | Frustrations with SSO / NSO: Leadership |
|--|---|--|
| Intense time commitment | Poor retention rates | Bad experience |
| Rigidity of fitness requirements | Poor support | Discrimination / Marginalisation |
| Travel schedule | Apathy among officials | Lack of consideration / Understanding (A) |
| | Rostering system (Athletics) | Lack of information / Poor communication |
| | Wasted talent | Lack of professionalism |
| | | No competitive experience (SSO/NSO staff) |
| | | Token appointments |

Table continues next page

| Frustrations with SSO / NSO: Policy | Hypocrisy | Lack of funding |
|--|--|--|
| Accreditation system / Age requirements Appointment / Selection process Female game = Female official Junior competition (A) No clear pathway Officiating not developing Politics Poor organisation Poor training / Pushed too quickly Quantitative focus--not qualitative | Better is equal Double standards Prove ability Reverse discrimination Troublemaker | Cover own expenses (Athletics) Limited opportunities – development / participation Minimal pay (Basketball / Football) No career opportunity Poorly resourced Requires financial support from partner (Athletics) |
| Limited opportunities | Minimal control | Officials not working together |
| Disadvantaged internationally No women's national league | No reliable assessment system Pecking order Relocation | Animosity among officials Co-worker betrayal Personality clashes |

Theoretical Construct 3: Familial Challenges

[My parents] were always there for me [to provide childcare] and I was just very lucky and it was hard sometimes, hop on an aeroplane and going overseas for three and a half weeks with the [national team] to America and not seeing my kids for three and a half weeks. It was tough in those days, they were five, six, seven – now they're older and they don't live at home anymore.

[Raising children – Time away from Children]

Two themes emerged within this theoretical construct: lack of support and raising children. Challenges relative to lack of support refer to the official's parents and partner. Challenges with raising children included childcare, family responsibilities, being a single mum, and time away from children.

At the familial level, the challenges experienced by the officials were analogous to those reported by the coaches and administrators. A few participants from both the coaches and officials groups described a lack of support from family members and partners; this was not a universal finding, however, as other coaches and officials were quick to acknowledge familial support as essential. Considerable challenges related to

the demands of raising children were also consistent across the COAs, and highly relevant for officials who were required to make lengthy and frequent trips overseas (see also Table 6.8 and Appendix P-3).

Table 6.8

Theoretical Construct 3: Familial Challenges

| Lack of support | Raising children |
|-----------------|-------------------------|
| Parents | Childcare |
| Partner | Family responsibilities |
| | Single mum |
| | Time away from children |

Theoretical Construct 4: Personal Challenges

Try not to be too intimidated by people. When I first started I was intimidated by everyone, I was terrified of everyone. Gradually I had to gain confidence and once I gained that confidence I was fine but initially...
[Hurting one's own chances – Low self-confidence]

In the final theoretical construct, personal challenges, three theoretical constructs emerged. Hurting one's own chances included the repeating ideas low self-confidence and rattled by abuse. Minimal control refers to maternity, and the theme of physical disability, which was specific to one official. Although this final repeating idea was only relevant to one of the participants, her comments are included to illuminate how other potential women officials, who are also physically disabled, might think or feel.

As in the previous chapter, it is important to consider these personal challenges without assigning fault or blame. They are included for the purposes of demonstrating how officials mature over time, and what reflective hindsight can teach developing officials about the potential pitfalls.

Table 6.9

Theoretical Construct 4: Personal Challenges

| Hurting one's own chances | Minimal control |
|--|----------------------------------|
| Low self-confidence Rattled by verbal abuse | Maternity Physical disability |

Strategies

The five theoretical constructs identified in the chapter on coaches also fit the strategies used by the officials. These include internal locus of control, comfortable in male sport culture, intrinsic motivation, leadership qualities, and support. Also similar to the coaches chapter, theoretical constructs are presented from most to least important. The themes and repeating ideas are listed alphabetically so that each is considered equally. The relevance of each repeating idea to a particular official, however, depended on her personal circumstances (see Appendix Q for the full coding tree structure).

Theoretical Construct 1: Internal Locus of Control

It's just a matter of just chipping away, and yeah, trailblazing. And look, there's no barrier that's insurmountable.

[Agent for change – Trailblazer]

[After getting her A Grade qualification in one event]: Then I decided that I wanted to get my qualifications in throws and in jumps and so I've got a B in both of those – another women did say to me, who was very involved in [NSO], that you really need to be as versatile as you can if you want jobs...so I did both exams and I did those cards so I've got the three qualifications now.

[Diversify skills base – Qualifications]

Six themes emerged under the first theoretical construct in describing strategies utilised by the officials. Five of the themes were also reported by the coaches: continual self-improvement, diversify skill base, find a mentor, mindset, and proactive. The sixth, however, was unique to the officials: agent for change. Similar to the observation that each coach's locus of control became more internal as she matured, officials were more

likely to become actively involved in bringing about change as they became more established at the elite level (see also Table 6.10 and Appendix Q-1).

Specifically related to the theme of mindset, repeating ideas unique to the officials were making a mistake, mental toughness, and prove others wrong or demonstrate ability. Regarding making a mistake, the participants described needing to quickly acknowledge the error, make a correction if possible, and then move on with the contest. Verbal abuse was included previously as a challenge particularly relevant for female officials; participants identified mental toughness as a requirement to maintain focus on the game, rather than dwelling on taunting. Mental toughness was also described in the context of passing fitness tests, to help overcome internal doubts or being physically unwell. Proving others wrong, in terms of demonstrating ability, was evident as a stubbornness or refusal to submit to roadblocks and resistance.

Officials were proactive in how they embraced fitness requirements, approached their retirement (finish on top), and continued to improve until they were too good to ignore. Participants described embracing fitness requirements as one of the few aspects of their development they could control, and as a way to demonstrate their commitment and intention to pursue elite-level positions. As such, the referees pushed themselves to achieve a standard beyond what was formally required. The women also proactively considered their retirement from active officiating, indicating desire to finish on top, to ensure they were remembered positively, but also as an example for upcoming referees.

Too good to ignore was identified previously as the officials-specific Key in Stage 3. It is included here as a repeating idea within the strategy theme of proactive. Many of the participants were the first women to officiate at the elite level in their respective sports in Australia, particularly for men's games or leagues, or were one of

few women in officiating positions still numerically and ideologically dominated by men (such as a starter in athletics). Being too good to ignore was a long-term strategy, through which their commitment and intention was demonstrated over time. Participants described their approach as chipping away, outlasting the critics, and always being available for important games, or being willing to take less-desirable games. Equally important was demonstrating their ability and readiness by performing with overwhelming and undoubtable success when given a make-or-break opportunity. Clearly there was little margin for error.

Table 6.10

Theoretical Construct 1: Internal Locus of Control

| Agent for change | Continual self-improvement | Diversify skill base |
|--|---|--|
| Address gaps Raise awareness Trailblazer | Develop natural ability Develop over time / Progressively Invest in self Learn from those around you Long-term commitment / Investment Seek out constructive criticism Seek out knowledge / Information Watch and learn as athlete | Club leadership role Qualifications |
| Find a mentor | Mindset | Proactive |
| Female role model / mentor | Adversity - Challenge - Hurdle Making a mistake Determination / Persistence Focus on what can control Look for solutions – not barriers Make it happen Mental toughness Prove others wrong / Demonstrate ability | Embrace fitness requirements Finish on top Make your intentions known Opportunities (1): Seek out Opportunities (2): Create Opportunities (3): Capitalise on Opportunities (4): Maximise Too good to ignore |

Theoretical Construct 2: Comfortable in Male Sport Culture

It's just...it's just...challenging the norm...and the norm's been around a lot longer than the challenge.

[Agent for change – Challenge norms]

Getting onto the [men's national league panel] for me now – I've got to nail them – I've got to make it so that I'm the best assistant referee who is not on the panel so there is no excuse. That's the only way I see I can get on the panel – do I have to be as good as the men? I have to be better than the men so someone can't go "She didn't do that" or "She made that wrong decision". I have to make it so it's black-and-white that I'm the next assistant chosen because if it's a 50-50 decision I will lose out.

[Working with males – Better than the boys]

Four themes emerged in the second theoretical construct: agent for change, integration, player management, and working with males. Similar to the first theoretical construct, as these women felt more established among male elite-level officials, they became more proactive in bringing about change by challenging norms and fighting discrimination – in one case, through a complaint to the Equal Opportunity Commission (see Table 6.11 and Appendix Q-2).

The second theoretical construct was comfortable in male sport culture, which included the themes integration and working with males (consistent across the COAs), plus agent for change and player management (specific to officials). Repeating ideas under integration (not intimidated by men; walk in both worlds), and working with males (male champion; male mentors; trained with males) were also comparable for the COAs. One additional repeating idea related to working with males emerged for the officials. Participants felt they had to be better than the boys to be considered equal, which they demonstrated through fitness and game control (particularly of male players), as well as general ability (e.g., making the correct call). Being “better” was one way they were able to gain credibility and acknowledgement.

Table 6.11

Theoretical Construct 2: Comfortable in Male Sport Culture

| Agent for change | Integration | Player management | Working with males |
|---|---------------------|-------------------|---|
| Challenge norms Fight discrimination | Walk in both worlds | Humour Rapport | Better than the boys Male champion Male mentors Trained with males |

Theoretical Construct 3: Intrinsic Motivation

I was engaged when I was 21 and my partner did expect me to have babies but I made the decision that I wanted to reach certain goals. I couldn't see how having a baby would fit into those plans, because there is no supposed maternity leave and they expect you to...just get on with it, basically. I know some girls have just fallen on the wayside because they do have a family...so I suppose I made certain life choices...because...these are the goals that I want to achieve. I've never seen being able to have a family – being able to do that.

[Know yourself – True to self]

I made it very clear to my new boss where the priorities lie, at the moment [officiating] comes first over career, and that's a decision I've made and I'm willing to do that until [the next international competition] because I can [work] the next 20, 30 years of my life but I can't be a referee [forever]. So [sport] comes first and if that means I can't get leave and I have to quit my job, then I'll quit my job and I have absolutely no qualms about that whatsoever because I work in an industry where if I quit my job I know that I can walk back into the job.

[Make an investment – Sacrifice fulltime work]

Themes in the third theoretical construct include know yourself, make an investment, older generation, and personality. Under know yourself, participating with friends was specific to athletics officials. As volunteers, these women had more choice in determining when, where, and who they worked with (as opposed to basketball and football (soccer) officials). Existing friends were recruited and new friends were made through officiating, adding a dimension of personal enjoyment that bridged some of the gap created by being unpaid (see also Table 6.12 and Appendix Q-3).

Under the theme make an investment, sacrificing one's fulltime work, sport participation, and social life were repeating ideas common among the basketball and football (soccer) officials. Fulltime work was sacrificed in order to be available at short notice for international trips seen as contributing to selection for major competitions such as the World Cup or World Championships. Elite-level officials also had to sacrifice their sport participation due to the possibility of conflict of interest. Social activities were curtailed in order to devote one's availability and emotional energy to officiating. While coaches and administrators also made sacrifices to pursue elite-level positions, it appears the sacrifices made by the officials were far more substantial.

For the theme personality, COAs all demonstrated some degree of competitiveness, a goal orientation, and being thick-skinned. Specific to the officials were the repeating ideas of independent and trait profile. Independent referred to being secure as the only female present among men or as resistance to leaders who attempted to dominate others. Similarly, trait profile combined a number of common characteristics officials, such as assertiveness, tenacity, and a specific temperament. Personality was associated with how officials interacted with female and male players or athletes, and how they related to coaches, fans and spectators, and administrators.

Table 6.12

Theoretical Construct 3: Intrinsic Motivation

| Know yourself | Make an investment | Older generation | Personality |
|--------------------------|---------------------------------|-------------------|----------------------|
| Love the game | Be a role model / mentor | Adjust to change | Competitive / Driven |
| Participate with friends | Give back | Volunteer mindset | Goal orientation |
| Stand your ground | Sacrifice fulltime work | | Independent |
| True to self | Sacrifice participation (sport) | | Thick-skinned |
| | Sacrifice social life | | Trait profile |
| | Work ethic | | |

Theoretical Construct 4: Leadership Qualities

I believe [confidence] is extremely important because sometimes, even though real knowledge is important, a lot of the times it's in the sell. If you can put it across that you're confident in what you're doing and what you're calling then you're not going to get as much resistance from the coaching staff.

[Character – Confidence]

Don't make refereeing your be all and end all. Don't make it your life...I tell [new officials], referee two nights a week and go out with your mates the other two nights or whatever. Don't referee five, six, seven times a week because you get jaded, you get sick of it, you do get sick of the abuse.

[Moving between roles – Life outside of sport]

As with the coaches, leadership qualities included four themes: be strategic, character, leadership skills, and moving between roles (see also Table 6.13 and Appendix Q-4). Within the character theme, and specific to the athletics officials, was the repeating idea honour commitments and be reliable, that emerged from growing frustration with inconsistent officials. In one sense the strategy belayed the lack of commitment common among busy parents and inexperienced officials, yet it also resonated with comments from the basketball and football (soccer) referees regarding availability and willingness to take less popular games. Women who were reliable and consistent were likely to develop, earn respect, and gain credibility more quickly. Certainly other influences were at play, such as work and family flexibility, which enabled a dedicated effort. As a strategy, though, those who honoured commitments and were reliable had a developmental advantage.

Table 6.13

Theoretical Construct 4: Leadership Qualities

| Be strategic | Character | Leadership skills | Moving between roles |
|-------------------------|-------------------------------------|---------------------------|-----------------------------|
| Future goals | Confidence | Ask when don't understand | Balance / Avoid burnout |
| Game focus / Strategies | Honest with self | Embrace challenges | Family responsibilities |
| Keep it simple | Honour commitments / Be reliable | Only speak for yourself | Life outside of sport |
| Maximise strengths | Humility | Learn from mistakes | |
| Network | Professional | People skills | |
| Plan ahead | Put competitors first | Sense of humour | |
| Take calculated risks | Treat everyone fairly | Team-oriented | |
| Vision / Big picture | | Politically / Savvy | |
| Watch your back | | | |

Theoretical Construct 5: Support

I'm fortunate – I have an officiating scholarship which gets me access to the [state] Academy of Sport, so I have access to the sport psychologist, the gym, the strength and conditioning coach, and the nutritionist that works out of there.

[External – Grants and scholarships]

I had two young kids but at that stage...I said to the association it would have to be a family package – if I come away, you have to make consideration to the fact that I'd have to bring my husband and kids.

[Family – Family involvement]

I've been extremely fortunate, too; I've now fallen on my feet with my employer. I was given the opportunity to referee the [national team] and the Chinese Taipei game last Thursday and it was the 12 o'clock game. I asked him about that, he gave me four hours off work to go ref and come back to work.

[Workplace (non-sport) – Travel / Time away]

Support includes seven themes: external, family, financial, self, workplace (both non-sport and sport), and divine intervention (see also Table 6.14 and Appendix Q-5).

External sources of support that were important for the officials included the local association or club, grants and scholarships, and peer support. While some participants expressed frustration with the resistance expressed by their local association, for others

the club was an important source of support, encouragement, and information. Several of the younger participants had also greatly benefited from grants and scholarships. This funding was awarded to developing high performance officials and was available through the SSO, NSO, or the AIS / ASC⁵³. Certainly peer support was also essential, as officials relied heavily on both female and male co-workers and colleagues.

The financial constraints experienced by most of the officials have been described previously. A few of the officials were awarded grants or scholarships but these were a relatively recent option and generally short term, lasting from one to three years. Mother-officials were often reliant on their family, and in particular their partner, for financial support. Likewise, single officials had to secure their own financial support, generally working to cover their officiating-related expenses. Clearly then, support was essential from the non-sport workplace, particularly in terms of travel and time away.

Table 6.14

Theoretical Construct 5: Support

| Divine intervention | External | Family | Financial |
|--|---|--|---|
| Timing Fate / Good fortune | Association / Club Grants and scholarships Peer support | Childcare Children Family involvement Parents Partner support: Financial Partner support: General | Build FT position Cover own expenses |
| Self | Workplace (non-sport) | Workplace (sport) | |
| Friend support Personal indulgence Relocation / Travel | Flexibility / Hours Travel / Time away | Colleagues Co-workers | |

⁵³ Australian Institute of Sport (AIS); Australian Sports Commission (ASC).

Discussion

Interviews were conducted with elite-level women officials in order to identify their career development pathway, the challenges they experienced, and the strategies that contributed to their success. Many similarities were found when the officials' experiences were compared to those of the coaches and administrators. A number of important differences, however, also emerged. The findings unique to the officials are discussed below; findings that were consistent across the three groups are addressed in Chapter 8.

One major consideration in discussing the findings for officials is that only a minimal amount of research has appeared in the literature specific to officials, as outlined in Chapter 2. Consequently, few comparisons can be made between the findings presented above and an established base of research literature. Throughout this discussion section, associations are made among the current findings and applicable studies on coaches and administrators. The two referee-specific studies outlined in Chapter 2 (Cuskelly & Hoye, 2004; van Aalst & Daly, 2003) are considered in the chapter's conclusion. Recommendations for future research are offered in Chapter 9.

Pathways

The pathway progression described by the participants was similar across the COA groups. Several differences specific to the officials, however, were noted. In the pre-officiating phase (Stage 1), several participants identified themselves as a "tomboy" because their interests were different to those of other girls their age (i.e., more like those of boys). A few of the participants had lived in small towns and played on boys' teams when they were younger because a girls' team was not available. These early experiences likely contributed to their relative ease interacting with males, and a later

ability to be comfortable in male sport culture (a theoretical construct under strategies). About half of the coaches had participated in their sport at the elite level, but among the younger officials participation was generally at the representative or sub-elite level.

In Stage 3a, participants became more strategic about their development. Differences were again noted by participant age. For the older-generation officials, progress was slow, as each participant worked her way up over time. Especially for these women, a main influence on their continued involvement was the opportunity to participate with a group of friends. This finding underscores the importance of intrinsic motivation (one of the five theoretical constructs for strategies) and provides evidence of the participants seeking consonance in response to experiencing cognitive dissonance (viz., Snyder, 1990, described in Chapter 2). The older-generation women most clearly demonstrated a volunteer mindset or approach to officiating, but to maintain their involvement over a period of 30 years, they had to benefit in some way from their participation. The shared experience created among friends helped to sustain their enjoyment of officiating, particularly in view of the setbacks they had to negotiate, which reinforced their underlying intrinsic motivation. Likewise, because these officials generally were not paid, the accumulation of disappointments, negative experiences, and the constant struggle to meet competing demands inevitably led to periods of cognitive dissonance. As in Snyder's study, the participants sought consonance by weighting the satisfaction provided by friendship as greater than the incidents of frustration. Clubs and SSOs / NSOs, then, need to be aware of what influences maintain volunteer referees' involvement, by augmenting intrinsic motivation or approximating consonance, so that these factors can be maximised.

For each of the COA groups, four “keys to establishing oneself as an official” (Keys) emerged, including an internal locus of control, the assistance of a male champion, and support from mentors and role models. Specific to the officials’ progression was the Key “too good to ignore” that was particularly salient in basketball and football. This extreme statement indicates an acute desperation among women, as well as blatant duplicity on the part of officials’ organisations that bemoan the chronic high turnover and undersupply of referees. Given the volume and potency of opposition many women officials face, only females who are unmistakably better than their male counterparts are considered or given a chance; clearly only the very best are selected. Selection, however, does not guarantee acceptance, and often a female official’s battle is just beginning when she finally gets a break. Many officials have to continually prove or earn their spot, often with little support and in relative isolation. Compared to coaching and administration, certainly officiating has been the slowest to integrate, the least receptive to the inclusion of women, and is in dire need of reform.

Challenges

Collectively, the challenges encountered by the officials were more numerous and felt more intensely than those experienced by the coaches and administrators, and some could legitimately be considered barriers. In addition, several participants received minimal support from family members and friends, colleagues and co-workers, and their organisations, with some actively opposed to the officials’ involvement. Lack of support from these individuals was especially damaging considering how many of the combined COAs relied heavily these sources of support. If sport is considered one of the “last bastions” of male dominance in society, officiating represents one of the few remaining male strongholds, especially at the highest levels.

At the societal level, the pervasive influences of male sport culture, minimal control, and minority experience work to limit opportunities for, and acceptance of, female officials. The theme of male sport culture included the repeating ideas of boys' club, harassment, intimidation, lack of respect, and sexual favours. Within the culture of officiating, the boys' club is particularly powerful in excluding women or complicating the involvement of those selected. Women officials also experience verbal and physical harassment and intimidation, and lack of respect, from males in a variety of roles. As Cuskelly and Hoye (2004) reported, disrespect went beyond "banter" and was often gender-specific and unfairly personal. Although women in most other employment settings have been empowered to report and contest harassment and intimidation, among officials it is generally denied or ignored. Mechanisms for (women) officials to report harassment and intimidation, and the provision of an independent review of all claims, are crucial inclusions in efforts to modernise officiating organisations.

The topic of sexual favours was also incredibly sensitive and contentious among the participants. Nearly every one of the referees brought up the currency of sexual favours or innuendo, yet the subject was mentioned by only one participant from the combined group of coaches or administrators. Participants were keenly aware of the damage insinuation could do and constantly self-monitored their comments, behaviours, and physical appearance to avoid the perception of having "slept their way to the top". Several also felt betrayed by colleagues who they believed had used this strategy to secure appointments. The frequency at which sex-related concerns arose, and the energy expended by the participants to address them, signifies the entrenched nature of this issue in officiating. This example, more than any other (boys' club, harassment, intimidation, lack of respect), demonstrates the distance between the culture of

officiating and that of coaching or administration. Urgent research is needed to further explore these women's experiences, to determine exactly what is happening, at what levels, and in which sports. Certainly immediate and intense corrective action is required, that would then be supplemented by research when it becomes available.

Also identified were influences over the participants' progression for which they had minimal control, such as biological female differences, limited control, and the local (competition) standard. Although biological female differences are catered for in female-specific fitness test standards, some male officials use these concessions to discount women's inclusion. Physiological differences can result in difficulties gaining credibility or promotion, whereas pregnancy is virtually a non-option for those who hold an international badge. Officials have limited control over what games they are given, who they work with, or the standard of the local competition; any could mean limited visibility or the reduced likelihood of a promotion. Again the need for comprehensive talent identification programs is underscored, along with an increase in grants and scholarships that provide funding for women officials to pursue opportunities to gain experience and further their development.

Also at the societal level, specific to the officials in the theme minority experience, was the repeating idea of misconceptions, as well as several salient points for the older-generation women. Mature-age officials grappled with shifting trends such as "pushing oneself", general societal change, and changes in technology. Avoiding being seen as pushing oneself was particularly deleterious for mature-age women who adamantly refused to nominate themselves for higher-level positions, despite being well-qualified and available, because this was viewed as a form of vanity or self-promotion. Waiting to be asked, however, could be misinterpreted by male officials as a

lack of confidence or interest, and result in being overlooked. Not only could this be a career setback, but there are ramifications for sports such as athletics that require a large number of officials but rarely provide remuneration. In order to retain experienced, high-quality officials, administrators need to proactively encouraging mature-age women to stay involved and to pursue additional qualifications or promotions.

A substantial number of challenges were identified at the organisational level, of which most were related specifically to the participants' SSO or NSO, or the accreditation body. Relevant for active officials was the repeating idea of the rigidity of fitness requirements, as fitness tests to earn or maintain an international badge were generally only offered once a year. No concession was made for illness or pregnancy, and failing to pass the test resulted in the forfeiture of the badge and very minimal likelihood it would be regained. As such, for women, a decision to become an international official was essentially a decision not to bear children. Certainly women who surrender their badge to have a child could be given preference for the next available panel opening, yet historically this has not occurred. This represents a complete lack of consideration for women's circumstances and the absence of a just policy to accommodate maternity leave. Rather than working with women and motherhood, as suggested in the context of coaching by Shaw and Allen (2009), childbearing among women officials has essentially been problematised.

The theme frustrations with SSO / NSO included the subthemes general, leadership, and policy. Token appointments (leadership), and the accreditation system and assigning female officials to females' games (policy), were the most challenging for female officials. Token status communicates to athletes, coaches, spectators, and other officials that women are "given" badges or assigned to contests based on gender, rather

than ability, perniciously yet subtly demarcating them as different and undeserving. Regardless of the exact method of accreditation system discrimination, the result was reduced opportunities and de-legitimisation of women as referees. The practice of assigning female officials to female games was presented as providing role models for girls and young women but also resulted in restricted choice, visibility, and opportunities for development. Moreover, it portrayed women officials as a “necessary evil” or a “formality”, not as serious or genuine co-contributors, again marking them as other. In this way they were tolerated or accommodated, but not accepted.

The repeating ideas better is equal, reverse discrimination, and troublemaker were specific to the officials under the theme of hypocrisy. The label “troublemaker” was controversial; some felt it was detrimental to their efforts for change, whereas others embraced the role to draw attention to discrimination-related issues. Troublemaker could be used a number of ways, such as a technique by clubs, SSOs, or NSOs to silence outspoken women. This use could also reflect poorly on the organisation, however, revealing an embedded resistance or endemic attitude opposed to equity for women. Use of the term by the participants also held several meanings: as a sarcastic parody of traditionalistic administrators, or as an indication of the participant’s internalised frustration. Multiple uses of the term are insightful because they demonstrate the antagonism occurring between administrators and women officials, but also the lack of consensus among women officials regarding how to best oppose equity-related issues.

Funding was discussed previously (Stage 3b) in terms of expense and lost work time. As an organisational challenge, it was specific to athletics officials, who did not receive remuneration from the SSO / NSO. In addition, these officials were expected to

cover their own expenses, including uniforms, airfare, accommodation, and meals; thus, the women generally paid for all aspects of their participation. Officiating in athletics is often viewed as a “hobby” and could therefore be seen as class-based discrimination, rather than stemming from gender. Two factors, however, specifically link the voluntary nature of athletics officiating to the exclusion of women. First, women tend to have less discretionary income than men. This essentially makes it more difficult for them to justify the expense or maintain their involvement, and keeps them “ beholden ” to their partners to finance their participation. Second, women (and particularly mothers) have less discretionary or reliable leisure time, due to their domestic and childcare responsibilities. Both these factors also make it difficult for women to commit to full days of officiating or the travel necessary to gain the experience required at the highest levels. Continued reliance on an antiquated system of passionate volunteers means meeting the burden of cost (time and financial) becomes the primary selection criteria, rather than ability. Thus although athletics administrators may not intentionally exclude women, the structure of the system does preference males, particularly at the elite level.

Personal-level challenges were grouped under the themes hurting one’s own chances and minimal control. Officials could hurt their own chances through being rattled by abuse, that is, negative comments from spectators, athletes, and coaches. Participants indicated it was imperative to develop strategies to ignore, deflect, or address verbal abuse, a lesson they often learned after a particularly difficult game or negative experience. Without sufficient coping mechanisms, officials were prone to experiencing burnout, and the prolonged effects of verbal abuse are likely to be another premature exit point. In Cuskelly and Hoye’s (2004) study of Australian officials, both insufficient training to deal with abuse and increased verbal abuse directed at female

officials were reported by their participants; women officials are likely to experience the combined influences of insufficient training and increased abuse. Strategies developed by the officials, such as using humour and being thick-skinned, are discussed below.

Specifically for officials, the theme of minimal control included maternity. Child bearing was discussed previously as a policy-based organisational challenge, in terms of fitness test and age requirements. As a personal challenge it is included to highlight the process of regaining fitness levels following pregnancy, and ongoing considerations such as breastfeeding. Maternity was undoubtedly a significant issue among the active officials, as child-bearing was most disruptive to their progression, compared to passive officials, coaches, administrators. Collectively, officiating in general has (still) not addressed pregnancy-related issues. This indifference often results in the lumping of societal, organisational, and familial challenges related to maternity solely on individual woman to negotiate. The solutions, or more accurately, compromises, these women make rarely extend beyond their personal sphere of influence, meaning officiating fails to progress. Given the centrality of pregnancy in the participants' experiences, it is surprising that related issues are completely absent from the (available) research literature; this may be an indication of lack of regard for the plight of women officials. It appears that federal- and international-level organisations need to be pressured to mandate the development, implementation, and practice of maternity-related policies.

Strategies

The breadth and depth of challenges experienced by the officials meant the participants required equally diverse strategies to meet these demands. The five theoretical constructs that emerged relative to strategies were internal locus of control, comfortable in male sport culture, intrinsic motivation, leadership qualities, and sources

of support. While many of the strategies employed by the participants were similar across the COA groups, specific strategies to address challenges experienced primarily by the officials are highlighted below.

Internal locus of control (I-LOC) was identified as one of the four Keys in Stage 3 of the pathway model. As a Key, and as a theoretical construct within the strategies section, an I-LOC was important across the three COA groups. Themes within the I-LOC theoretic construct included agent for change, diversify skill base, and find a mentor (mostly similar for officials and administrators), continual self-improvement, mindset, and proactive. Under the theme continual self-improvement, the repeating idea of developing one's natural ability was unique to the officials. As a natural ability, it is likely the participants had a predisposition toward, or above-average ability, in referee-specific skills that they further developed through practice and learning from other officials. This reiterates the importance of talent identification, and underscores the need to develop and foster talent irrespective of gender. Although it is unclear whether those searching for talented referees are intentionally biased, making the process more conscious and intentional would likely broaden how talent among novice officials is defined and identified.

Common among the coaches and administrators, but not mentioned by the officials, was the strategy of earning a university degree to support one's advancement. Given the financial constraints officials faced, however, it seems that self-sufficient (unmarried) officials would likely need a degree for their chosen profession. In other words, although a degree was not an explicit requirement for a career as an elite-level official, not having a degree could severely restrict professional opportunities, in turn reducing one's capacity to subsidise officiating work. A university-level qualification

was less of a concern for the women able to rely on their partner's income. For single women and single mothers, however, some form of formal training is probably necessary and should be encouraged in aspiring referees when possible.

Also within the I-LOC theoretical construct was the theme of mindset. Repeating ideas unique to the officials were making a mistake, mental toughness, and prove others wrong. Although none of the officials used the phrase "Cowboy Up", much of the mindset theme and the associated repeating ideas are virtually synonymous with this ideology. In many ways the officials epitomised Cowboy Up: they were tough, stubborn, and independent. Certainly they experienced countless episodes of doubt and frustration, but they saddled-up and kept riding. While this extreme effort is admirable, it is unjustified, and appears to be gendered. Although there is minimal research on men's experiences available for comparison, indications from Kellett and Shilbury's (2007) study of male AFL umpires are that men do not face the same resistance to becoming officials that women do.

The theme agent for change included challenge norms and fight discrimination. These two strategies were directed toward initiating the changes necessary for the inclusion of women in male sport culture, rather than for achieving ease or relatedness among males, as with the other strategies in this theoretical construct. Noted previously was that women officials generally faced more resistance than coaches or administrators. Additional strategies are, therefore, needed to foster acceptance of women officials, before then addressing interaction and inter-personal aspects. Although presented in the context of paid administrators, one possible way to increase acceptance of women among officials is the approach recommended by Shaw and colleagues (Shaw, 2006b; Shaw & Hoeber, 2003; Shaw & Penney, 2003, Shaw &

Slack, 2002). Rather than being “told” or forced to include women, reflexivity is fostered among group members to encourage awareness of how the needed changes are beneficial to individuals and the organisation. Specifically, males would be encouraged to identify how increased inclusion and representation of females would complement and enhance their officiating experience and performance, such as increased scheduling flexibility or reduced likelihood of burnout. Likewise, resistance efforts, such as those by women agents for change and male champions, would be acknowledged, celebrated, and shared rather than censored.

Strategies related to player management were primarily used by women who officiated contests between males. Participants used humour to defuse tense moments or to make a point without seeming confrontational. Developing rapport with players was a strategy to gain respect and reduce conflict, taunting, or verbal abuse. The use of humour by women to bridge the gender gap is somewhat ironic, as humour has also been identified as a strategy used by men to undermine or silence women (Shaw, 2006b). This finding is insightful because it provides an example of how women have taken a male strategy, re-gendered it, and made it inclusive rather than exclusive. As Shaw’s finding was specific to administrators, the use of humour and rapport as strategies is also discussed in the next chapter.

The theoretical construct leadership qualities included the theme be strategic and its repeating idea watch your back. The participants indicated that in working as the only woman among men, they had to quickly learn who they could trust among co-workers and league or SSO / NSO administrators. A related issue was not refereeing men’s games alone, a situation that could occur at the local or recreational level; as mentioned previously, officials are able to referee across a number of competition levels

concurrently. Refusing to officiate men's games alone is a pre-emptive strategy for safety, but can negatively influence availability, as there is less concern about a male officiating a women's game alone. In other words, those responsible for hiring and rostering male officials can assign them to women's or men's games indiscriminately, whereas additional considerations or provisions need to be made for women officiating in men's leagues. This dichotomy creates yet another double-bind for women officials, who rely on gaining experience refereeing men as a vital contribution to their development, yet are limited in the men's games to which they can commit.

Also within leadership qualities, under the theme character was the repeating idea of professional, that emerged in relation to personal conduct when not directly engaged in officiating (i.e., off the field). Officials described self-monitoring their dress, demeanour, language, interactions with athletes, and consumption of alcohol, and scrutinised other female officials, particularly those who were inexperienced. Considerations included representing Australia internationally, and not providing league administrators an easy excuse for dismissal (rather than inclusion or selection). A professional approach was also beneficial in avoiding sex-related assumptions, innuendo, and unwanted advances. Parallels can be drawn between this finding and West et al.'s (2001) study, in which they used Witz's (1990) model to describe the processes of exclusion, demarcation, inclusion, and dual control among women coaches. Men used observation to exclude women officials based on physical characteristics, and insinuation to demarcate them as sex objects. Female referees were complicit in these processes by attempting to demonstrate their fit (from Witz's 1990 model) and therefore inclusion through self-monitoring, yet also employed dual control to monitor novice female officials. Education and awareness-raising of these

mechanisms among women officials may help to reduce dual control and redirect women's energies toward collective resistance.

Little mention has been made throughout this section to related research findings, primarily because so little research has appeared thus far in the literature. Two studies were noted in Chapter 2: van Aalst and Daly's (2003) study of high performance officials in New Zealand, and Cuskelly and Hoye's (2004) study of officials across all levels in Australia. The main themes from van Aalst and Daly's study were the high personal cost borne by officials, and heavy reliance on family members for support. Specific to female officials was discrimination in selection and promotion practices. Findings from this dissertation research are certainly similar to those of van Aalst and Daly.

Cuskelly and Hoye's (2004) findings echoed many of van Aalst and Daly's conclusions. Also included were low retention rates and insufficient training to deal with abuse; for female officials, shared dressing facilities and targeted, gender-based abuse were also identified. Again, parallels are seen between the present findings and those of Cuskelly and Hoye. It appears the overall conclusion that women officials must overcome greater challenges, compared to coaches and administrators, supports the assertion made in the literature review (Chapter 2) that the experiences of female officials are an important area for future research.

Chapter 7

Findings and Discussion: Elite-level Administrators

Gender relations are influenced by historically constructed, dominant discourses about how women and men are 'supposed' to behave. Discourses may be understood as the powerful views, beliefs and attitudes that help shape individuals' actions. They can, however, also be altered, should individuals choose to challenge them.

(Shaw & Slack, 2002, p. 88)

* * *

The findings from interviews with elite-level administrators (n = 11) are reported in this chapter. As with the coaches and officials, findings are organised into three sections (pathways, barriers, and strategies), followed by a discussion of the key results. In each of the findings sections, the theoretical constructs utilised for the coaches and officials were applicable, with themes and repeating ideas unique to the administrators' experiences. An indicative quote is included as an example for each repeating idea in the relevant appendix.

A broader range of leadership positions is available for administrators, compared to the coaches and officials (such as coordinator, manager, director, president), and positions are difficult to compare across organisations. Of the 11 participants, five worked in SSOs (state sport organisations), three in NSOs (national sport organisations), and one in an ISO (international sport organisation). Of the remaining two, one worked with a professional team and the other was a retired international-level administrator who was currently a board member of an NSO and an ISO. Seven of the women had non-sport careers before transitioning into sport management. Over half of the participants had been, or were concurrently, coaches, however their primary role and career intention was as an administrator.

As in the previous chapters, each theoretical construct is presented sequentially, starting with an indicative quote, followed by a short explanation (a theoretical narrative in Auerbach and Silverstein's (2003) terminology) and then a table of the coding tree structure for the themes and repeating ideas. Administrators' leadership titles and the sport they worked in are not identified in order to maintain confidentiality. Combined findings and discussion for the three groups the subject of Chapter 8, with conclusions and recommendations following in Chapter 9.

Pathways

Administrators generally followed the same four step pathway outlined for the coaches and officials, with several variations. Theoretical constructs are presented in chronological order, with the corresponding themes and repeating ideas listed in alphabetical order, to prevent "weighting" or "prejudicing" of one theme or repeating idea over others. While the themes and repeating ideas included are representative of the group, the salience of each depends on the individual's circumstances.

In *Stage 1—Pre administration Phase*, five themes emerged: a) childhood experiences, b) competitive athlete, c) early role models and mentors, d) other experience, and e) post-secondary education. Many of the participants had well-established, non-sport occupations prior to becoming administrators, and several also had coached extensively. These experiences are captured in the themes of early role models and mentors, and other experience. Most of the administrators had participated in sport as children, and several were still competing at the masters level.

As with the coaches and officials, none of the administrators initially intended to work at the elite level of sport, and thus required some form of external encouragement to progress to *Stage 2—Getting Involved*. This phase included the themes of gateway,

initial experience, and motivation. For some, the request came via a committee member from the local club or association, whereas others were nudged by a family member or friend. A positive experience at the club level, or during work experience for the younger administrators, led to increased interest in sport management and a desire to secure a permanent position.

By *Stage 3a—Becoming More Strategic* all of the participants were employed in administrative or managerial positions. Themes for this stage included additional administration experience, additional influences on progression, concurrent roles, emerging as an administrator, and keys to establishing oneself. At this point, several women obtained a sport-specific academic qualification. For some, employment meant they were no longer able to serve on association committees (where conflict of interest or time constraints were a concern). Others continued to volunteer at the local level and many also remained active as coaches or officials. Progression within this stage, which was positively influenced by support structures and family circumstances, led to an expansion of one's role and networks. As with the coaches and officials, four keys were found to be necessary to move to the next level: an internal locus of control, a male champion, mentors, and specifically for the administrators, diverse experience.

Participants also had to negotiate *Stage 3b—Setbacks*. Delays and hurdles were the themes in this phase. The administrators' progress could be delayed by insufficient mentoring, generally because mentors were not available. Others were hindered by being overcommitted, due to a reluctance to turn down opportunities or "spreading themselves too thin". Hurdles included uncondusive family circumstances or limitations experienced by those without a university degree. While some were able to return to study, approximately half of those without a formal qualification were not.

The participants were able to progress to *Stage 4—Elite-level administrator* once they had navigated relevant setbacks and the keys were in place. The theme of elite-level experience includes positions at the state, national, or international level, and one's length of service. The future goals theme covers the participants' intentions, including maintaining one's current position, continuing to progress, or possibly retirement.

In the model below, the general career progression described by the administrators is depicted. Each of the five theoretical constructs is indicated by **bold text** in thickly outlined boxes. *Italicised text* in thinly outlined boxes indicates a theme. In Stage 1, boxes on the left and right specify the groups of women most likely to pursue administrative roles (retired athletes, and mature-age administrators or mothers) and those most likely to provide the external encouragement for each group (family or friends, and the club or organisation). “Plus” signs (+) signify the experience needs to be positive for progression to occur. A “negative” (-) sign designates likely exit points following negative experiences.

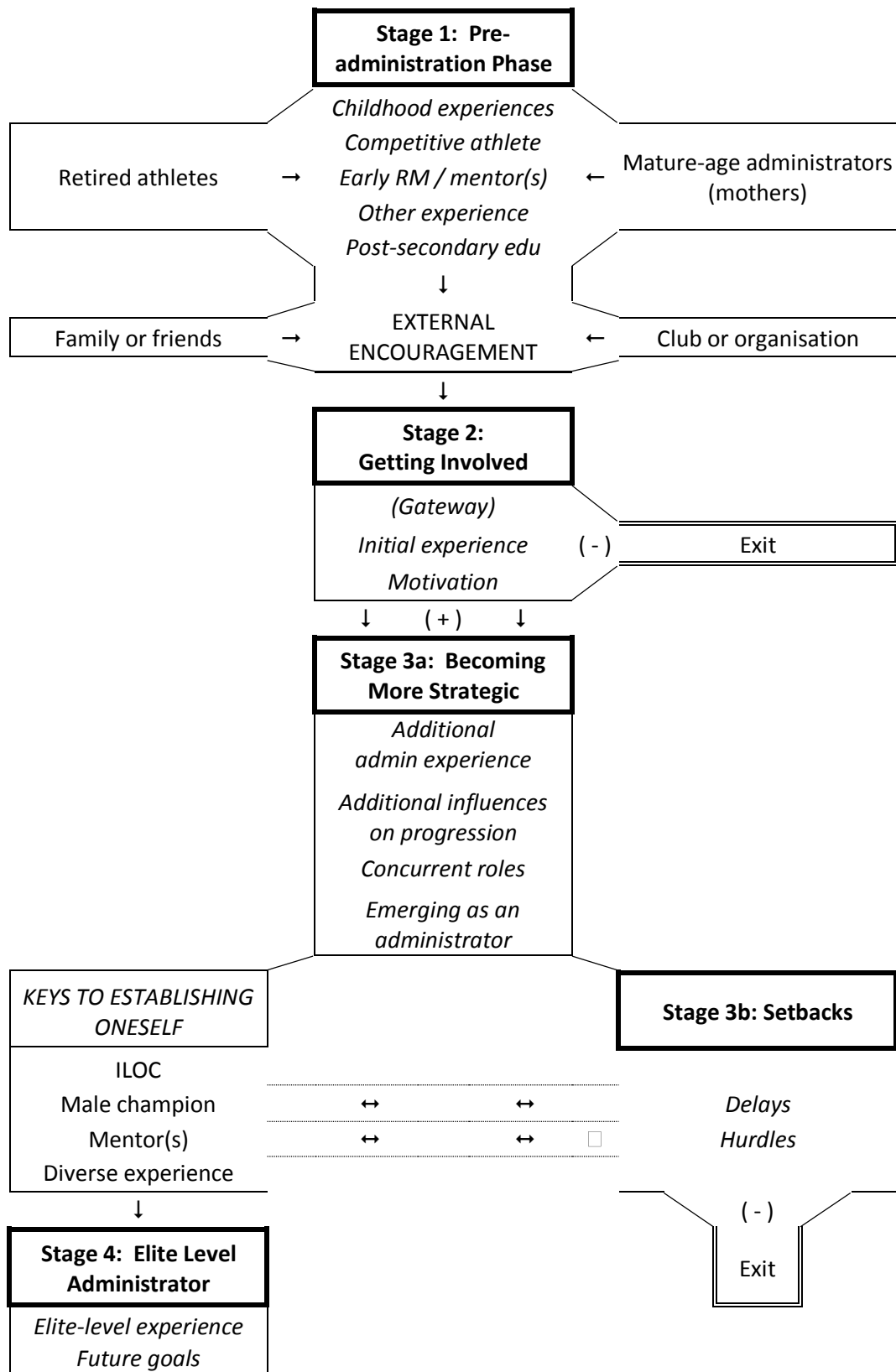


Figure 7.1. Pathway progression model for administrators. (RM = role models; ILOC = Internal Locus of Control)

Theoretical Construct 1: Pre-administration Phase

I'd always played sport as a girl. I did a lot of athletics, netball, and touch football. I was involved as an athlete for a long, long time...sport was something I really wanted to be in. I liked the atmosphere. I liked the camaraderie of sport. Whether it was an individual sport or a team sport, it was just sport and I enjoyed that.

[Childhood experiences – “Sporty” kid]

I had a grandmother who was a working person and she was a role model in the sense of “you can do anything”—gender wasn’t an issue. So that was a role model which probably I wasn’t even taking notice of at the time but saw that she did that so therefore you could do those things.

[Early role model and mentor influences – Family member]

The first phase of the participants’ pathway covers the time before they became involved as administrators. As with the coaches and officials, this phase includes the themes of childhood experiences, competitive athlete, and post-secondary education, but also includes two themes unique to the administrators. Many of the women had worked in non-sport occupations and had coached or officiated; these experiences are incorporated into the theme other experience. Associated with their childhood and previous work experiences were early role models and mentors. Each of the participants came from “sporty” families and many remained active in masters-level competitions (see also Table 7.1 and Appendix R-1).

Table 7.1

Theoretical Construct 1: Stage 1—Pre-administration Phase

| Stage 1: Pre-administrator Phase | | |
|----------------------------------|---|---|
| Childhood experiences | Competitive athlete | Early role model and mentor influences |
| Limited opportunities | Domestic experience | Family members |
| Overcoming early challenges | Elite-level experience (athlete) | Previous employer |
| Parent support | Elite-level experience (master's level) | |
| "Sporty" family | Passion | |
| "Sporty" kid | | |
| Other experience | Post-secondary education | |
| Coaching | Didn't finish high school | |
| Professional | Mature-age student | |
| | Non-uni qualification | |
| | Post-graduate degree | |
| | University degree | |

Theoretical Construct 2: Stage 2—Getting Involved

...whilst I was doing volunteer work for my daughter's club I realised how passionate I was about this area and that for me it was very much an unfulfilled pathway. So I [tried to] get some work in this particular area [and] approached the club she was with at the time...but it didn't stack up financially so didn't go ahead with that and ended up getting a job at [SSO] where I am now.

[Initial experience – Part-time work (club level)]

Common across the three COA groups was the requirement of some form of external encouragement to become involved. Likewise none of the participants initially had aspirations of reaching the elite level. As such, most began as members of local committees or as casual staff. Although encouragement was necessary, the women's motivations were their own, ranging from supporting their child's involvement to wanting to make a career change. All indicated a desire to remain close to sport (see also Table 7.2 and Appendix R-2).

Table 7.2

Theoretical Construct 2: Stage 2—Getting Involved

| Stage 2: Getting Involved | | |
|----------------------------------|-----------------------------|--------------------------|
| Gateway | Initial experience | Motivation |
| External encouragement | Club committee | Career crossroads |
| No initial elite level intention | Fulltime work (local level) | Children's participation |
| | Part-time work (club) | Desire to work in sport |
| | Part-time work (SSO) | |

Theoretical Construct 3: Stage 3a—Becoming More Strategic

I would hope so. Particularly female coaches, I guess. Any coaches starting out I think I've...been a bit of a mentor and a role model for some of our club coaches. But certainly for female coaches I'd like to hope I was...the same as I hope I'm a role model just for even the females in my squad...to see barriers as barriers to be knocked down. So I hope so.
[Additional administrative experience – See self as role model or mentor]

...the general manager believed that he needed women in his senior management team. So he was ahead of his time for it. I didn't get the job I applied for, which was head sport, but he said, "I really like your experience; I really like you; I think culturally you're part of the team I'm building." He offered me a general manager's job—a bit lesser role, and probably lesser pay as well...and he said to us, "You're going to take management courses. You're going to take advantage of what the system offers." And he really, I have to say, it was a man who gave me the confidence and really—my career went in a different direction.
[Keys to establishing oneself as an administrator – Male champion]

In the third stage, administrators increasingly took ownership of their involvement and their professional development. It was at this phase, however, that challenges often were most salient. To accommodate competing influences, and similar to the coach and official groups, the third stage is separated into two parts. Stage 3a covers the administrators' continued growth and development, whereas Stage 3b includes themes relative to challenges or setbacks.

Five themes emerged which describe the participants' experiences in Stage 3a, including additional administrative experience, additional influences on progression,

concurrent roles, and emerging as an administrator (see also Table 7.3 and Appendix R-3a). It was in this stage that some participants sought out a formal qualification. For those with family and childcare responsibilities, support to maintain daily routines became increasingly important. Many of the administrators, despite their busy schedules, were able to continue coaching or officiating. As the women progressed, they became more intentional, yet many also attributed their success to the timing of opportunities.

Like the coaches and officials, the four *keys to establishing oneself as an administrator* were the end-goal of this stage. Common across the three groups were an internal locus of control, a male champion, and mentors. For coaches, the fourth key was “finding fulltime work”, and for the officials it was being “too good to ignore”. Unique to the administrators, however, was the need for “diverse experience”. For some, this meant on-the-job skills, such as marketing, operations, and event management. Others felt that in order to progress further, particularly at the highest level, they needed to demonstrate experience working in more than one sport.

Table 7.3

Theoretical Construct 3: Stage 3a—Becoming More Strategic

| Stage 3a: Becoming More Strategic | | |
|---|---|-------------------------|
| Additional administrative experience | Additional influences on progression | Concurrent roles |
| Return to study | Family circumstance | Coaching |
| See self as role model or mentor | Parent support | Officiating |
| | Partner support | TAFE lecturer |
| Emerging as an administrator | Keys to establishing oneself | |
| Expansion of role | Internal locus of control | |
| More strategic | Male champion | |
| Networking | Mentor(s) | |
| Timing | Diverse experience | |

Theoretical Construct 4: Stage 3b—Setbacks

I'd done that [volunteer administration] a number of years when the position of executive director came up and, came up twice. First time I didn't apply because I had children who were still at school... I didn't apply the first time but when it came up probably about two years later, I decided to apply and I've now been in the job over three years.
[Hurdles – Family circumstances]

It was mentioned previously that challenges were most salient in the third stage. The administrators' progress toward the elite level was often tempered by negotiating various setbacks, captured by the themes delays and hurdles. Delays were challenges that slowed a participant's progression, whereas hurdles could prevent advancement until addressed. Interplay occurred between the *Setbacks* and *Keys* as the participants gained experience and developed strategies to navigate the hindrances (see also Table 7.4 and Appendix R-3b).

Table 7.4

Theoretical Construct 4: Stage 3b—Setbacks

| Stage 3b: Setbacks | |
|--------------------------------|----------------------|
| Delays | Hurdles |
| Few mentors available | Family circumstances |
| No formal role model or mentor | No university degree |
| No long-term plan | |
| Overcommitted | |

Theoretical Construct 5: Stage 4—Elite-level Administrator

I have an ambition to be on an Olympic team or a World Championship team...I would like to work at the senior international level on a team. So either coaching coordinator or a team management role...if the opportunity came up to head this program if [supervisor] were to move on I'd probably throw my hat in the ring.
[Future goals – Continue to progress (in sport)]

The fifth theoretical construct corresponds to the final pathway stage. Participants were considered to have reached the elite level once they had a fulltime

position at the state level (SSO) or above; several of the participants who were working at the state level had previously held part-time positions related to international events. Most of the administrators were committed to continued progression (younger women) or maintaining their position (those in top management roles). Several were also considering retirement, depending on how they were affected by recent or forthcoming organisational changes (see also Table 7.5 and Appendix R-4).

Table 7.5

Theoretical Construct 5: Stage 4—Elite-level Administrator

| Stage 4: Elite-level Administrator | |
|------------------------------------|---------------------------------|
| Elite-level experience | Future goals |
| International level | Continue in same position |
| Length of service | Continue to progress (in sport) |
| National level | Retirement |
| Olympic level | |
| State level | |

Challenges

Challenges were described in the previous chapters as influences which hindered or negatively affected a coach’s or official’s progression. Much like the coaches, the administrators generally used the word “challenges”, rather than “barriers”, and this seemed to accurately depict how they interpreted their experiences. The challenges described by the participants are reported in four theoretical constructs: societal, organisational, familial, and personal.

Theoretical Construct 1: Societal Challenges

...men can be “bold” and men can be “strong” and “tough” [mocking tone; flexes her arm muscles like a gladiator]. But women are “bally”...or “butch”, and that’s not a fair indication of people. It’s really not fair on women to be treated that way.
[Male sport culture – Double standards]

I go to other countries that woman are sometimes not regarded terribly highly in. My example would be one country I went to, as a woman, I think there was no respect for me whatsoever. And...when I went there, I needed to be particularly strong. I didn’t know what was going to happen. I wasn’t sure if they were going to let me on the plane to go home. I had to run an AGM [annual general meeting] which was all men—it was quite intimidating because it was a cultural barrier.
[Minority experience – Cultural barriers]

The three themes in the first theoretical construct were the same for the administrators as for the coaches and officials: male sport culture, minimal control, and minority experience. Many of the repeating ideas, however, were unique for the administrators. Societal barriers included how women are regarded specifically in sport, and in the workplace more generally. Particularly important at the societal level were challenges arising from gender-based differences in cultures among countries, as several of the administrators had worked on international events (see also Table 7.6 and Appendix S-1).

Table 7.6

Theoretical Construct 1: Societal Challenges

| Societal | | |
|---------------------------|------------------------|--------------------------------|
| Male sport culture | Minimal control | Minority experience |
| Double standards | Change is slow | Animosity among women |
| Gender stereotyping | Limited interest | Cultural barriers |
| Homologous reproduction | | Few options for "working mums" |
| Male sport culture | | General resistance |
| Media discrimination | | Instil confidence |
| Women don't get a fair go | | |

Theoretical Construct 2: Organisational Challenges

Probably last year I was home about 120 days...our major competitions are usually outside of Australia and I go to each of those. I do training with our federations so I would go to about three or four federations a year, and I help run their competitions at a local level and the national level. So I do travel extensively. Hence, when the job first came about and I had children who were dependent, I decided not to apply for it until after that.

[Demanding work conditions – Travel and irregular hours]

I had a very heated discussion with my executive director where he demanded verbatim, “Unequivocal support to every decision that he or the board makes”...which I think is so well above and beyond what your job description is. He sees any, what I would call open and frank discussion and vibrant ideas, he sees that as undermining and challenging him. I’ve never come across that before and I find it very hard.

[Workplace frustrations – Clashes with organisational management]

A total of eight themes emerged from the participants’ descriptions of the organisational-level challenges they faced. These include a) career prospects, b) demanding work conditions, c) friction between organisations, d) funding and resources, e) gender-based discrimination, f) not-for-profit sport, g) role models and mentors, and h) workplace frustrations. The administrators had a slightly different perspective regarding organisational challenges, as they were more intimately involved in the organisation’s daily operation. That is, coaches and officials were a step removed in their interactions with sport organisations; the administrators were the sport organisations. None of the administrators identified challenges in working with coaches or officials, but conflicts sometimes arose between organisations, or between an organisation’s administrators and its board (see also Table 7.7 and Appendix S-2).

Table 7.7

Theoretical Construct 2: Organisational Challenges

| Organisational | | |
|-----------------------------------|---|---|
| Career prospects | Demanding work conditions | Friction between organisations |
| Education versus experience | Burnout | Lack of cooperation |
| Fear of being pigeon-holed | Intense workload | Usurping ideas and initiatives |
| Limited opportunities to progress | Significant responsibilities | |
| No pathway or career | Travel and irregular hours | |
| Politics at top are a turnoff | | |
| Funding and resources | Gender-based discrimination | Not-for-profit sport |
| Lack of accountability | Boys' club | Abuses employee "passion" |
| Spending scrutiny | Discrimination | Lacking business acumen and efficiency |
| Unstable funding | Marginalised and not respected | Minimal funding limits growth and development |
| | Still glass ceiling and underrepresentation | Minimal pay |
| | Wasted talent | |
| Role models and mentors | Workplace frustrations | |
| Few available | Clashes with organisational management | |
| No formal mentor | Disproportionate turnover | |
| | Events cycle | |
| | Minimal control | |
| | Minimal support | |
| | Misled: Job description | |
| | Policy | |
| | Repetitive work is not challenging | |
| | Undervalued by organisation | |

Theoretical Construct 3: Familial Challenges

When you've got children and you're working through the juggling act of keeping a house, being supportive for your children, I was studying at the same time, and playing sport, and I would never call children "barriers" or an obstacle but they were certainly a challenge because I was doing, in some respects, what women do in their 20s and 30s, I was doing in my 40s. So I had to become a manager in that respect.
 [Raising children – Struggle to maintain balance]

The familial challenges identified by the administrators were quite similar to those reported by the coaches and officials. Raising children was a theme for the mothers in each group, and the participants identified a number of challenges related to career interruptions. Administrators did not face the physicality requirements or expectations that coaches and officials did, yet it appears there are fewer part-time positions for administrators with young children (see also Table 7.8 and Appendix S-3).

Table 7.8

Theoretical Construct 3: Familial Challenges

| Familial | |
|---|------------------------------|
| Interrupted career | Raising children |
| Commute | Developmental challenges |
| Limited opportunities with young children | Mum guilt |
| Woman is primary | Struggle to maintain balance |
| | Time poor |

Theoretical Construct 4: Personal Challenges

I know from all my years of experience that men will look at a job and say “No worries. I can do 50 per cent of that—I could do that job.” A woman will look at the job and go “Oh, I can really only do 85 per cent—I don’t think I should apply.” I think that is really a fundamental difference in the way we think and the way that we are—our DNA. Somehow or other we’ve got to say to women, “Well get in there and give it a go because you will be able to do it.”
 [Hurting one’s own chances – Lack confidence]

Themes in the final theoretical construct for challenges are specific to the women as individuals and include hurting one’s own chances and minority experience (see also Table 7.9 and Appendix S-4). The participants could occasionally make decisions that were detrimental to their own advancement, most commonly because of low self-confidence. Likewise, minority status could contribute to reluctance or hesitancy to pursue a role initially. Once again, personal challenges are not about fault

or blame, but are highlighted as examples of how societal, organisational, and familial forces directly influence individuals.

Table 7.9

Theoretical Construct 4: Personal Challenges

| Personal | |
|----------------------------------|------------------------------|
| Hurting one's own chances | Minority experience |
| Attitude | Doubt own ability |
| Failing to compartmentalise | Hesitant to put self forward |
| Lack confidence | Imagine barriers |
| Overcommitted | Poor networking |

Strategies

The strategies utilised by the administrators fit the five theoretical constructs identified for the coaches and officials: internal locus of control, comfortable in male sport culture, intrinsic motivation, leadership qualities, and support. The participants developed the strategies identified as they matured, and the strategies were modified or adjusted as needed. The theoretical constructs are presented in order of importance, within which the themes and repeating ideas are listed in alphabetical order (see Appendix T for the full coding tree structure for administrators' strategies).

Theoretical Construct 1: Internal Locus of Control

There was an interesting report I saw, that barriers are what you make them. You can chose to put one above you, and sometimes women undervalue their role, and [the] glass ceiling concept...but who put it there? As females, it may be there but we chose to leave it or not challenge it or sometimes we put it there ourselves. And barriers, it's a language thing, the word barrier almost seems...impenetrable. Whereas it can be avoidable, removable, you can destroy it, you can go around it...but when you ask someone to define it, it's something in the way and it seems impossible to remove. Whereas you can choose, OK, I've hit something, I'll go somewhere else. A lot of that comes to personal traits, I suppose...language is a real interesting choice.
[Mindset – Adversity / Challenge / Hurdle]

Internal locus of control includes the themes of agent for change, diversify skill base, find a mentor, continual self-improvement, mindset, and proactive. Participants described taking increasing ownership of their personal career development, but also in addressing gender issues and discrimination in their workplaces and sport. Evident from the administrators' comments were also the establishment of a long-term perspective and the importance of not becoming complacent, but rather pursuing new skills, abilities, and opportunities (see also Table 7.10 and Appendix T-1).

Table 7.10

Theoretical Construct 1: Internal Locus of Control

| Internal Locus of Control | | |
|---|---|---|
| Agent for change Address gaps Raise awareness Trailblazer | Diversify skill base Industry experience Variety of roles Variety of skills | Find a mentor Female role models and mentors Female role models and mentors (mother) Informal mentor |
| Continual self-improvement Continue to advance Develop over time Invest in self (PD) Learn from those around you Life-long learning Make a long-term commitment Open to advice University degree | Mindset Adversity - Challenge - Hurdle Determination and persistence Focus on what you can control Look for solutions - not barriers Make it happen | Proactive Make your intentions known Opportunistic 1: Seek out Opportunistic 2: Create Opportunistic 3: Capitalise on Opportunistic 4: Maximise |

Theoretical Construct 2: Comfortable in Male Sport Culture

*It's funny, going from [previous profession], which was, in my case 100% female...into [sport], it took me a little while to go, "What's different? Something's different? I'm working with blokes! And...it's great!" You know? They are different. They absolutely are. And they're great fun to bounce things off and if you stuff up—it's over. There are some terrific differences and it's lovely working in a multi-gender workforce.
[Integration – Walk in both worlds]*

I was very lucky to work with quite an amazing man in our organisation. He was the president for nearly 20 years and he went on to a group that ran the sport in the Olympics and he's now the president of [international sport organisation]...he's been influential in allowing me to develop, and always supportive. He's always been very supportive of the best people in the job regardless of gender and that's been without any sort of "you must be gender equity". It was just a natural thing and he's done that all through his life.

[Working with males – Male champion]

The second theoretical construct includes the themes of integration and working with males. Within the theme of integration, working with both women's and men's areas within the sport was identified as a professional development strategy, whereas not being intimidated, looking past gender, or the ability to "walk in both worlds" could be useful at multiple levels. In working with males, the participants described the help and support provided by a male champion, the influence of male role models or mentors, and the importance of seeing oneself as equal (see also Table 7.11 and Appendix T-2).

Table 7.11

Theoretical Construct 2: Comfortable in Male Sport Culture

| Comfortable in Male Sport Culture | |
|-----------------------------------|---------------------------|
| Integration | Working with males |
| Do both wo/men's sport | Male champion |
| Not intimidated by men | Male role model or mentor |
| Take off gender lens | See yourself as equal |
| Walk in both worlds | |

Theoretical Construct 3: Intrinsic Motivation

There was more control in being an administrator—you could actually make a difference. I like to think, in each of the areas I have been involved in—did I make a difference? So that's another thing I would say to young people—try in everything you do, whether it's basic or as you get more experienced, set your goals so that you walk away and say "I think I've made a difference" and I think that's important for your own self-esteem but also in people looking at you and saying you're a can-do person.

[Make an investment – Desire to make a difference]

I'm always so encouraged to see young people who are doing well and who want to have a career and who want to be...I don't like to come second. As an athlete I didn't like to come second. As an administrator I don't like to come second. I've been married for almost 30 years. I like to succeed at life and that means [in every] part of life.
[Personality – Competitive / Goal-oriented]

The themes of know yourself, make an investment, and personality make up the theoretical construct of intrinsic motivation (see also Table 7.12 and Appendix T-3). To “know yourself” encompassed discovering a love or passion for working in sport, but also standing one’s ground and being true to oneself. Administrators made an investment by becoming role models or mentors, through their desire to make a difference, by embracing a volunteer mindset, and through dedicated work ethic. The participants demonstrated or described the importance of personality traits such as being competitive and goal oriented, optimistic, and thick skinned or resilient.

Table 7.12

Theoretical Construct 3: Intrinsic Motivation

| Intrinsic Motivation | | |
|----------------------------|-----------------------------|---------------------------------|
| Know yourself | Make an investment | Personality |
| Do what you love - Passion | Be a role model or mentor | Competitive - Goal oriented |
| Stand your ground | Desire to make a difference | Look for positives - Optimistic |
| True to self | Volunteer mindset | Thick skinned - Resilient |
| | Work ethic | |

Theoretical Construct 4: Leadership Qualities

I've made a dedicated effort to try not to react. When there is a difficult situation, I try to compose myself, to sit back and look at what they're thinking, [for example] that they were men feeling trapped in their own society where they certainly have a power base. You need to be sensitive to the people you're dealing with. Rather than me being aggressive...and inflaming the conflict, I was able to sit back and think...I understand that these people do have a problem because I am a female. I understand that traditionally they don't have to answer to a female. So how I am going to deal with this?
[Character – Be positive / Composure]

First of all I don't think I've ever been a token and where I've had any thought that a male may have been thinking that, I very quickly tell them "I'm not here as a token woman". So you don't have to say it very often and sometimes it's said in a little bit of jest but I think they get the message.

[Leadership skills – Sense of humour]

As a theoretical construct, leadership qualities included four themes: be strategic, character, leadership skills, and moving between roles (see also Table 7.13 and Appendix T-4). Being strategic evolved over time as the participants became established as administrators and increasingly committed to long-term involvement. Character, however, generally included traits that were part of the individual's personality. As such these traits were in place before the participants pursued administrative positions; they contributed to advancement rather than being a product or result of it. Leadership skills included both inherent traits and abilities that were learned or developed. Moving between roles incorporates comments related to life outside of sport, time management, and watching for burnout.

Table 7.13

Theoretical Construct 4: Leadership Qualities

| Leadership Qualities | | | |
|------------------------|---------------------------|---------------------------------|-----------------------------|
| Be strategic | Character | Leadership skills | Moving between roles |
| Networking | Be positive - Composure | Ask when you don't understand | Life outside of sport |
| Plan ahead: | Confidence | Embrace challenges | Time management skills |
| Career development | | | |
| Position yourself | Honest with self | Learn from mistakes and move on | Watch for burnout |
| Realistic expectations | Humility - Reflection | Management traits | |
| Resourceful | Quality product | Objectivity | |
| Take calculated risks | Treat people with respect | Only speak for what you know | |
| Transferable skills | Unconventional | People skills | |
| Vision - Big picture | | Sense of humour | |
| | | Team-oriented | |

Theoretical Construct 5: Support

I'm extremely fortunate, my husband so promoted me, "You can do anything" and "I support you to do anything. I'll support you as a masters athlete to train, and I'll support you to change professions and [to] go study". I have no barriers from my family, I have a lot of support, I feel a lot of responsibility, and I love my family.

[Family and friends – Encouragement]

We make things as local as possible...we moved my daughter's club...we re-jigged everything and my husband always said it's a gift, you've got to make it easy for yourself, because the time factor, if I travelled 45 minutes each way I couldn't work a six and half hour day. I might only be able to offer a five hour day and that's not good enough for people.

[Workplace – Location]

The final theoretical construct that emerged from the administrator interview data was support, which includes the themes of divine intervention, family and friends, self, and workplace (see also Table 7.14 and Appendix T-5). Divine intervention refers to contingent factors such as luck or timing. Family and friends provided encouragement and support for childcare, home responsibilities, and work-related issues. The theme of "self" encompasses overcoming "mum guilt" and managing travel or relocation requirements. Finally, workplace support was sourced from colleagues, co-workers, family-friendly policies, flexibility, use of technology, location, and purposively seeking out a supportive workplace culture.

Table 7.14

Theoretical Construct 5: Support

| Support | | | |
|---------------------|--|---|---|
| Divine Intervention | Family and friends | Self | Workplace |
| Lucky Timing | Childcare Encouragement Example set by parents Family active in sport Friends No children or partner Partner | Overcome mum guilt Relocation and travel | Colleagues Co-workers Family-friendly workplace Flexibility Invest in technology Location Seek out supportive workplace |

Discussion

The purpose of the interviews with administrators was to map career progression pathways, and to identify the challenges faced and strategies utilised to avoid or overcome these challenges. The administrators' pathways followed the same general four-stage model proposed for the coaches and officials, with slight modifications. Participants' experiences of challenges and successful strategies were also similar to the coaches and officials. Challenges occurred predominantly at the organisational level, but also at the societal, familial, and personal levels. Strategies were organised into the theoretical concepts of internal locus of control, comfortable in male sport culture, intrinsic motivation, leadership qualities, and support. Key findings specific to the administrators are highlighted below, and related to findings from the research literature. A general discussion follows in Chapter 8.

Pathways

In Stage 1, specific to the administrators were the themes of early role models and mentors, and other experience such as coaching and a previous non-sport profession. Although the women most likely to pursue sport administration were similar to those in coaching and officiating (retired athletes and mature-age women or mothers), among the administrators there were fewer generational differences between the younger and older participants (such as formal education). Also, the administrators who had been athletes were less likely to have competed at the elite level, however, more of the administrators were still competing at masters level.

Similar to the coaches and officials, some form of external encouragement was required for progression from Stage 1 to Stage 2; this finding is comparable to the belief among participants in Ottesen et al.'s (2010) study that lack of encouragement to get

involved was one reason females were under-represented as board members. Sources of external encouragement were often family or friends for younger women, and a representative from a club for mature-aged women and mothers. Having a positive initial experience was critical in Stage 2. During this phase the participants discovered latent leadership abilities and an intrinsic desire or passion to work in sport.

Involvement in this stage was generally as a volunteer or via part-time employment, through which the administrators' confidence, and commitment to a sport management career, gradually increased.

By the third stage, the administrators were employed in mostly fulltime positions. Like the coaches and officials, it was predominantly in this third stage that challenges had to be negotiated and strategies developed, with continuous interplay between the two. Particularly for the administrators, return to study was an issue. Many felt they needed a university degree to continue to progress, though it was seldom simply a matter of returning to study fulltime. Rather, courses were completed part-time, while also juggling increasing work responsibilities, family commitments, and continued involvement with coaching, officiating, or competition. Thus, although tertiary education was desirable, it is often difficult logistically and requires careful planning. As with the coaches and officials, the interplay between Stages 3a and 3b is best described by the metaphor of a "whirlpool". As challenges arose, strategies were found to address them, but these strategies could often result in additional challenges (such as the extra time constraints of study) which then required consideration.

The keys to establishing oneself as an administrator (Keys) provided the necessary "scaffolding" to support achieving and maintaining an elite-level position. Three of the four Keys were the same for each group (internal locus of control, male

champion, mentors), whereas demonstrating diverse experience across several sports was specific to the administrators. The diverse experience prerequisite, however, in light of the few organisations identified as “family friendly”, created a double bind for the administrators who are mothers, as several reported turning down job offers at organisations without family-friendly policies. In effect, they were encouraged to gain diverse experience yet had very limited options, in terms of family-friendly organisations. Thus, they feared becoming stuck or “pigeon-holed” in one role, organisation, or sport. The participants perceived that the longer they remained in one place, the less likely they were to eventually progress.

Comparisons between the four-stage pathway model proposed here and international research on women administrators is difficult to make due to differences in sport structure and cultural influences (e.g. Chin et al., 2009). The progression outlined by Fitzgerald et al. (1994) in their study of intercollegiate athletics directors was specific to the US school-based sport system, resulting in a very different pathway for their participants. Some similarities are found, however, in observations made by Hatfield et al. (2009) and Hoffman (2010) regarding the Senior Woman Administrator (SWA), which could become a terminal role. While the SWA is specific to the NCAA⁵⁴, a few of the administrators in this study began their careers in positions established for the promotion of sport for girls and women. Also, participants felt that an employment history within one sport or organisation could become a terminal role if they were unable to accumulate the diverse experience, described above as a Key, required to advance. This realisation indicates some evidence of career planning albeit it was often retrospective.

⁵⁴ National Collegiate Athletic Association.

Challenges

Challenges were identified at the societal, organisational, familial, and personal levels for each of the three COA groups. Societal challenges most salient for the administrators included the media and cultural barriers. Under the theme of male sport culture, media frustrations referred to struggles securing coverage for women's sport, particularly when compared to the mainstay media's current fascination with male athletes who behave badly. Certainly media coverage has appeared in the research literature previously, but generally only regarding inequalities in the space or airtime devoted to female athletes, as compared to male athletes. For the women administrators, however, the issue was job security; coverage was perceived as the vital link in the cycle of coverage, sponsorship, player recruitment, supporter base, and financial stability. Without adequate media coverage, the growth and development of the organisation was stifled, which reflected poorly on those in marketing and promotion roles. Hegemonic masculinity then, through the devaluation of female sport and the veneration of male sport, continues to be a challenge for female administrators.

Cultural barriers, under the theme of minority experience, were also particularly salient for participants who worked internationally. Several clear examples of patriarchy, including numerical domination and intimidation, were provided in the findings above. Numerous studies were discussed in Chapter 2 in which women administrators' experiences of patriarchy within their own culture were considered. Cross-cultural challenges for female administrators, however, do not appear to have been addressed in the research literature. As more women reach international-level positions, however, cross-cultural considerations will become increasingly important, and thus the need to ensure women in these roles are appropriately supported.

Numerous organisational-level challenges were also identified by the participants. Especially for the administrators, these included education versus experience, unstable funding, and the events cycle. Obtaining a university qualification was mentioned previously in the context of pathway progression, and it appears there is considerable ambiguity in the sport industry regarding what qualifications are necessary for various sport administration positions. One possible reason is that as sport has become increasingly professionalised (White & Brackenridge, 1985) and sport-specific university degrees have been established (White & Kay, 2006), organisations are increasingly requiring employees to have a degree. This explanation is unlikely, though, as organisational preference for formal education versus industry experience was not specific to the age or generation of the participants. Rather, both younger and mature-age administrators faced the dilemma of whether to return to study; the degrees obtained ranged from education to politics (i.e., were not just sport management-related); and several of the high-level administrators had never attended university. A second possibility is that the participants pursued degrees in order to better compete with male “heavyweights” (Hovden, 2000a, 2000b), that is, to increase human capital (Sagas & Cunningham, 2004; also Cui, 2007). This explanation is also unlikely, as the participants’ impression of needing a degree was not described in terms of an ability to compete with male candidates⁵⁵. Another possibility is that given Australian sport’s long-held traditions of amateurism and volunteerism, sport organisations are more willing to consider experience in lieu of education, that might explain those who progressed without a formal qualification. Regardless of the reason, there is a lack of consensus in the industry and this confusion is detrimental to women administrators

⁵⁵ Also, participants who encouraged higher education for those considering a career in sport administration indicated their advice would be the same for a female or male.

who miss opportunities without a degree, or alternatively, lose time and further complicate their lives by returning to university.

Challenges related to unstable funding were described by the administrators. Whereas a “lack of funding” was identified as an organisational theme for the coaches and officials, this was couched in terms of distribution, or “not enough to go around”. The administrators experienced funding challenges as a sourcing problem, that is, “where will it come from”. Unstable funding could be the result of changes in sponsorship (linked to the media challenge discussed previously) or governmental bodies shifting funds as a result of program or leadership changes. Lack of constancy meant it was difficult to plan for long-term program development, as well as tenuous job security.

For those working in event management, the need to relocate every few years to follow major events could be particularly difficult for women with family responsibilities. Of the two participants working in events, one was single (never married, no children) and the other was divorced (adult children). One felt she was lucky that several international events were held in her city, which enabled her involvement. The other had relocated multiple times and was adamant she would not have been able to pursue those projects had she been married or raising young children. Associated with event management is the fixed-term nature of the work, as contracts generally ranged from four to six years with no guarantee of a subsequent position. The combination of these factors effectively means that in families where the partner’s job is given priority or there are young children to care for, event management is essentially a non-option for women.

Challenges identified by the administrators at the familial level were mostly similar to those experienced by the coaches and officials, with career interruptions being particularly detrimental for the administrators. Time spent commuting to and from work was lost to both family and the organisation and therefore could limit what jobs or types of roles were considered, or the number of hours worked. Certainly women's greater domestic responsibilities have often been highlighted in the research literature (Cameron 1994, 1996; McKay, 1992, 1997; Ottesen et al., 2010). For the administrators, this was experienced as limited employment or promotion opportunities when their children were young. Unlike the coaches and officials, who have the option to scale back their commitments while still remaining involved to some degree, for administrators this is often not a viable option.

The individual-level challenges reported by the administrators were also comparable to those faced by the coaches and officials, and those identified in the research literature. Needing encouragement to take on a role, waiting to be asked, or initial hesitancy have also been described by previous researchers (Claringbould & Knoppers, 2008; Ottesen et al., 2010; Pfister & Radtke, 2009), as well as lack of confidence (McKay, 1992, 1997; Ottesen et al., 2010). The fact that encouragement and confidence have so often been mentioned suggests that the policies, programs, and initiatives developed to address these "shortcomings" among women have not been successful, and a different approach is required. It is worth highlighting once again, however, that hesitancy and low confidence are most often challenges to initiating involvement, not on-going issues. For the participants in this study, once they took the first step, provided they have a positive experience and discovered an intrinsic desire to continue, they became self-motivated and directed.

Also noteworthy is that the administrators did not describe relying on their partner for financial support. This was common among the coaches and officials, particularly in Stages 2 and 3, who had to pay for accreditation courses, purchase uniforms, and cover travel costs. Several of the administrators described needing to work to meet household expenses, yet none who returned to study mentioned the costs of university, either in terms of course fees or lost work earnings. It is likely the salary earned through their administrative employment empowered them to feel more secure and independent financially, and thus less reliant on their spouse. Although this is a subtle difference, it can have a significant influence on confidence, career progression, and job security. Administrators, even in lower-level positions, generally have greater access to decision makers within the organisation, such as executives and board chairs, than coaches or officials. Improved financial stability and increased contact with the organisational elite suggest women administrators may be in the best positions to lead internal change efforts, rather than targeting coaches or officials to drive initiatives through and reinforces the need to ensure coaches and officials receive adequate remuneration such that they can continue with courses and development opportunities.

In the pathways section it was mentioned that comparisons between the findings and previous research are complicated by differences in sport structure and culture. Differences should also be considered regarding challenges. In several of the studies reviewed, quantitative methods were used to measure success (Sagas & Cunningham, 2004; Whisenant et al., 2002) or track longitudinal changes in representation (White & Brackenridge, 1985; White & Kay, 2006). Of the qualitative studies, most could be categorised as belonging to one of three groups: studies of sport organisations (Shaw, 2006a, 2006b; Shaw & Hoeber, 2003; Shaw & Penney, 2003; Shaw & Slack, 2002),

studies pertaining to volunteer board members (Claringbould & Knoppers, 2007, 2008; Hovden, 2000a, 2000b; Inglis, 1997; Ottesen et al., 2010; Pfister, 2006), and studies of paid administrators (Cameron, 1994, 1996; Cui, 2007; Hovden, 1999; McKay, 1997; Pfister & Radtke, 2006, 2009). For example, a number of the challenges reported by the participants correspond to the barriers reported in the research literature (both board members and paid administrators). At the organisational level, these include time constraints (Ottesen et al., 2010; Pfister & Radtke, 2006, 2009), a lack of solidarity among women (Pfister & Radtke, 2009), and double standards, (McKay, 1992, 1997). This dissertation research was focused primarily on the experiences of paid administrators, and only one of the 11 administrators had experience as a board member. Differences in research focus and the positions held by the participants should continuously be kept in mind.

Several similarities exist between Shaw's (2006b; also Cameron, 1994, 1996, McKay, 1992, 1997) observations of gendered social processes (viz., networking and humour) and the experiences of this study's participants. In some of the organisations, networking helped to create and maintain boys' clubs that were not attuned to or representative of female members' and administrators' interests. The use of humour is particularly interesting as it was used against the women and thus experienced as a challenge (telling dirty or sexist jokes) but also by the participants as a strategy (using "jest" to make a point; the use of humour was also described by the officials, in terms of player management). In both cases humour was related to boundaries, but in opposite ways. Jokes were told by men to demarcate, yet the women used humour in validating their inclusion or to quash an attempt to exclude. Thus the use of humour was appropriated by the administrators but used in a positive, strategic way.

Although there were parallels between the participants' experiences and findings in the research literature, there were also differences. These include the idea of male "heavyweights" or "ideal leaders" and the process of negotiating "fit", and the contentious area of "no barriers". The concept of a male heavyweight (Hovden, 2000a, 2000b) or ideal leader (Pfister, 2006; Pfister & Radtke, 2009) was described as the combination of characteristics and connections leaders needed to demonstrate to be considered for selection or promotion. Claringbould and Knoppers (2007, 2008) described the ways in which women board members approximated or attempted to "fit", or challenge, the male model. Of the women in this study, only one would likely be recognised as a heavyweight or as fitting the male version of an ideal leader. Certainly the others demonstrated fit and heavyweight or ideal leadership characteristics to some degree, but seemed to direct their efforts toward challenging assumed male ideals, rather than approximating them. Examples of this include pursuing a committee position to ensure a "female voice" was heard, modelling an ideal female leadership style, and actively working as an "agent for change". As mentioned previously, though, the concepts of a male heavyweight or ideal leader, and the studies of fit, were primarily associated with board membership, whereas only one of the current study participants had experience as a board member, and she is the participant most likely to be considered a heavyweight or to fit the ideal leader model. Thus it is possible these concepts do not extend to paid administrators, that the characteristics of heavyweight or ideal administrators are broader or more diverse, or that the study participants who were more actively engaged in challenging the heavyweight/ideal leader model are unlikely to progress to board membership.

The very concept of barriers was also contested by the participants, who preferred instead to use the word challenges. Women in studies by Cameron (1994, 1996), Pfister (2006), and Pfister and Radtke (2009) indicated they had not, or only rarely, experienced barriers. Among these women, some acknowledged barriers existed for co-workers and colleagues, others listed personal characteristics they felt saw them through, and a few were described by the authors as sufficiently supported or privileged to be shielded from barriers. Certainly it is possible these women really did not experience barriers. It is equally likely, however, that something enabled them, even if subconsciously or outside their awareness, to reach their current positions. For the administrators in the current study, that something was a combination of factors, such as an internal locus of control, intrinsic motivation, and dependable support from family, friends, and their workplaces. While the question of barriers was primarily contained in the literature related to administrators, it was a salient theme for all of the COAs in this study, and therefore is discussed in more detail in the following chapter.

Strategies

The strategies utilised by the participants were mostly similar for the coaches, officials, and administrators. Specifically, the same five theoretical constructs (internal locus of control, comfortable in male sport culture, intrinsic motivation, leadership qualities, and support) were consistent across all three groups. Themes and repeating ideas that were particularly relevant for the administrators are highlighted below, followed by important links with the existing research literature.

For the theoretical construct of internal locus of control (ILOC), two repeating ideas stood out: industry experience (theme of diversify skill base) and the participant's mother as a female role model or mentor (theme of find a mentor). Industry experience

referred to extending one's perspective beyond the sport-specific context, developing solid "business sense", and demonstrating involvement other than formal learning. This repeating idea was placed in ILOC because it was something the participants took personal responsibility for pursuing, rather than hoping an opportunity would present itself. Industry experience was particularly valuable for job selection and promotion. Although industry experience was not specifically discussed in the research literature, participants in Strawbridge's (2000) study identified "hands on", and multi-discipline knowledge and experience, as key influences in their career development.

A number of the administrators described their mother as an early role model or mentor. Mothers were depicted as self-sufficient, as pursuing a career while raising children, and as educated and intelligent; these characteristics were especially influential given the more limited roles available to women and mothers in previous generations. As a strategy, the participants' mothers modelled an ILOC, which their young daughters internalised. Likewise, the participants were modelling an ILOC to their children, and to younger women they worked with. The importance of mentoring was described by Young (1990), Strawbridge (2000), Weaver and Chelladurai (1999, 2002), and Narcotta et al. (2009), but none of these researchers included parental or maternal role modelling, instead focusing primarily on professional mentors. It appears that for women who do not receive strong role modelling from their mother, working with a female mentor may be particularly beneficial for their progression.

Within the theoretical construct of leadership qualities, transferable skills (theme of be strategic) and management traits (theme of leadership skills) stood out for the administrators. Transferable skills were used in numerous ways, such as links between coaching and managing, moving into sport management from a non-sport career, or to

bolster “marketability” for selection and promotions. Research on women who enter sport management following non-sport careers has yet to appear in the literature and thus this is an important area for future studies, as well as recruitment efforts.

Important management traits identified by the administrators included earning the respect of co-workers, leading by example, demonstrating loyalty, delegating, managing frustration, and showing strength when making difficult decisions. Certainly these traits would be considered generic management characteristics; as such, their relevance pertains to how they were demonstrated by the participants through transformational leadership. Doherty (1997) described how a transformational leadership style was preferred by employees, and positively associated with female administrators. For the participants, subordinates and co-workers were amenable to their transformational approach, which was also supported by the organisation.

The possibility that human resource management (HRM) structures may be used to increase the representation of women was discussed in the literature review. The participants, however, did not describe utilising HRM-type programs. None of the administrators had participated in courses designed specifically to help women advance, nor were they aware of the existence of such programs in their organisation. A few administrators mentioned encouraging general professional development opportunities for their employees but not specialised programs for women, and none had been associated with a gender equity law suit (as described by Moore et al., 2001). It is unclear whether such programs were not available for the participants, they felt participation was unnecessary, or that other circumstances prevented their involvement. Given that none of the women initially intended to work in elite-level sport and few had formal management qualifications, however, it seems that as in Moore et al.’s study,

programs did not make the difference. Rather, this finding substantiates Moore et al.'s conclusion that it is philosophical support for equal opportunity among top managers that results in more equitable representation. Additional research is needed to elucidate how philosophical support is encouraged among top managers.

Chapter 8: Combined Findings and General Discussion

Thus, it is important to remember the formidable distance between rhetoric and reality, as well as between legislation and realization.

~Hovden, 2000a, p. 81

* * *

In the previous three chapters, findings were presented specific to the experiences of the coaches (Chapter 5), officials (Chapter 6), and administrators (Chapter 7). In each chapter's discussion section, key findings were elucidated and related to the broader research literature. Contained in this chapter is a general discussion of commonalities across the COA (coaches, officials, administrators) groups, methodological issues, and future research directions.

Pathways

Three previously undocumented findings emerged which relate to the pathways section. First was the four-phase pathway model of the participants' progression from grassroots to elite-level sport leadership positions. Second was a lack of elite-level intention among beginning COAs and thus the need for external encouragement. Third, keys to establishing oneself at the elite level were identified. Findings are discussed below in view of the Australian context and future research.

Four-phase Pathway Model

The pathway progression model proposed here illuminates the ways that women establish themselves in sport leadership, as very little published research specific to pathway progression exists in Australia or internationally. While the absence of previous pathway research makes comparing and contrasting different pathway models difficult, the model proposed here establishes a baseline for comparison with future research. A better understanding of pathway progression can lead to the development of

career progression strategies for emerging COAs, and for the individuals or organisations recruiting and retaining them.

In developing the aims of the current project, it was a surprise to find that researchers had not investigated pathway progression; clearly the focus has been documenting and discussing barriers. What pathway research does exist has primarily been focused on coaches (Erickson et al., 2007; Salmela, 1995; Salmela, et al., 1994; Schinke et al., 1995), at the expense of administrators and officials. One possible reason is the difference between the school-based sport system in the US and the club-based system in most other countries. Career progression in the US system is characterised by a well-established pathway and more opportunities are consistently available for COAs, as nearly every secondary and tertiary education institution offer at least a basic competitive sports program. The club-based system, being less formal or structured, results in anecdotally defined pathway progression; in addition, the availability of opportunities is less reliable due to its public-interest-driven nature. The four-phase pathway model presented here may still be of interest in the US, however, for the few sports that operate from a club-based approach. Mainstream sports (e.g., basketball, football [soccer]) may also benefit from the observations relating to male champions and the Keys to establishing oneself, particularly for recruitment and retention of women and other minority COAs in university or professional sport settings.

Despite the general incongruence between school- and club-based sport systems, there is ample opportunity for application of the four-phase pathway model, as the vast majority of sport systems internationally are club-based. Key benefits of this approach include identifying potential recruitment areas for COAs and explication of the usual progression stages for women who have reached elite-level sport leadership positions.

These findings may be of assistance in relation to recruitment, training, and professional development programs for beginning and early-career COAs. Improved programs should also result in less dropout and efficient utilisation of resources. Understanding the career progression stages can also help developing COAs to anticipate challenges, enabling better prepared and more intentional management of potential setbacks.

Specifically in Australia, further research on pathway progression will help to refine the four-phase progression model in the national context. A wider range of sports should be included, allowing comparisons to be made with the pathways of women COAs in gender-specific sports such as netball or rugby. Elements of the model may also be useful in male-dominated, non-sport industries, such as business, law, medicine, and government. Likewise, since the pathway progression for male COAs in Australia has received only limited attention to date, instructive comparisons may arise when the model is applied to men's pathway progression.

Lack of Elite-level Intention and External Encouragement

An unanticipated finding was that none of the 33 participants indicated any intention to pursue an elite-level leadership position when they began as a COA. Rather, external encouragement combined with a positive initial experience contributed to participants becoming more aspirational and intentional about their development. Possibly women still do not consider a career in sport leadership a conventional option, compared with teaching or nursing. Even participants in their twenties, who had benefitted from more equitable sport participation opportunities as children and who were able to pursue sport-specific university degrees, did not initially view elite-level sport leadership as something to which they aspired. This finding has implications at the societal and organisational level. At the societal level, it raises the questions of why

young women are not considering careers as elite-level COAs, and how this situation can be improved. Numerous elite-level athletes such as Cathy Freeman (athletics), Lauren Jackson (basketball), and Kari Webb (golf), represent visible role models that may encourage young girls to aspire to be professional and Olympic-level athletes. It seems plausible that raising the profile of highly-venerated, elite-level women COAs could have a similar effect for novice or aspiring future COAs.

At the organisational level, lack of intention on the part of potential COAs underscores the reciprocal importance of male champions and talent identification. Male champions play a critical role as primary sources of external encouragement. As such, the talent identification of potential women leaders is incredibly important, and equally vital is that organisations cultivate male champions. Given that many of the male champions described by the participants were SSO and NSO coaching coordinators, referee commissioners, former elite-level coaches, and club or association presidents, organisations need to be conscious of who they place in these positions. Organisations may also consider making the identification and recruitment of female coaches a formal part of coaching coordinator's job description. Likewise, young women who have an interest in sport leadership as a career can also be more intentional in seeking a suitable male champion. Further discussion of male champions is included in the following section, Keys to establishing oneself.

Keys to Establishing Oneself as COA

Reported in Stage 3 of the four-phase pathway model were the Keys to establishing oneself as a COA (Keys). A total of six Keys were identified. Each COA group had a unique requirement that influenced the participants securing elite-level positions: finding fulltime work (coaches), being too good to ignore (officials), and

diverse experience (administrators)⁵⁶. The three “core” Keys, that were consistent across each of the COA groups, include an internal locus of control, the presence of a male champion, and several different types of mentors. As each of the core keys is a previously unreported finding, each is discussed separately below.

Internal locus of control. The first core Key was the presence of an internal locus of control (I-LOC). Of the potential pool of women who are capable of becoming successful elite-level COAs, it appears LOC is a key indicator of those who reach the elite level. Locus of control seems to influence how COAs cognitively process setbacks, serving as a critical determinant in whether a negative situation is perceived as a barrier (external locus of control, or E-LOC) or a challenge (I-LOC). It also appears that LOC influences how volitional developing COAs are in seeking assistance and pursuing (or creating) new opportunities.

Locus of control was significant not only in terms of an observed I-LOC, but also in that many participants demonstrated a shift from an E-LOC as novices to an I-LOC as professionals⁵⁷. If a shift from E-LOC to I-LOC is possible, two scenarios should be considered. A coach, official, or administrator who exhibits a largely external LOC early in her development may take longer to reach the elite level. With an E-LOC, she is more likely to be side-tracked by, or succumb to, challenges. Conversely, the COA who generally displays an I-LOC early in her development is apt to progress more quickly, and have less difficulty responding to challenges. Thus, to offset potential delays, talented early career COAs with an E-LOC orientation could be assisted by LOC-focused professional development programs.

⁵⁶ Each position-specific key was discussed in its relevant chapter.

⁵⁷ Evidence of the presence of ILOC and the shift from ELOC to ILOC was offered in chapters five through seven.

As LOC has been directly investigated in women who have stalled in their progression or dropped out, researchers might confirm or refute the role of LOC among COAs. Given the current findings, there appears to be more value in considering the role of psycho-social influences such as LOC, rather than continuing to research external barriers. The purpose of investigating E-LOC in sub-elite COAs is not to deter or exclude them, but rather to better support this aspect of their development. The evidence of the ELOC-to-ILOC shift implies that promising COAs who display an external locus of control could benefit from support programs that demonstrate the benefits of consciously shifting to a more internal LOC. Locus of control is discussed further in the strategies section below.

Male champion. The second general key was the presence of a male champion (mentioned previously). As described by the participants, the male champion is more than a mentor; he is actively invested in assisting the female COA to progress to the elite level. The absence of recognition regarding the role of a male champion in the current research literature underscores several possible questions, including the significance of the champions being male, and why these males have become champions for women in sport leadership. To rephrase the first question, is there something about these men, or the organisational positions male champions occupy, that predisposes them to serve a gatekeeper function for developing female COAs? Related questions would include whether or not a “champion” is required regardless of COA gender, and whether there are male or female champions in gender-specific sports such as netball. Possibly, men fill the champion role because men also fill the majority of peak leadership positions in sport. As such, they are the most qualified to assist developing COAs: they understand the system, have past experience to guide them, and

can access extensive networks. In this sense, they are not champions because they are male; they are champions who happen to be male.

A second possibility is that something has led these male champions to value the contributions of women COAs to the point of becoming personally and professionally invested in insuring every opportunity to reach the elite-level is maximised. One possibility is that in working with talented female COAs, male champions begin to recognise and empathise with the inequities and limited opportunities experienced by so many women. Unfortunately, the current research findings are more useful in raising these questions than answering them. Anecdotally, though, it seems the negative experiences of a mother, sister, wife, or daughter have influenced these males to become advocates for females. Given the significance of the role male champions play, understanding why male champions believe so strongly in developing female COAs represents an avenue for further research.

A final question concerns the influence of male champions in assisting women COAs to become “comfortable in male sport culture”. Being comfortable in male sport culture is one of the five theoretical constructs from the strategies section and is discussed more thoroughly with the other strategies. In the context of male champions, though, it seems likely that even if female champions emerge in the future, male champions would still be necessary in terms of helping female COAs to be comfortable in male sport culture, at least as long as sport culture continues to be male dominated. It seems equally likely the emergence of female champions would parallel diminished influence of male sport culture. The link between male champions and women COAs being comfortable in male sport culture also warrants further research.

Mentors. The third general key is the importance of mentors. Although the value of mentors has been documented for some time, in this study several characteristics relative to mentors were particularly important. These include the type of mentoring relationship and how mentoring relationships were established.

Collectively, the participants expressed a clear preference for informal personal mentors, rather than formal mentoring programs. This was primarily because an informal mentoring relationship was perceived to provide scheduling flexibility, was more equitable, and enabled the participants to work with multiple mentors simultaneously. In contrast to the present trend of establishing formal mentoring programs, informal mentoring appears to be equally valuable, and often preferable, for women COAs. Developing COAs are likely to require assistance identifying and establishing contact with informal mentors, especially if the mentor has retired and thus not as visible within the COA's network.

A second observation regarding mentors is the varying degree of volition on the part of participants in seeking a mentor. Participants were increasingly proactive in locating potential mentors as they became more established in their role. Experienced participants described a number of mentors and a variety of different mentoring relationships, corresponding to the COA's current level of development. While this specificity might seem to contrast with the initial lack of interest or intention among participants, it likely corresponds to the shift from E-LOC to I-LOC described previously. In view of this finding, the importance of developing informal and flexible mentoring relationships is again underscored. Rather than investing extensive resources in the development and implementation of formal mentoring programs, organisations

should also consider facilitating less formal mentoring options for developing COAs, particularly as they approach higher-level positions.

Challenges

Much of the existing research has been focused on the impediments for women in sport leadership (as reported in Chapter 2). In this study, previously identified barriers were investigated in the Australian context. Known barriers were confirmed and several Australian-specific challenges were identified. Rather than focusing on the identification of participant experiences of barriers, however, the contribution here is a preliminary understanding of the participants' approach to the challenges they encountered.

Societal Level

Two of the challenges mentioned by participants warrant further discussion. At the societal level, several women described situations in which divergent societal or cultural norms were problematic. In these situations, women were in positions of power over men who were unaccustomed to being subservient to women. This could occur within Australia, by importing a coach from a culture with different norms regarding women's roles and place in society. In addition, given Australia's geographical position, it is often grouped with other countries in Asia, Oceania, or the Pacific. Nations in these regions represent a wide variety of Eastern, Asian, and Islamic influences that can be viewed as contrary to the predominately Western, Caucasian, and Judeo-Christian culture in Australia. In this second scenario, women might be in charge of leading meetings, conducting trainings, or evaluating the performances of men from cultures very different from their own.

Participants told of being in situations in which they were a cultural, racial, and religious minority—as well as the only woman. As such, they described being quite conscious and intentional in their interactions with men. This meant achieving a delicate balance between being culturally sensitive, but also demonstrating their strength and competence as the leader. This finding highlights the need for on-going cultural awareness programs when disparate groups come together, but also the importance of co-worker and colleague support for women newly appointed to these types of leadership roles. This is one area in which male champions may continue to play a role for some time.

Organisational Level

At the organisational level, inconsistent funding was also a major challenge described by the participants. In Australia, SSOs and NSOs receive substantial funding through government subsidies. The amount received is largely determined by the political party in power, which also influences how the money is spent. As such, funding vacillates between grassroots development or elite-level competition, based on the philosophies of the party and its constituents. Fluctuating funding levels has two particularly deleterious effects on women in sport leadership: disruption to long-term planning, and inconsistency among programs.

Disrupted long-term planning is detrimental for women in sport leadership because it means their future is constantly in flux. Although programs for girls and women are often added when funding is abundant, they are also generally the first to be disbanded when cash is scarce. While these peripheral programs are generally aimed at increasing participation, they require COAs to implement and maintain. Because the programs have uncertain futures, and are aimed at girls and women, the COAs chosen

to run them are often female. Thus a trickle-down effect is established where funding determines programs, and this, in turn, determines the number and duration of COA positions available. In effect, this results in stop-start career progression where a COA position may exist one day, be eliminated six months later, and then be reinstated at some point in the future. This uncertainty is likely to eventuate in positions in which the hiring preference is for women initially but may result in a career cul-de-sac.

Inconsistency among programs refers specifically to programs targeting the development of women in sport leadership, as opposed to participation-focused programs that employ women COAs. These are development support programs and job opportunities such as coaching and officiating scholarships or grants for emerging women leaders. Many of this study's participants mentioned having benefited from these development programs. Without the programs, it is questionable whether a similar opportunity would have been available, meaning yet another woman's experience and expertise would have been underutilised or wasted.

Familial Level

Three different types of family groups were identified among the participants. Often they were single with minimal domestic responsibilities, or reported the presence of a partner who was supportive of the participant's personal and professional ambitions. A few participants were divorced, which gave them greater freedom to pursue their personal goals, though this often resulted in the need for paid or family-assisted childcare. Despite home responsibilities in general, and childcare in particular, being prominent issues for the COAs, the participants in this study were determined to find ways to meet these commitments. As suggested by some researchers (e.g., Thompson, 1999), women continue to carry out the majority of domestic duties even if

they work full time. Therefore, the question arises as to why some partners, and male partners in particular, are committed to a more equitable division of labour within the home and family. As with male champions, this is a key area for future research; a better understanding of these formative experiences and influences can augment efforts to effect society-wide change.

Personal Level

The personal-level challenges described by the participants mostly concurred with those identified in previous research: burnout or being overcommitted (Caccese & Mayerberg, 1984; Dale & Weinberg, 1989); low self-confidence (Marback et al., 2005; Ottesen et al., 2010), doubting one's own ability, or being hesitant to put oneself forward (Claringbould & Knoppers, 2008; Pfister & Radtkey, 2009); and guilt, particularly among mothers (Bruening & Dixon, 2007; Dixon & Bruening, 2007; Kilty, 2006). The enduring difference between these participants and those of previous studies is the insistence by the participants that these experiences were challenges, not barriers. Expecting to get through or refusing to succumb kept the participants searching for solutions rather than lamenting their losses.

Barriers Versus Challenges

As described above, participants expressed a clear preference for referring to negative experiences as challenges, rather than barriers, though this was more conscious or intentional for some than others. What makes the finding a key contribution to knowledge is that they described experiences nearly identical to those classified as “barriers” in previous research. It was not that participants avoided barriers or setbacks, but rather they approached setback differently. By conceptualising the experience as a

challenge to overcome, rather than a roadblock or failure, they focused their attention on a solution rather than dwelling on the negative aspects of what went wrong.

The tendency to see challenges, as opposed to barriers, is likely influenced by the five strategies identified previously (and discussed below). The proportional contribution of each particular strategy was not investigated in this study, but the role each plays is likely unique to the individual's specific circumstances, such as career stage and family dynamics. Two important areas for future research regarding the challenge mindset are to explore factors influencing the mindset of sub-elite and elite-level women in sport leadership positions from other sports, and from other countries or cultural contexts. A second area for future research is to investigate the mindset characteristics or profile of male sport leaders, both those who reach the elite levels, and those who remain in middle management positions or leave the industry. Doing so will enable comparisons between female and male elite-level leaders, so that gender differences may be addressed.

Strategies

The final aim with this research was to identify the strategies utilised by the COAs to avoid or overcome the challenges they faced. The strategies identified were organised into the theoretical constructs of internal locus of control, comfortable in male sport culture, intrinsic motivation, leadership qualities, and support. Strategies were employed as the participants negotiated the challenges they faced, particularly in Stage 3 of the pathway model, and attempted to remain at the elite level (Stage 4). Challenges were identified across four levels (societal, organisational, familial, personal) but many of the strategies described by the participants were driven by individual effort. This is likely a result of the in-depth, individual interview method and not an indication of

support for the liberal feminist approach (discussed below). Although enacted through individual effort, the participants were actively disputing, confronting, and contesting a broad spectrum of limitations, discriminations, and inequities as agents for change.

Internal Locus of Control

The critical importance of locus of control was discussed previously, as a core Key in Stage 3, and particularly in terms of the shift from an E-LOC to an I-LOC as the participants became more intentional about their progression. As a strategy, several additional aspects of LOC should be considered. First, it is important to note that LOC as a psychological construct is rarely a conscious process. Participants did not describe themselves as having an I-LOC; rather, it was observed through actions and comments specific to the themes within the I-LOC theoretical construct (agent for change, continual self-improvement, diversify skill base, find a mentor, mindset, and proactive). Certainly some participants were observed to have a weaker I-LOC than others, and these COAs were often those struggling to progress from the state or national level to the professional or international level. These COAs were also those most frustrated with the pace of their development (e.g., questioning why others progressed more quickly) or with their SSO or NSO (e.g., perceived discrimination; lack of opportunities or support provided). Despite their frustrations, they were unable to consider how their own actions and attitudes could be self-limiting. Three scenarios seem likely for women in this predicament. A change may occur that helps them progress toward a more I-LOC, such as the influence of well-matched mentor or male champion, or changing roles (e.g., from coach or official to administrator). Alternatively, these women might “top out” or stagnate at the semi-profession or sub-elite level. A third possibility is that women who do not reach a certain threshold level of I-LOC are those most likely to “drop out”, such

as the participants in Pfister and Radtke's (2006) study. Additional research is needed to explore these options.

Second, LOC is subject to a variety of influences. Developmentally, for instance, it is shaped by societal, cultural, familial, and gendered norms. Many of the participants described their mother, as someone active in non-traditional spheres such as coaching or paid employment, as an early role model. Several of the COAs also mentioned non-traditional support from their father in terms of playing sport, attending university, and pursuing a career. For others, however, these activities were discouraged by one or both parents; likewise, there did not appear to be generational differences in those with a weaker or stronger I-LOC. Parental and societal pressures are, then, just two of many potential influences. One aspect of better preparing and supporting women COAs, is to make LOC a more conscious and intentional process. This can be achieved through raising awareness of what influences LOC development, the benefits of an I-LOC, and how I-LOC may be demonstrated to potential employers. Certainly additional research on I-LOC in women COAs is also warranted.

Comfortable in Male Sport Culture

Being comfortable in male sport culture emerged as a theoretical construct for each of the three groups. For coaches and administrators, this meant being at ease working with men, not focusing on gender, and the ability to "walk in both worlds"; for officials, player management and being an agent for change were also necessary. This theoretical construct also included male champions (see previous discussion) and male mentors and role models. Some participants, particularly the younger women, attributed relaxed interactions to training and competing with males. Others, especially the mature-age participants, described a more conscious effort to seek out a positive and

supportive environment where women were valued and their contributions encouraged. Again, a variety of inclusive influences converged, and the COAs were well aware that less receptive cultures existed and were often still the norm, as they recounted stories of colleagues', and their own, negative experiences.

The finding that participants described being comfortable in male sport culture is significant because their acceptance was as individuals and as women, rather than being admitted as quasi-men. This was evident in their ability to walk in both worlds, that is, to *appropriate* the conventions of both female and male sport cultures. In effect, if male sport culture is viewed as a language, the participants were able to reach a comfortable level of fluency, without denying or disavowing their “female” sport culture or language.

The appropriation of male conventions does not necessarily refute previous research in which women's inclusion was described as resulting from their ability to *approximate* male standards and norms (Hovden, 2000a, 2000b; Claringbould & Knoppers, 2007, 2008; Pfister, 2006; Pfister & Radtke, 2006, 2009). Clearly there are many current examples of male sport culture excluding all but a few “butch” or “ballsy” women. Instead, pockets of inclusivity may be emerging. In several studies from the UK (Shaw, 2006b; Shaw & Slack, 2002; White & Kay, 2006) “younger” organisations, or those established in the last ten years, were observed to be more committed to equity. Among the current study's participants, those who had trained and competed with males developed this comfort more easily. As such, this finding may indicate that societal attitudes are changing, resulting in greater inclusion in some areas. An area for future research is what specific conditions create male sport cultures conducive to the respectful and valued inclusion of women COAs.

Intrinsic Motivation

Similar to locus of control, intrinsic motivation was a characteristic observed among the participants, rather than a strategy they specifically identified. Being intrinsically motivated facilitated the participants' progression in a number of ways, such as having a volunteer mindset, primarily at the grassroots level, and the inner resolve to continue to push forward when challenges arose. The two most salient features of intrinsic motivation were passion and resilience or being "thick-skinned". A love or passion for the sport, and for the COA role they filled, was combined with external encouragement to initiate their involvement. As the COAs progressed, intrinsic motivation was evident in their pursuing additional courses and seeking out diverse opportunities. When challenges and setbacks arose, intrinsic motivation became the primary element sustaining their resilience or being thick skinned. Although intrinsic motivation has not been mentioned in previous research on women COAs, this is likely due to most studies having been informed by sociological or management theory, rather than a sport psychology perspective. Along with I-LOC, intrinsic motivation is another area of particular importance for future research.

Leadership Qualities

The leadership qualities described and displayed by the participants were mostly similar across the COA groups. The themes within this theoretical construct could also be considered general leadership qualities or management traits, as only a few were specific to sport (e.g., game focus; life outside of sport). These qualities assisted the COAs in their leadership roles, and as such were important strategies to use and develop. Collectively, the significance of leadership qualities as a strategy was that through them, the participants demonstrated a transformational leadership style. This

point was made in the discussion section for the administrators, as research literature on transformational leadership in sport has mostly occurred in sport management. Given that coaches and officials also displayed a transformational leadership style, the development and use of transformational leadership by coaches and officials is an avenue for future research.

Support

The need for support and the various sources identified were also fairly consistent across the COA groups. Partners, especially, provided financial and childcare support. Financial support was needed to pay for early courses and development opportunities, and for travel expenses. As described by the participants, partners were often supportive in non-traditional ways regarding childcare and domestic duties. Some of the partners, who were also sports professionals, served the male champion function for the COA. Participants were adamant they would not have achieved their current positions without the support of their partners, as well as extended family and friends. Likewise, workplace support, particularly flexibility, was also essential for the COAs. Workplace support and flexibility, however, were often on a case-by-case basis. That is, employers and supervisors accommodated the COAs' circumstances through scheduling and workload, but did not provide direct support such as childcare. Research is needed that is designed to address how organisations can better support women COAs, but also how to better support the organisations that are attuned to women's needs, particularly those at the not-for-profit level.

Identified Strategies in the Context of Structural Change

When reporting the strategies identified by the participants, the focus has been on the COA and what enabled her to successfully address the challenges that often

exclude women from elite-level sport leadership positions. As such, most of the strategies discussed are of an individual nature, whether psycho-social or concrete. This limited focus unintentionally excludes the larger structural changes required to create societal and organisational work cultures that value women and other minority group members. As one example, encouraging a sub-elite COA with young children to seek out an organisation with family-friendly policies does very little to address the implementation of family-friendly policies in organisations without such policies.

A focus on individual strategies could be interpreted as support for the liberal feminist, or deficit model, of up-skilling women to be “more like men”. As described by each of the COA groups, however, being comfortable in male sport culture was achieved by the participants without “selling out” as women or females. Ideally, the goal is to create a common ground where the skills and abilities of both women and men are seen as complementary and equitably valued. The intention is to address the challenges leading to underrepresentation at all four levels (societal, organisational, familial, and personal); this dissertation research was focused primarily on strategies an individual can utilise.

Although a full investigation of the strategies required to bring about structural change is beyond the scope of this dissertation, individual efforts are invariably only part of the solution. Rather than continuing to identify and confirm barriers, researchers should now be looking at organisations that have been successful in recruiting, retaining, and promoting women. In addition to sport organisations, the proven policies of corporations and governments should also be considered for their application to the sport context.

Methodological Issues and Future Directions

Some limitations of the present research were outlined in Chapter 3, and areas requiring further research were identified in the discussion section of the relevant chapters (Chapter 5: coaches, Chapter 6: officials, Chapter 7: administrators) and above. Limitations include that only COAs from sport-specific organisations participated, that is, COAs from umbrella organisations such as the Australian Sport Commission (ASC), state- or territory-level sport organisations (such as VicSport in Victoria), or local government were not included. Likewise, women working in the recreation, leisure, or commercial sport sector were not selected, nor were COAs from gender-specific sports such as netball or rugby.

As previously indicated, only one of the administrator participants had experience as a board member, and no officials from swimming participated. Also, no psychometric inventories were employed to assess LOC, intrinsic motivation, or personality (e.g., goal or achievement orientation; mental toughness or resilience). Areas for future research include the perspectives of women board members and swimming officials, and the use of psychometric inventories. A longitudinal or cross-sectional study in which LOC and intrinsic motivation are monitored would enable further elucidation of how these characteristics develop as COAs become more intentional and progress to higher-level positions.

The possibilities of demand characteristics and interpretive bias should also be acknowledged. Despite encouraging the participants to speak freely and honestly, and a conscious effort not to “lead” their responses, they may have attempted to answer as the situation or question demanded or suggested, rather than truthfully. It is also possible that analysis of the data was biased in favour of anticipated findings, instead of an

accurate portrayal of the participants' experiences. Congruence across interviews findings is offered as the best evidence that the interviewing and analysis procedures were relatively free of bias, but it cannot be guaranteed that either of these methodological issues was completely avoided.

The possibility also exists that the experiences and perceptions reported by, or identified among, the participants are reflective of the particular sample rather than the general population, hence the question of external and/or predictive validity. An example from the current research is the significance of time spent commuting, identified by the administrators. It may be that commuting is an issue specific to administrators or COAs in general, given the minimal number of positions available and the concentration of SSOs, NSOs, or professional teams in metropolitan areas. Alternative explanations are also likely, as is the possibility that a different sample of COAs would not have mentioned commuting as a challenge. The participants' hectic schedules and the number of women who purposively organised their work, children's schools, and childcare to be as close to home as possible, however, supports the observation by those who commuted of how substantial the lost time can be. Whether commuting is specific to women COAs in sport or a broader circumstance of modern life, time spent commuting was a salient issue for the participants and particularly for those with young children.

A second example is the personality conflicts described by some COAs as occurring with their co-workers, colleagues, supervisors, or parent organisations. Again, these conflicts may be specific to the individual participants interviewed, rather than a reflection of organisational dynamics in general. Participants were often in the position of having to challenge attitudes, actions, or policies that were unfair to women or girls,

and this could make them unpopular. Whether or not the women felt supported in this role generally depended on the culture and leadership of the organisation. It appears the participants were justified in their frustration with personality conflicts, though it is also possible their style or approach may have inflamed tensions in some situations.

Research on women in sport leadership also has an unavoidable blind spot in that whatever the group participants belong to, definitive conceptualisation of their experiences of barriers is impossible. That is, for COAs who do reach the elite level, *did they really not experience barriers*, or did a combination of internal and external factors enable them to succeed? Likewise, for COAs who do not secure elite-level positions, were the barriers truly insurmountable, or would different circumstances such as more support, better timing, or increased opportunities have made a difference? Essentially this is a version of the “nature versus nurture” question, or an attempt to isolate the most important influence or factor in ascertaining how to reach the elite level. Thus far, determining definitively that ILOC, partner support, or workplace flexibility was *the* essential ingredient has not been possible. Rather, these strategies might be considered “necessary but not sufficient”. Even if a critical element was identified, however, the findings of this research indicate unquestioningly that the combination of enabling influences varies by individual, family dynamics, life stage, and a host of other considerations. As several of the participants remarked, “There’s nothing magic”. Rather, each had to formulate a workable blend or balance, that was constantly under negotiation. Further research on the challenges for women to remain at the elite level (e.g., Norman, 2010), or on women who reach the elite level but relinquish their positions prematurely (viz., dropouts; Pfister & Radtke, 2006, 2009), may elucidate the interaction between internal and external influences.

Chapter 9: Conclusions and Recommendations

The nature of the “problem” is well known then. Solutions are quite another matter.

~Kanter, 1977, pp. 260-261

* * *

The purpose of this dissertation research was to investigate the experiences of women leaders in sport, in order to better understand what factors inhibit or facilitate their development as elite-level women coaches, officials, and administrators (COAs). Based on the findings, a number of conclusions can be drawn and recommendations made regarding how to better support women COAs who are capable and have the desire to reach elite-level positions. This chapter includes a brief summary of the findings, followed by implications for practice, policy, and legislation.

Conclusions

Pathways

A four-stage pathway model emerged from the participants’ descriptions of their progression from grassroots or entry-level involvement to positions at the elite level. Variations specific to the COAs’ particular roles were also incorporated. Significant findings related to the participants’ career development include back and forth movement between stages, the shift from an external to an internal locus of control, and the presence of a male champion. The pathway model could be used as a guide to focus recruitment efforts, inform professional development and training programs, and channel support initiatives.

Challenges

Numerous challenges, identified across four levels of influence (societal, organisational, familial, and personal) were reported by the participants. Descriptions of

frustrations and discrimination occurring at the organisational level were the most numerous and concrete; therefore, this level represents the most appropriate site to direct interventions. Collectively, however, organisational-level challenges reflect general societal attitudes that continue to undervalue women and the contributions they (can) make, that are also manifested in the gendered assumption of roles and division of labour within families. Accordingly, a multi-faceted approach⁵⁸ is required that can potentially produce a “ripple” effect that extends to both the societal level and to families, and subsequently to individual women. Targeting the organisation level may be the most effective and efficient way to change societal attitudes by creating more inclusive work cultures, and improving opportunities and support for women COAs.

Strategies

Five categories of strategies emerged from the analysis and interpretation of participants’ comments, perceptions, and actions relative to their experiences avoiding and overcoming challenges (internal locus of control, comfortable in male sport culture, intrinsic motivation, leadership qualities, and support). While many of the strategies identified intimate an individualistic perspective, they do not indicate support for the liberal feminist approach of placing the onus on individual women to achieve a male standard. Rather, as Cameron (1994) has suggested, these strategies define the personal characteristics of women who embrace challenges, and are adequately supported in seeing them through, as agents for change.

⁵⁸ Dixon and Bruening (2005; see also Bruening & Dixon, 2007; Dixon & Bruening, 2007) proposed a multi-dimensional approach to understanding the top-down and bottom-up barrier-like influences with which mother-coaches must contend. I am calling for a multi-faceted approach to addressing the societal-, organisational-, familial-, and personal-level challenges experienced by women COAs in general.

Recommendations

It has been clearly demonstrated through the representation statistics provided in Chapter 1, the literature reviewed in Chapter 2, and the current study's findings presented in Chapters 5, 6, and 7 that substantial, methodologically-strong research has been in place for over 30 years. Change, however, has been painfully slow to follow, suggesting a stronger statement, specifically in Australia, needs to be made. As such, the following recommendations are proposed, to be implemented at the federal – national, state – local, and familial – personal levels.

Federal – National Level

The Commonwealth government should seriously consider initiating organisational-level change through non-partisan, federal-level legislation mandating equitable opportunity in sport for girls and women in relation to participation, leadership, and funding. Legislators in Australia have the opportunity to create and institute an inclusive, cutting-edge policy that incorporates lessons learned from the implementation of Title IX in the US (Acosta & Carpenter, 2010) and quotas in Germany and Scandinavia (Hovden, 2000a, 2000b; Ottesen et al., 2010; Pfister, 2006; Pfister & Radtke, 2009). Specifically, Title IX only applies to participation and funding, creating the increased participation, decreased representation paradox, as documented by Acosta and Carpenter's longitudinal study. Likewise, Hovden and Ottesen et al. have demonstrated that quotas have led to increased representation of women on sports boards in Norway and Sweden. The quotas apply only to membership, however, not leadership, meaning that although percentages have increased, leadership of boards is still almost entirely dominated by men. Furthermore, Ottesen et al. and Pfister have shown that in Denmark, where quotas have not been implemented, societal attitudes

toward equitable representation remain blasé. A similar situation exists in Germany (Pfister & Radtke) where initiatives have been proposed but representation has largely remained unchanged. The impetus is on Australian lawmakers to improve, not replicate, existing policies that have proven only partially successful in achieving equity for girls and women in sport.

Any federal legislation proposed needs to address equitable representation in both the participation and leadership dimensions. Participation equity needs to be measured in terms of meeting the interests and mirroring the demographical representation of girls and women in the relative community (similar to Title IX). Likewise, the target for leadership equity needs to be a minimum of 40% female, the critical mass proposed by Kanter (1977) and Knoppers et al. (1993), of organisational and board leadership. Ideally, however, the representation of female leaders would be proportional to the organisation's membership, ranging from 40% to 60%⁵⁹. In addition, to address the shortcomings of quota legislation in the Nordic countries (Hovden, 2000a, 2000b; Ottesen et al., 2010; Pfister, 2006), the top leadership position of the organisation and its board should meet either one of two criteria: alternating gender through succession, or counter-balanced gender representation via the leader and the highest-ranking deputy⁶⁰. In order to meet the proposed representation targets, the Australian Sports Commission (ASC) would need to take responsibility for collecting and disseminating reliable, accessible participation and representation statistics (and therefore be funded appropriately, by the Commonwealth, to carry out this function). F

⁵⁹ In female-dominated organisations, the representation of female leaders would parallel that of its members up to 60%, at which point a critical mass (40%) quota would take effect for male members. Thus the representation of each gender would never fall below 40%, nor exceed 60%.

⁶⁰ One of the three NGBs studied by Shaw and colleagues (Shaw, 2006b; Shaw & Hoeber, 2003; Shaw & Penney, 2003; Shaw & Slack, 2002) had a comparable, short-term measure in place as it transitioned through the process of amalgamation. Hockey Australia (2006) also has a similar requirement in its amalgamated constitution.

unding provided by the Commonwealth to the NSOs, SSOs, AIS/SSIs, and other umbrella sport providers should correspond to the organisation's commitment to gender equity and implementation of the legislation's requirements.

State – Local Level

In order to complement and reiterate the proposed national-level legislation, the leadership structures of SSOs and local clubs or associations would need to comply with the recommended representation targets suggested previously: demographical and proportional representation, and alternating or counter-balanced leader gender. In addition, SSOs and clubs/associations would take responsibility for identifying and cultivating both male and female champions and mentors. State sport organisations would also increase their commitment to finding a solution to the provision of childcare services for COA-parents (as recommended by McKay, 1992, 1997). In addition, SSOs would collaborate with researchers to develop education-oriented programs for the promotion and implementation of equitable leadership and governance practices. Finally, SSOs and universities would need to cooperate in establishing formal pathways for preparing sport professionals, specifically in relation to recommended or required training guidelines, and balancing industry experience with formal university education.

Familial – Personal Level

Given the comprehensive scope of the aforementioned recommendations, full implementation would likely take several years. In the interim period, women COAs and their families could utilise the findings from this study to take a more conscious and intentional approach to their career progression. Specifically, the pathway model could be used to plan professional development activities, anticipate barriers, and pre-emptively ensure strategies are in place to minimise setbacks or hurdles. Likewise, as

Shaw and colleagues suggest (Shaw, 2006b; Shaw & Hoeber, 2003; Shaw & Penney, 2003; Shaw & Slack, 2002; also Hovden & Pfister, 2006), COAs and their partners can continue to act as agents for change via localised resistance.

Concluding Statement

Lest these recommendations seem overly ambitious or naive, there are indications that Australia is at a critical juncture in assessing its national sport policy. Evidence of this trend includes the Senate Report in 2006, the Crawford Report in 2009, and the Commonwealth's (2010) response to the Crawford Report, that included the promise of increased funding specifically for addressing the underrepresentation of women in sport leadership. Awareness and openness have also increased through women leaders in key governmental positions (viz., prime minister, governor general, and several state premiers). These developments are further supported by the findings of this dissertation research. Arguably, then, "the time is now" to push through comprehensive, sport-specific, representation-focused legislation.

References

- Acosta, R. V., & Carpenter, L. J. (2002). *Women in intercollegiate sport: A longitudinal study—Twenty-five year update, 1977-2002*. Unpublished manuscript. (ERIC Document Reproduction Service No. ED465739)
- Acosta, R. V., & Carpenter, L. J. (2006). *Women in intercollegiate sport: A longitudinal, national study—Twenty-nine year update, 1977-2006*. Retrieved from <http://webpages.charter.net/womeninsport/>
- Acosta, R. V., & Carpenter, L. J. (2010). *Women in intercollegiate sport: A longitudinal, national study—Thirty-three year update, 1977-2010*. Retrieved from www.acostacarpenter.org
- Allen, J. B., & Shaw, S. (2009). Women coaches' perceptions of their sport organizations' social environment: Supporting coaches' psychological needs? *The Sport Psychologist*, 23, 346-366.
- Anshel, M. H., & Weinberg, R. S. (1995). Sources of acute stress in American and Australian basketball referees. *Journal of Applied Sport Psychology*, 7(1), 11-22. doi: 10.1080/10413209508406297
- Anshel, M. H., & Weinberg, R. S. (1996). Coping with acute stress among American and Australian basketball referees. *Journal of Sport Behavior*, 19(3), 180-203.
- Anshel, M. H., & Weinberg, R. S. (1999). Re-examining coping among basketball referees following stressful events: Implications for coping interventions. *Journal of Sport Behavior*, 22(2), 141-161.
- Auerbach, C. F., & Silverstein, L. B. (2003). *Qualitative data: An introduction to coding and analysis*. New York, NY: New York University Press.

- Australian Commonwealth Games Association. (2010). Delhi 2010 Commonwealth Games, 3-14 October 2010, Australian Team. Retrieved from http://www.commonwealthgames.org.au/Templates/Games_PastGames_2010Delhi.htm
- Australian Sports Commission. (2003). *Towards better sport: Good practices for women and girls in sport*. Canberra, ACT: New Millennium Print.
- Australian Sports Commission. (2007). *Governance Principles: A Good Practice Guide for Sporting Organisations*. Retrieved from <http://www.ausport.gov.au/supporting/nso>
- Australian Sports Commission. (1992). *Towards gender equity in sport: A practical guide for sporting organisations in developing a gender equity action plan*. Canberra, ACT: Australian Government Publishing Service.
- Barber, H. (1998). Examining gender differences in sources and levels of perceived competence in interscholastic coaches. *The Sport Psychologist*, 12, 237-252.
- Berg, B. L. (1995). *Qualitative research methods for the social sciences*, 2nd ed. Needham Heights, MA: Allyn & Bacon.
- Bischoff, J. A., & Rintala, J. (1994). Women in United States Olympic governance. In R. K. Barney & K. V. Meier (Eds.), *Critical reflections on Olympic ideology* (pp. 84-101). London, ONT: University of Western Ontario. Retrieved from <http://www.la84foundation.org/SportsLibrary/ISOR/ISOR1994n.pdf>
- Bleechmore, A. (2008, March). Leadership tools help women climb the sporting corporate ladder. *VicSport SportsView*, 4, 6. Retrieved from <http://www.vicsport.asn.au/Sportsview-Enews/>

- Bloot, R., & Browne, J. (1996). Reasons for the underrepresentation of females at head of department level in physical education in government schools in Western Australia. *Gender & Education*, 8(1), (HTML text version, 97¶).
- Brown, S. (2006). *Sport and Recreation Victoria's 2003-2005 Women in Sport Leadership grants program: Final report*. University of Ballarat, School of Human Movement and Sport Sciences, Ballarat, Victoria, Australia.
- Bruening, J. E., & Dixon, M. A. (2007). Work-family conflict in coaching II: Managing role conflict. *Journal of Sport Management*, 21, 471-496.
- Bruening, J. E., & Dixon, M. A. (2008). Situating work-family negotiations within a life course perspective: Insights on the gendered experiences of NCAA Division I head coaching mothers. *Sex Roles*, 58, 10-23. doi: 10.1007/s11199-007-9350-x
- Burke, M., & Hallinan, C. (2006). Women's leadership in junior girls' basketball in Victoria: Foucault, feminism and disciplining women coaches. *Sport in Society*, 9(1), 19-31. doi: 10.1080/17430430500355758
- Burke, K. L., Joyner, A. B., Pim, A., Czech, D. R. (2000). An exploratory investigation of the perceptions of anxiety among basketball officials before, during, and after the contest. *Journal of Sport Behavior*, 23(1), 11-19.
- Burroughs, A. (2001). Chapter10: Women, femininity and sport—The contribution of the 'New Woman' to nationhood. In R. Cashman, J. O'Hara, & A. Honey (Eds.), *Sport, federation, nation* (pp. 165-180). Petersham, NSW: Walla Walla Press.
- Burroughs, A., Ashburn, L., & Seebohm, L. (1995). "Add sex and stir": Homophobic coverage of women's cricket in Australia. *Journal of Sport and Social Issues*, 19(3), 266-284. Available at <http://jss.sagepub.com/content/19/3/266> doi: 10.1177/019372395019003004

- Caccese, T. M., & Mayerberg, C. K. (1984). Gender differences in perceived burnout of college coaches. *Journal of Sport Psychology*, 6, 279-288.
- Cameron, J. (1994, August). Women, the missing ingredient: A study of New Zealand's national sports administrators. In F. I. Bell & G. H. Van Gyn (Eds.), *Access to Active Living*. Proceedings for the 10th Commonwealth & International Scientific Congress (pp. 61-66), University of Victoria, British Columbia, Canada.
- Cameron, J. (1996). *Trail blazers: Women who manage New Zealand Sport*. Christchurch, NZ: Sports Inclined.
- Cameron, J. (2000). The issue of gender in sport: 'No bloody room for sheilas...' In C. Collins (Ed.), *Sport in New Zealand Society* (pp. 171-185). Palmerston North, NZ: Dunmore Press Ltd.
- Canadian Association for the Advancement of Women and Sport and Physical Activity [CAAWS]. (2008). *Women on boards: A guide to getting involved*. CAAWS and 2010 Legacies Now. Retrieved from <http://www.caaws.ca/e/leadership/boards/>
- Canadian Journal for Women in Coaching Online. (in press.) *Women in Coaching Program, Coaching Association of Canada*. Available at <http://www.coach.ca/canadian-journal-for-women-in-coaching-s12541>
- Cashman, R. (1995). *Paradise of sport: The rise of organised sport in Australia*. Melbourne, VIC: Oxford University Press.
- Cashman, R. (2010). *Paradise of sport: The rise of organised sport in Australia*. Petersham, NSW: Walla Walla Press. (Revised edition of Cashman, 1995).
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage.

- Chin, Y. W., Henry, I., & Hong, F. (2009). Gender, interculturalism and discourses on women's leadership in the Olympic Movement. *International Journal of the History of Sport*, 26(3), 442-463.
- Claringbould, I., & Knoppers, A. (2007). Finding a 'normal' woman: Selection processes for board membership. *Sex Roles*, 56, 495-507.
doi: 10.1007/s11199-007-9188-2
- Claringbould, I., & Knoppers, A. (2008). Doing and undoing gender in sport governance. *Sex Roles*, 58, 81-92. doi: 10.1007/s11199-007-9351-9
- Clarke, M. (2010, May). *A collaborative approach to women's leadership in sport: A report card from New Zealand*. Paper presented at the International Working Group on Women and Sport Conference, Sydney, Australia.
- Coaching Association of Canada. (2005, November). *NCCP gender comparison statistics*. Retrieved from http://www.coach.ca/eng/women/stats/stats_nccp.cfm
- Coaching Association of Canada. (2008). *Olympic games coaching analysis: Summary*. Retrieved from http://www.coach.ca/eng/women/stats/stats_olymp_summ.cfm
- Cockburn, R., Gray, K., & Thompson, R. (2007). *Gender balance in New Zealand Olympic sports: Report to the New Zealand Olympic Committee*. Retrieved from New Zealand Olympic Committee website:
<http://www.olympic.org.nz/nzoc/research-women-sport-new-zealand>
- Commonwealth of Australia. (2010). *Australian sport: The pathway to success*. Retrieved from <http://www.health.gov.au/internet/main/publishing.nsf/Content/pathway-to-success>

- Côté, J., Salmela, J., Trudel, P., Baria, A., & Russell, S. (1995). The coaching model: A grounded assessment of expert gymnastic coaches' knowledge. *Journal of Sport and Exercise Psychology, 17*(1), 1-17.
- Côté, J., Young, B., North, J., & Duffy, P. (2007). Towards a definition of excellence in sport coaching. *International Journal of Coaching Science, 1*(1), 1-17.
- Crawford, D., Mostyn, S., Tye, P., & Carter, C. (2009). *The future of sport in Australia*. Australian Government, Independent Sport Panel. Commonwealth of Australia. Retrieved from <http://www.sportpanel.org.au/internet/sportpanel/publishing.nsf/Content/crawford-report>
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Singapore: Allen & Unwin.
- Croxon, S., & Marshall, D. (2004). Contracts and contract negotiations. *Canadian Journal for Women in Coaching Online, 4*(2). Retrieved from <http://23361.vws.magma.ca/WOMEN/e/journal/january2004/january2004.pdf>
- Cui, Y. (2007). Striving and thriving: Women in Chinese national sport organizations. *The International Journal of the History of Sport, 24*(3), 392-410.
doi: 10.1080/09523360601101378
- Cunningham, G. B., & Sagas, M. (2002). The differential effects of human capital for male and female Division I basketball coaches. *Research Quarterly for Exercise and Sport, 73*(4), 489-495.
- Cunningham, G. B., & Sagas, M. (2003a). Occupational turnover intent among assistant coaches of women's teams: The role of organizational work experiences. *Sex Roles, 49*(3/4), 185-190.

- Cunningham, G. B., & Sagas, M. (2003b). Treatment discrimination among assistant coaches of women's teams. *Research Quarterly for Exercise and Sport*, 74(4), 455-466.
- Cunningham, G. B., Doherty, A. J., & Gregg, M. J. (2007). Using social cognitive career theory to understand head coaching intentions among assistant coaches of women's teams. *Sex Roles*, 56, 365-372. doi: 10.1007/s11199-006-917-z
- Cuskelly, G., & Hoye, R. (2004). *Problems and issues in the recruitment and retention of sports officials: A report prepared for the Australian Sports Commission*. Retrieved from <http://www.ausport.gov.au/participating/coachofficial/Guidelines/research>
- da Silva, A. I., Perez, R. F., & Fernandes, L. C. (2007). Determining physical capacity and anthropometric profile of soccer woman referee. *Fitness & Performance Journal*, 6(1), 45-52.
- Dale, J., & Weinberg, R. (1989). The relationship between coaches' leadership style and burnout. *The Sport Psychologist*, 3, 1-13.
- Dale, J., & Weinberg, R. (1990). Burnout in sport: A review and critique. *Journal of Applied Sport Psychology*, 2(1), 67-83. doi: 10.1080/10413209008406421
- Daley, C., & Nolan, M. (Eds.). (1994). *Suffrage and beyond: International feminist perspectives*. Annandale, NSW: Pluto Press Australia.
- Danylchuk, K. E., Pastore, D. L., & Inglis, S. (1996). Critical factors in the attainment of intercollegiate coaching and management positions. *Physical Educator*, 53(3), 137-146, (HTML text version, 29¶).

- Demers, G. (2006). Homophobia in sport—Fact of life, taboo subject. *Canadian Journal for Women in Coaching Online*, 6(2). Retrieved from <http://23361.vws.magma.ca/WOMEN/e/journal/apr2006/April2006.pdf>
- Demers, G. (2009). “We are coaches”: Program tackles the under-representation of female coaches. *Canadian Journal for Women in Coaching Online*, 9(2). Retrieved from <http://23361.vws.magma.ca/WOMEN/e/journal/april2009/april2009.pdf>
- Dixon, M. A., & Bruening, J. E. (2005). Perspectives on work-family conflict in sport: An integrated approach. *Sport Management Review*, 8, 227-253.
- Dixon, M. A., & Bruening, J. E. (2007). Work-family conflict in coaching I: A top-down perspective. *Journal of Sport Management*, 21, 377-406.
- Dixon, M. A., & Sagas, M. (2007). The relationship between organizational support, work-family conflict, and the job-life satisfaction of university coaches. *Research Quarterly for Exercise and Sport*, 78(3), 236-247.
- Doherty, A. J. (1997). The effect of leader characteristics on the perceived transformational/transactional leadership and impact of interuniversity athletic administrators. *Journal of Sport Management*, 11, 275-285.
- Doherty, A. J., & Danylchuk, K. E. (1996). Transformational and transactional leadership in interuniversity athletics management. *Journal of Sport Management*, 10, 292-309.
- Drago, R., Hennighausen, L., Rogers, J., Vescio, T., Stauffer, K. D. (2005). *The final report for: CAGE—The coaching and gender equity project*. Retrieved from <http://lsir.la.psu.edu/workfam/CAGE.htm>

- Dyer, K. (1989). *Sportswomen towards 2000: A celebration—Proceedings of a conference held during Women's Week in Adelaide*. Richmond, SA: Hyde Park Press.
- Elite women's coaching seminar: Coaching the elite female athlete, developing the female coach. (1991). *Australian Institute of Sport, Canberra*.
- Erickson, K., Côté, J., Fraser-Thomas, J. (2007). Sport experiences, milestones, and educational activities associated with high-performance coaches' development. *The Sport Psychologist, 21*, 302-316.
- European Women and Sport [EWS]. (2010). Homepage: http://www.ews-online.org/en/menu_main/about-ews
- Everhart, C. B., & Chelladurai, P. (1998). Gender differences in preferences for coaching as an occupation: The role of self-efficacy, valence, and perceived barriers. *Research Quarterly for Exercise and Sport, 69*(2), 188-200.
- Farkas, A. (2008, March). Leadership training. *Sports 'N Spokes, 34*(2), 64-65.
- Feltz, D. L., Chase, M. A., Moritz, S. E., & Sullivan, P. J. (1999). A conceptual model of coaching efficacy: Preliminary investigation and instrument development. *Journal of Educational Psychology, 91*(4), 765-776.
- Fitzgerald, M. P., Sagaria, M. A. D., & Nelson, B. (1994). Career patterns of athletic directors: Challenging the conventional wisdom. *Journal of Sport Management, 8*, 14-26.
- Folkesson, P., Nyberg, C., Archer, T., & Norlander, T. (2002). Soccer referees' experience of threat and aggression: Effects of age, experience, and life orientation on outcome of coping strategy. *Aggressive Behavior, 28*(4), 317-327.

- Fox, C. (1997). *Women's perceived access to elite coaching positions in Australian sport* (Unpublished master's thesis). Victoria University, Melbourne, Australia.
- Gilbert, W., Côté, J., & Mallett, C. (2006). Developmental paths and activities of successful sport coaches. *International Journal of Sports Science & Coaching*, 1(1), 69-76.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York, NY: Aldine de Gruyter.
- Greenhill, J., Auld, C. J., Cuskelly, G., & Hooper, S. (2009). The impact of organisational factors on career pathways for female coaches. *Sport Management Review*, 12, 229-240.
- Griffin, P. (1992). Changing the game: Homophobia, sexism, and lesbians in sport. *Quest*, 44(2), 251-265.
- Griffin, P. (1998). *Strong women, deep closets: Lesbians and homophobia in sport*. Champaign, IL: Human Kinetics.
- Hall, M. A. (1996). *Feminism and sporting bodies: Essays on theory and practice*. Champaign, IL: Human Kinetics.
- Hargreaves, J. (1994). *Sporting females: Critical issues in the history and sociology of women's sports*. London: Routledge.
- Hartmann-Tews, I., & Pfister, G. (2003). *Sport and women: Social issues in international perspective*. London: Routledge.
- Hatfield, L. M., Hatfield, L. C., & Drummond, J. L. (2009). The perceived role of senior women administrators in NCAA Division I institutions. *Sport Journal*, 12(4).

- Hockey Australia. (2006). *Senate inquiry into women in sport and recreation in Australia*. Retrieved July 28, 2006, from http://www.aph.gov.au/senate/committee/ecita_ctte/womeninsport/submissions/sub43.pdf
- Hoffman, J. (2010). The dilemma of the Senior Woman Administrator role in intercollegiate athletics. *Journal of Issues in Intercollegiate Athletics*, 3, 53-75.
- Horton, K. J. (2009). *Career pathways for elite coaching: A study of Australian softball coaches* (Unpublished master's thesis). The University of Queensland, Brisbane, Australia.
- Hovden, J. (1999). Is it worth the price? Women's involvement in leadership and coaching in sport organizations in Norway. *Women in Sport & Physical Activity Journal*, 8(1), 23+ (HTML text version, 74¶).
- Hovden, J. (2000a). Gender and leadership selection processes in Norwegian sporting organizations. *International Review for the Sociology of Sport* 35(1), 75-82. doi: 10.1177/101269000035001006
- Hovden, J. (2000b). "Heavyweight" men and younger women? The gendering of selection processes in Norwegian sport organizations. *NORA: Nordic Journal of Feminist and Gender Research*, 8(1), 17-32.
- Hovden, J., & Pfister, G. (2006). Gender, power, and sports. *Nordic Journal of Women's Studies*, 14(1), 4-11. doi: 10.1080/08038740600819072
- Inglis, S. (1988). The representation of women in university athletic programs. *Journal of Sport Management*, 2, 14-25.
- Inglis, S. (1997). Roles of the board in amateur sport organizations. *Journal of Sport Management*, 11, 160-176.

- Inglis, S., Danylchuk, K. E., & Pastore, D. (1996). Understanding retention factors in coaching and athletic management positions. *Journal of Sport Management*, 10, 237-249.
- Inglis, S., Danylchuk, K. E., & Pastore, D. L. (2000). Multiple realities of women's work experiences in coaching and athletic management. *Women in Sport & Physical Activity Journal*, 9(2), 1-11.
- International Olympic Committee. (2008a, March). *The Dead Sea Plan of Action*. Report from the 4th IOC World Conference on Women and Sport, Dead Sea, Jordan. Retrieved from <http://www.olympic.org>
- International Olympic Committee. (2008b, March). *Progress report: From Marrakech to the Dead Sea—Tangible progress for women in sport*. Report from the 4th IOC World Conference on Women and Sport, Dead Sea, Jordan. Retrieved from <http://www.olympic.org>
- International Working Group on Women in Sport. (1994). *The Brighton Declaration on Women and Sport*. Retrieved from <http://www.iwg-gti.org>
- International Working Group on Women in Sport. (2002). *The Montreal Took Kit: A Legacy of the 2002 World Conference*. Retrieved from <http://www.iwg-gti.org>
- International Working Group on Women in Sport. (2010a). *From Kumamoto to Sydney: Women and sport progress report, 2006-2010*. Retrieved from <http://www.iwg-gti.org>
- International Working Group on Women in Sport. (2010b). *The Sydney Scoreboard*. Retrieved from <http://www.iwg-gti.org>
- Japanese Association for Women in Sport. (2001). *First Asian Conference on Women and Sport, 9-10 June*. Retrieved from <http://www.jws.or.jp/ae/index.html>

- Kaissidis-Rodafinos, A., Anshel, M. H., & Porter, A. (1997). Personal and situational factors that predict coping strategies for acute stress among basketball referees. *Journal of Sports Sciences, 15*, 427-436.
- Kane, M. J., & Stangl, J. M. (1991). Employment patterns of female coaches in men's athletics: Tokenism and marginalization as reflections of occupational sex-segregation. *Journal of Sport and Social Issues, 15*, 21-41.
- Kanter, R. M. (1977). *Men and women of the corporation*. New York: Harper Collins.
- Kauer, K., & Krane, V. (2006). "Scary dykes" and "Feminine queens": Stereotypes and female collegiate athletes. *Women in Sport & Physical Activity Journal, 15*(1), 42/14p. HTML version accessed through Contemporary Women's Issues.
- Kell, P. (2000). *Good sports: Australian sport and the myth of the fair go*. Annandale, NSW: Pluto Press Australia Limited.
- Kellett, P., & Shilbury, D. (2007). Umpire participation: Is abuse really the issue? *Sport Management Review, 10*, 209-229.
- Kerr, G., Marshall, D., Sharp, D-M, & Stirling, A. (2006). Women in coaching: A descriptive study. *Report to the Coaching Association of Canada*. Retrieved from http://www.coach.ca/eng/research/research_studies.cfm
- Kilty, K. (2006). Women in coaching. *The Sport Psychologist, 20*, 222-234.
- Kluka, D. A. (2007). Global Center for Social Change Through Women's Leadership and Sport: The Kennesaw Commitment, 2005 to the present. *Chronicle of Kinesiology & Physical Education in Higher Education, 18*(2), 3-4.
- Knoppers, A. (1987). Gender and the coaching profession. *Quest, 39*, 9-22.
- Knoppers, A. (1988). Men working: Coaching as a male dominated and sex segregated occupation. *Arena Review, 12*(2), 69-80.

- Knoppers, A. (1992). Explaining male dominance and sex segregation in coaching: Three approaches. *Quest*, 44, 210-227.
- Knoppers, A., & Anthonissen, A. (2001). Meanings given to performance in Dutch sport organizations: Gender and racial/ethnic subtexts. *Sociology of Sport Journal*, 18, 302-316.
- Knoppers, A., & Anthonissen, A. (2005). Male athletic and managerial masculinities: Congruencies in discursive practices? *Journal of Gender Studies*, 14(2), 123-135. doi: 10.1080/09589230500133569
- Knoppers, A., Meyer, B. B., Ewing, M., & Forrest, L. (1989). Gender and the salaries of coaches. *Sociology of Sport Journal*, 6, 348-361.
- Knoppers, A., Meyer, B. B., Ewing, M., & Forrest, L. (1990). Dimensions of power: A question of sport or gender? *Sociology of Sport Journal*, 7, 369-377.
- Knoppers, A., Meyer, B. B., Ewing, M., & Forrest, L. (1991). Opportunity and work behavior in college coaching. *Journal of Sport & Social Issues*, 15, 1-20. doi: 10.1177/019372359101500101
- Knoppers, A., Meyer, B. B., Ewing, M. E., & Forrest, L. (1993). Gender ratio and social interaction among college coaches. *Sociology of Sport Journal*, 10, 256-269.
- Krane, V. (1997). Homonegativism experienced by lesbian collegiate athletes. *Women in Sport & Physical Activity Journal*, 6(2), 141-164. HTML version accessed through Contemporary Women's Issues.
- Krane, V. (2001a). One lesbian feminist epistemology: Integrating feminist standpoint, queer theory, and feminist cultural studies. *The Sport Psychologist*, 15, 401-411.
- Krane, V. (2001b). We can be athletic and feminine, but do we want to? Challenging hegemonic femininity in women's sport. *Quest*, 53, 115-133.

- Krane, V., & Barber, H. (2003). Lesbian experiences in sport: A social identity perspective. *Quest*, 55, 328-346.
- Krane, V., & Barber, H. (2005). Identity tensions in lesbian intercollegiate coaches. *Research Quarterly for Exercise and Sport*, 76(1), 67-81.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.
- Leberman, S., & Palmer, F. (2009). Motherhood, sport leadership, and domain theory: Experiences from New Zealand. *Journal of Sport Management*, 23, 305-334.
- Lenskyj, H. (1986). *Out of bounds: Women, sport & sexuality*. Toronto, Ontario, Canada: Women's Press.
- Lenskyj, H. (1991). Combating homophobia in sport and physical education. *Sociology of Sport Journal*, 8, 61-69.
- Lenskyj, H. (1994). Sexuality and femininity in sport contexts: Issues and alternatives. *Journal of Sport and Social Issues*, 18, 356-376.
doi: 10.1177/019372394018004005
- Lenskyj, H. (1997). No fear? Lesbians in sport and physical education. *Women in Sport and Physical Activity Journal*, 6(2), 7-15.
- Lenskyj, H. (2003). *Out on the field: Gender, sport and sexualities*. Toronto, Ontario, Canada: Women's Press.
- Locke, K. (2001). *Grounded theory in management research*. London: Sage.
- Lough, N. L. (2001). Mentoring connections between coaches and female athletes. *The Journal of Physical Education, Recreation, and Dance*, 72(5), 30-33; 46.
- Lovett, D. J., & Lowry, C. (1988). The role of gender in leadership positions in female sport programs in Texas colleges. *Journal of Sport Management*, 2, 106-117.

- Lynch, M., & Mallett, C. (2006). Becoming a successful high performance track and field coach. *Modern Athlete & Coach*, 44(2), 15-20.
- Mallo, J., Veiga, S., López de Subijana, C., Navarro, E. (2010). Activity profile of top-class female soccer refereeing in relation to the position of the ball. *Journal of Science & Medicine in Sport*, 13(1), 129-132. doi: 10.1016/j.jsams.2008.09.006
- Marback, T. L., Short, S. E., Short, M. W., & Sullivan, P. J. (2005). Coaching confidence: An exploratory investigation of sources and gender differences. *Journal of Sport Behavior*, 28(1), 18-34.
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational behaviour*, 2, 99-113.
- McGregor, J., & Fountaine, S. (2006). *New Zealand census of women's participation*. Jointly sponsored by the Human Rights Commission and the New Zealand Centre for Women and Leadership at Massey University. Retrieved from the New Zealand Human Rights Commission website: <http://www.hrc.co.nz/home/hrc/eo/eeopublications/newzealandcensusofwomensparticipation2006.php>
- McKay, J. (1992). *Why so few? Women executives in Australian sport: A report presented to the Applied Sports Research Program*. Australian Sports Commission: National Sports Research Centre.
- McKay, J. (1997). *Managing gender: Affirmative action and organizational power in Australian, Canadian, and New Zealand sport*. Albany, NY: State University of New York Press.
- McKindra, L. (2008, January 12). Convention session cracks glass ceiling. *NCAA News*.

- Mercier, R. (2001). A practical lesson about developing women coaches. *Canadian Journal for Women in Coaching Online*, 2(1). Retrieved from http://23361.vws.magma.ca/WOMEN/e/journal/sept2001/journal_sept2001.pdf
- Ministry of Women's Affairs. (2002). *The status of women in New Zealand CEDAW Report: The fifth report on New Zealand's progress on implementing the United Nations Convention on the Elimination of All Forms of Discrimination Against Women*. Retrieved from <http://www.un.org/womenwatch/daw/cedaw/reports.htm>
- Moore, M. E., & Konrad, A. M. (2010). Reflections: A reflection on the contributions of "Women in sport management: Advancing the representation through HRM structures". *Gender in Management: An International Journal*, 25(2), 100-103. doi: 10.1108/17542411011026276
- Moore, M. E., Parkhouse, B. L., & Konrad, A. M. (2001). Women in sport management: Advancing the representation through HRM structures. *Women in Management Review*, 16(2), 51-61.
- Narcotta, E. M., Petersen, J. C., & Johnson, S. R. (2009). Mentor functions in NCAA women's soccer coaching dyads. *Team Performance Management*, 15(3/4), 100-116. doi: 10.1108/13527590910964892
- National Association for Girls and Women in Sport. (1992). *Links to leadership: Promoting women in sport*. Conference proceedings, 26-29 June. Reston, VA: NAGWS.
- NCAA Initiatives for Inclusiveness. (2006). *Women in Higher Education*, 15(5), 20. Retrieved from <http://www.wihe.com/viewArticle.jsp?id=18665>
- Norman, L. (2010). Feeling second best: Elite women coaches' experiences. *Sociology of Sport Journal*, 27, 89-104.

- Ottesen, L., Skirstad, B., Pfister, G., & Habermann, U. (2010). Gender relations in Scandinavian sport organizations: A comparison of the situation and the policies in Denmark, Norway, and Sweden. *Sport and Society*, 13(4), 657-675. doi: 10.1080/17430431003616423
- Pastore, D. L. (1991). Male and female coaches of women's athletic teams: Reasons for entering and leaving the profession. *Journal of Sport Management*, 5, 128-143.
- Pastore, D. L. (1992). Two-year college coaches of women's teams: Gender differences in coaching career selections. *Journal of Sport Management*, 6, 179-190.
- Pastore, D. L. (1993). Job satisfaction and female college coaches. *Physical Educator*, 50(4), p216/6p (HTML text version, 26¶).
- Pastore, D. L. (1994). Strategies for retaining female high school head coaches: A survey of administrators and coaches. *Journal of Sport and Social Issues*, 18, 169-182.
- Pastore, D. L., & Meacci, W. G. (1992). Administrative recommendations for increasing the number of female coaches at two year colleges. *Physical Educator*, 49(2), 67-72 (HTML text version, 14¶).
- Pastore, D. L., & Meacci, W. G. (1994). Employment process for NCAA female coaches. *Journal of Sport Management*, 8, 115-128.
- Pastore, D. L., Danylchuk, K. E., & Inglis, S. (1999). Confirmatory factor analyses of retention factors for American and Canadian coaches and athletic managers. *Journal of the International Council for Health, Physical Education, Recreation, Sport & Dance*, 35(4), 26-30.
- Pastore, D. L., Goldfine, B., & Riemer, H. (1996). NCAA college coaches and athletic administrative support. *Journal of Sport Management*, 10, 373-387.

- Pastore, D. L., Inglis, S., & Danylchuk, K. E. (1996). Retention factors in coaching and athletic management: Differences by gender, position, and geographic location. *Journal of Sport and Social Issues*, 20, 427-441. doi: 10.1177/019372396020004005
- Pfister, G. (1988). The congress "Movement and Sport in Women's Life" (17-21 August 1987, Jyväskylä, Finland). *International Review for the Sociology of Sport*, 23, 79-81. doi: 10.1177/101269028802300110
- Pfister, G. (2006). Gender issues in Danish sports organizations: Experiences, attitudes and evaluations. *Nordic Journal of Women's Studies*, 14(1), 27-40. doi: 10.1080/08038740600789267
- Pfister, G. (2010). Women in sport: Gender relations and future perspectives. *Sport in Society*, 13(2), 234-248. doi: 10.1080/17430430903522954
- Pfister, G., & Radtke, S. (2006). Dropping out: Why male and female leaders in German sports federations break off their careers. *Sport Management Review*, 9, 111-139.
- Pfister, G., & Radtke, S. (2009). Sport, women, and leadership: Results of a project on executives in German sports organizations. *European Journal of Sport Science*, 9(4), 229-243. doi: 10.1080/17461390902818286
- Phillips, M. G. (2000). *From sidelines to centre field: A history of sports coaching in Australia*. Sydney, NSW: University of New South Wales Press Ltd.
- Rainey, D. W. (1995). Stress, burnout, and intention to terminate among umpires. *Journal of Sport Behavior*, 18(4), 312-323.
- Rainey, D. W. (1999). Sources of stress, burnout, and intention to terminate among basketball referees. *Journal of Sport Behavior*, 22(4), 578-590.

- Rainey, D. W., & Hardy, L. (1997). Ratings of stress by rugby referees. *Perceptual & Motor Skills*, 84(3), 728-730.
- Rainy, D. W., & Hardy, L. (1999). Sources of stress, burnout and intention to terminate among rugby union referees. *Journal of Sports Sciences*, 17(10), 797-806
- Reade, I., Rodgers, W., & Norman, L. (2009). The under-representation of women in coaching: A comparison of male and female Canadian coaches at low and high levels of coaching. *International Journal of Sports Science & Coaching*, 4(4), 505-520.
- Reade, I., Rodgers, W., Holt, N., Dunn, J., Hall, N., Stolp, S., . . . Baker, T. (2009). *A report on the status of coaches in Canada: A summary of the findings*. Coaching Association of Canada. Retrieved from http://www.coach.ca/eng/research/research_studies.cfm
- Rintala, J., & Bischoff, J. A. (1997). Persistent resistance: Leadership positions for women in Olympic sport governing bodies. *Olympika: The International Journal of Olympic Studies*, 6, 1-24.
- Robertson, S. (2006). Women's leadership in American sport: Progressing or backsliding? *Canadian Journal for Women in Coaching Online*, 6(4). Retrieved from <http://23361.vws.magma.ca/WOMEN/e/journal/oct2006/october2006.pdf>
- Robertson, S. (Ed.). (2010). *Taking the lead: Strategies and solutions from female coaches*. Edmonton, Canada: University of Alberta Press.
- Sagas, M., & Cunningham, G. B. (2004). Does having "the right stuff" matter? Gender differences in the determinants of career success among intercollegiate athletic administrators. *Sex Roles*, 50(5/6), 411-421.

- Sagas, M., & Cunningham, G. B. (2005). Work-family conflict among college assistant coaches. *International Journal of Sport Management*, 6(2), 183-197.
- Sagas, M., Cunningham, G. B., & Ashley, F. B. (2000). Examining the women's coaching deficit through the perspective of assistant coaches. *International Journal of Sport Management*, 1(4), 267-282.
- Sagas, M., Cunningham, G. B., & Pastore, D. (2006). Predicting head coaching intentions of male and female assistant coaches: An application of the theory of planned behavior. *Sex Roles*, 54, 695-705.
- Sagas, M., Paetzold, R., & Ashley, F. (2005). Relational demography in coaching dyads. *Physical Educator*, 62(3), HTML text version, 27¶.
- Salmela, J. H. (1995). Learning from the development of expert coaches. *Coaching and Sport Science Journal*, 2(2), 3-13.
- Salmela, J. H., Draper, S. P., & Desjardins, G., Jr. (1994). Transitional phases of expert ice and field hockey coaches' careers. In F. I. Bell & G. H. Van Gyn (Eds.), *Access to Active Living: Proceedings for the 10th Commonwealth & International Scientific Congress, University of Victoria* (pp. 570-575). Victoria, BC, Canada: University of Victoria.
- Schinke, R. J., Bloom, G. A., Salmela, J. H. (1995). The career stages of elite Canadian basketball coaches. *Avante*, 1(1), 48-62.
- The Senate: Environment, Communications, Information Technology and the Arts References Committee, Commonwealth of Australia. (2006, September). *About time! Women in sport and recreation in Australia*. Retrieved from http://www.aph.gov.au/senate/committee/ecita_ctte/completed_inquiries/2004-07/womeninsport/report/index.htm

- Shaw, S. (2006a). Gender suppression in New Zealand regional sports trusts. *Women in Management Review*, 21(7), 554-566. doi: 10.1108/09649420610692507
- Shaw, S., (2006b). Scratching the back of “Mr X”: Analyzing gendered social processes in sport organizations. *Journal of Sport Management*, 20, 510-534.
- Shaw, S. (2007). Touching the intangible? An analysis of The equality standard: A framework for sport. *Equal Opportunities International*, 26(5), 420-434.
doi: 10.1108/02610150710756630
- Shaw, S., & Allen, J. B. (2009). The experiences of high performance women coaches: A case study of two Regional Sport Organisations. *Sport Management Review*, 12, 217-228.
- Shaw, S., & Hoeber, L. (2003). “A strong man is direct and a direct woman is a bitch”: Gendered discourses and their influence on employment roles in sport organisations. *Journal of Sport Management*, 17, 347-375.
- Shaw, S., & Penney, D. (2003). Gender equity policies in national governing bodies: An oxymoron or a vehicle for change? *European Sport Management Quarterly*, 3(2), 78-102. doi: 10.1080/16184740308721942
- Shaw, S., & Slack, T. (2002). ‘It’s been like that for donkey’s years’: The construction of gender relations and the cultures of sports organizations. *Culture, Sport, Society*, 5(1), 86-106.
- Shelton, C. M. (2001). From Beijing to Atlanta and beyond: The international challenges for women in sport. In S. J. M. Freeman, S. C. Bourque, & C. M. Shelton, *Women on power: Leadership redefined*. Boston: Northeastern University Press. Pp. 171-196.

- Singh, P. C., & Surujlal, J. (2006). Factors affecting the job satisfaction of South African sport coaches. *South African Journal for Research in Sport, Physical Education and Recreation*, 28(1): 127-136.
- Slife, B. D., & Williams, R. N. (1995). *What's behind the research? Discovering hidden assumptions in the behavioural sciences*. Thousand Oaks, CA: Sage Publications, Inc.
- Smith, M., & Wrynn, A. M. (2009). *Women in the 2000, 2004 and 2008 Olympic and Paralympic Games: An analysis of participation, leadership and media opportunities*. Women's Sports Foundation. Retrieved from <http://www.womenssportsfoundation.org>
- Snyder, C. J. (1990). The effects of leader behavior and organizational climate on intercollegiate coaches' job satisfaction. *Journal of Sport Management*, 4, 59-70.
- Sport England. (2004). *The equality standard: A framework for sport*. Available at <http://www.uksport.gov.uk/docLib/Publications/Equality/The-Equality-Standard-A-Framework-for-sport.pdf>
- Stangl, J. M., & Kane, M. J. (1991). Structural variables that offer explanatory power for the underrepresentation of women coaches since Title IX: The case of homologous reproduction. *Sociology of Sport Journal*, 8, 47-60.
- Stell, M. K. (1991). *Half the race: A history of Australian women in sport*. North Ryde, NSW: Angus & Robertson.
- Stewart, M. J., Ellery, P. J., Ellery, J., & Maher, L. (2004). Perceived psychological stress among high school basketball officials. *Perceptual and Motor Skills*, 99, 463-469.

- Stoddart, B. (1986). *Saturday afternoon fever: Sport in the Australian culture*. North Ryde, NSW: Angus & Robertson Publishers.
- Strawbridge, M. (2000). The professional preparation of women in leadership of sports. *International Sports Journal*, 4(1), 46-53.
- Stronach, M., & Adair, D. (2009). “Brave new world” or “sticky wicket”? Women, management and organizational power in Cricket Australia. *Sport in Society*, 12(7), 910-932. doi: 10.1080/17430430903053174
- The suffragists: Women who worked for the vote—Essays from the Dictionary of New Zealand Biography*. (1993). Wellington, NZ: Bridget Williams Books and the Dictionary of New Zealand Biography.
- Symons, C., Sbaraglia, M., Hillier, L., & Mitchell, A. (2010, May). Come out to play: The sports experiences of lesbian, gay, bisexual and transgender (LGBT) people in Victoria. Victoria University, School of Sport and Exercise Science, Melbourne: Institute for Sport, Exercise and Active Living (ISEAL).
- Taylor, T., & Toohey, K. (1997). Chapter 23: Women, ethnicity, and sport. In P. A. Mosley, R. Cashman, J. O’Hara, & H. Weatherburn (Eds.), *Sporting immigrants: Sport and ethnicity in Australia* (pp. 279-291). Crows Nest, NSW: Walla Walla Press.
- Theberge, N. (1985). Toward a feminist alternative to sport as a male preserve. *Quest*, 37, 193-202.
- Theberge, N. (1990). Gender, work, and power: The case of women in coaching. *The Canadian Journal of Sociology*, 15(1), 59-75.
- Theberge, N. (1992). Managing domestic work and careers: The experiences of women in coaching. *Atlantis*, 17(2), 11-21.

- Theberge, N. (1993). The construction of gender in sport: Women, coaching, and the naturalization of difference. *Social Problems*, 40(3), 301-313.
- Thompson, S. M. (1990). "Thank the ladies for the plates": The incorporation of women into sport. *Leisure Studies*, 9(2), 135-143. doi: 10.1080/02614369000390121
- Thompson, S. M. (1999). *Mother's taxi: Sport and women's labor*. Albany, NY: State University of New York Press.
- Title IX, Education Amendments of 1972, Section 1681, Sex, Confirmed July 25, 2010, from United States Department of Labor website:
<http://www.dol.gov/oasam/regs/statutes/titleix.htm#>
- Tong, R. (1989). *Feminist thought: A comprehensive introduction*. London: Unwin Hyman.
- Tong, R. (2009). *Feminist thought: A more comprehensive introduction*, 3rd ed. Boulder, CO: Westview Press.
- UK Sport. (2006). *Women in sport: The state of play, 2006*. Retrieved from <http://www.uksport.gov.uk/publications/women-in-sport-the-state-of-play>
- United Nations. (2007). *Women 2000 and beyond: Women, gender equality and sport*. United Nations, Division for the Advancement of Women, Department of Economic and Social Affairs. Retrieved from <http://www.iwg-gti.org>
- VanYperen, N. W. (1998). Predicting stay/leave behavior among volleyball referees. *The Sport Psychologist*, 12, 427-439.

- van Aalst, I., & Daly, C. (2003). *New Zealand's high performance sports officials: Research on the demands and issues faced by New Zealand's high performance (international) sports officials and the types of support available*. Sport and Recreation New Zealand [SPARC]. Retrieved from <http://www.sparc.org.nz/en-nz/resources-and-publications/Research-reports/>
- Veri, M. J. (1999). Homophobic discourse surrounding the female athlete. *Quest*, 51, 355-368.
- Ward, T. (2010). *Sport in Australian national identity: Kicking goals*. Abingdon, UK: Routledge / Soccer in Society, 10(5).
- Weaver, M. A., & Chelladurai, P. (1999). A mentoring model for management in sport and physical education. *Quest*, 51, 24-38.
- Weaver, M. A., & Chelladurai, P. (2002). Mentoring in intercollegiate athletic administration. *Journal of Sport Management*, 16(2), 96-116.
- Webb, L. A., & Macdonald, D. (2007). Techniques of power in physical education and the underrepresentation of women in leadership. *Journal of Teaching in Physical Education*, 26, 279-297.
- Welch, M. (Ed.). (1999). *Towards gender equity in sports management: Report of the European symposium on gender equity in the management and governance of voluntary sports organisations*. Leeds, UK: Federation of Yorkshire Sport; School of Leisure and Sports Studies, Leeds Metropolitan University.
- Wellman, S., & Blinde, E. (1997). Homophobia in women's intercollegiate basketball—Views of women coaches regarding coaching careers and recruitment of athletes. *Women in Sport & Physical Activity Journal*, 6(2), 63-82. HTML version accessed through Contemporary Women's Issues.

- Werthner, P. (2005). Making the case: Coaching as a viable career path for women. *Canadian Journal for Women in Coaching Online*, 5(3). Retrieved from <http://23361.vws.magma.ca/WOMEN/e/journal/may2005/may2005.pdf>
- West, A., Green, E., Brackenridge, C. H., & Woodward, D. (2001). Leading the way: Women's experiences as sports coaches. *Women in Management Review*, 16(2), 85-92.
- Whisenant, W. A., Pedersen, P. M., & Obenour, B. L. (2002). Success and gender: Determining the rate of advancement for intercollegiate athletic directors. *Sex Roles*, 47(9/10), 485-491.
- White, A. (2009, November). *Women and leadership development programme: Final report—Executive summary*. Retrieved from UK Sport <http://www.uksport.gov.uk/publications/wldp-executive-summary>
- White, A., & Brackenridge, C. (1985). Who rules sport? Gender divisions in the power structure of British sports organisations from 1960. *International Review for the Sociology of Sport*, 20(1/2), 95-107. doi: 10.1177/101269028502000109
- White, M., & Kay, J. (2006). Who rules sport now?: White and Brackenridge revisited. *International Review for the Sociology of Sport*, 41(3/4), 465-473.
doi: 10.1177/1012690207077708
- Witz, A. (1990). Patriarchy and professions: The gendered politics of occupational closure. *Sociology*, 24(4), 675-690. doi: 10.1177/0038038590024004007
- Women on Boards. (2010, February). *Female participation on boards of national sporting organisations*. Retrieved from: <http://www.womenonboards.org.au/publications/bdi/nso.htm>

Women's International Leadership Development Programme [WILD]. (2009). *Report downloaded from the European Non-Governmental Sports Organisation [ENGSO] website:*

http://www.engso.com/Data/womens_international_leadership_development.pdf

Women's Sport and Fitness Foundation [WSFF]. (2008). *Women in Sport Audit—Backing a winner: Unlocking the potential in women's sport, 2007-2008*. Retrieved from <http://wsff.org.uk/publications/reports/women-sport-audit-20072008>

Women's Sport and Fitness Foundation [WSFF]. (2009). *Trophy women—Why a balanced board is good for business for sport*. The commission on the future of women's sport. Retrieved from <http://www.olympic.org.nz/nzoc/publications-and-reports>

Yoder, J. D. (1991). Rethinking tokenism: Looking beyond numbers. *Gender & Society*, 5(2): 178-192. doi: 10.1177/089124391005002003

Young, D. S. (1990). Mentoring and networking: Perceptions by athletic administrators. *Journal of Sport Management*, 4(1), 71-79.

Young, B. W., Jemczyk, K., Brophy, K., & Côté, J. (2009). Discriminating skilled coaching groups: Quantitative examination of developmental experiences and activities. *International Journal of Sports Science & Coaching*, 4(3), 397-414.

Appendix A:

The Brighton Declaration on Women and Sport¹

Women Sport and the Challenge of Change

The first international conference on women and sport, which brought together policy and decision makers in sport at both national and international level, took place in Brighton, UK from 5-8 May 1994. It was organised by the British Sports Council and supported by the International Olympic Committee. The conference specifically addressed the issue of how to accelerate the process of change that would redress the imbalances women face in their participation and involvement in sport.

The 280 delegates from 82 countries representing governmental and non-governmental organisations, national Olympic committees, international and national sport federations and educational and research institutions, endorsed the following Declaration. The Declaration provides the principles that should guide action intended to increase the involvement of women in sport at all levels and in all functions and roles.

In addition, the conference agreed to establish and develop an international women and sport strategy which encompasses all continents. This should be endorsed and supported by governmental and non-governmental organisations involved in sport development. Such an international strategic approach will enable model programmes and successful developments to be shared among nations and sporting federations, so accelerating the change towards a more equitable sporting culture worldwide.

Background

Sport is a cultural activity which, practised fairly and equitably, enriches society and friendship between nations. Sport is an activity which offers the individual the opportunity of self-knowledge, self-expression and fulfilment; personal achievement, skill acquisition and demonstration of ability; social interaction, enjoyment, good health and well-being. Sport promotes involvement, integration and responsibility in society and contributes to the development of the community.

Sport and sporting activities are an integral aspect of the culture of every nation. However, while women and girls account for more than half of the world's population and although the percentage of their participation in sport varies between countries, in every case it is less than that of men and boys.

¹ International Working Group on Women in Sport. (1994). Retrieved from <http://www.iwg-gti.org>

Despite growing participation of women in sport in recent years and increased opportunities for women to participate in domestic and international arenas, increased representation of women in decision making and leadership roles within sport has not followed.

Women are significantly under-represented in management, coaching and officiating, particularly at the higher levels. Without women leaders, decision makers and role models within sport, equal opportunities for women and girls will not be achieved.

Women's experiences, values and attitudes can enrich, enhance and develop sport. Similarly, participation in sport can enrich, enhance and develop women's lives.

A. Scope and Aims of the Declaration

1. Scope

This Declaration is addressed to all those governments, public authorities, organisations, businesses, educational and research establishments, women's organisations and individuals who are responsible for, or who directly or indirectly influence, the conduct, development or promotion of sport or who are in any way involved in the employment, education, management, training, development or care of women in sport. This Declaration is meant to complement all sporting, local, national and international charters, laws, codes, rules and regulations relating to women or sport.

2. Aims

The overriding aim is to develop a sporting culture that enables and values the full involvement of women in every aspect of sport.

It is the interests of equality, development and peace that a commitment be made by governmental, non-governmental organisations and all those institutions involved in sport to apply the Principles set out in this Declaration by developing appropriate policies, structures and mechanisms which:

- ensure that all women and girls have opportunity to participate in sport in a safe and supportive environment which preserves the rights, dignity and respect of the individual;
- increase the involvement of women in sport at all levels and in all functions and roles;
- ensure that the knowledge, experiences and values of women contribute to the development of sport;
- promote the recognition of women's involvement in sport as a contribution to public life, community development and in building a healthy nation;
- promote the recognition by women of the intrinsic value of sport and its contribution to personal development and healthy lifestyle.

B. The Principles

1. Equity and equality in society and sport

- a. Every effort should be made by state and government machineries to ensure that institutions and organisations responsible for sport comply with the equality provisions of the Charter of the United Nations, the Universal Declaration of Human Rights and the UN Convention on the Elimination of All Forms of Discrimination against Women.
- b. Equal opportunity to participate and be involved in sport whether for the purpose of leisure and recreation, health promotion or high performance, is the right of every woman, regardless of race, colour, language, religion, creed, sexual orientation, age, marital status, disability, political belief or affiliation, national or social origin.
- c. Resources, power and responsibility should be allocated fairly and without discrimination on the basis of sex, but such allocation should redress any inequitable balance in the benefits available to women and men.

2. Facilities

Women's participation in sport is influenced by the extent variety and accessibility of facilities. The planning, design and management of these should appropriately and equitably meet the particular needs of women in the community, with special attention given to the need for child care provision and safety.

3. School and junior sport

Research demonstrates that girls and boys approach sport from markedly different perspectives. Those responsible for sport, education, recreation and physical education of young people should ensure that an equitable range of opportunities and learning experience, which accommodate the values, attitudes and aspirations of girls, is incorporated in programmes to develop physical fitness and basic sport skills of young people.

4. Developing participation

Women's participation in sport is influenced by the range of activities available. Those responsible for delivering sporting opportunities and programmes should provide and promote activities which meet women's needs and aspirations.

5. High performance sport

- a. Governments and sports organisations should provide equal opportunities to women to reach their sports performance potential by ensuring that all activities and programmes relating to performance improvements take account of the specific needs of female athletes.
- b. Those supporting elite and/or professional athletes should ensure that competition opportunities, rewards, incentives, recognition, sponsorship, promotion and other forms of support are provided fairly and equitably to both women and men.

6. Leadership in sport

Women are under-represented in the leadership and decision making of all sport and sport-related organisations. Those responsible for these areas should develop policies and programmes and design structures which increase the number of women coaches, advisers, decision makers, officials, administrators and sports personnel at all levels with special attention given to recruitment, development and retention.

7. Education, training and development

Those responsible for the education, training and development of coaches and other sports personnel should ensure that education processes and experiences address issues relating to gender equity and the needs of female athletes, equitably reflect women's role in sport and take account of women's leadership experiences, values and attitudes.

8. Sport information and research

Those responsible for research and providing information on sport should develop policies and programmes to increase knowledge and understanding about women and sport and ensure that research norms and standards are based on research on women and men.

9. Resources

Those responsible for the allocation of resources should ensure that support is available for sportswomen, women's programmes and special measures to advance this Declaration of Principles.

10. Domestic and international cooperation

Government and non-government organisations should incorporate the promotion of issues of gender equity and the sharing of examples of good practice in women and sport policies and programmes in their associations with other organisations, within both domestic and international arenas.

Appendix B:

Reference details for Tables 1.8, 1.9, and 1.11

| Organisation | Date accessed (2010) | Web address |
|--|----------------------------|---|
| IOC Members | 28 Aug | http://www.olympic.org/en/content/The-IOC/The-IOC-Institution/IIOC-Members-list/ |
| IOC Executive Board | 28 Aug | http://www.olympic.org/en/content/The-IOC/Commissions/Executive-Board/?Tab=1 |
| IOC Honorary Members | 28 Aug | http://www.olympic.org/en/content/The-IOC/The-IOC-Institution/IIOC-Members-list/ |
| Association of National Olympic Committees (ANOC): Executive Council | 27 Aug | http://www.en.acnolympic.org/art.php?id=20034 |
| Association of National Olympic Committees of Africa (ANOCA): Executive Committee | 26 Aug | http://www.anoca.info/apropos/structure.php |
| Morocco: Executive Committee | 24 Aug | http://www.cnomaroc.org/comite.php |
| South Africa: Olympic Committee | 24 Aug | http://www.sascoc.co.za/our-people/executive-committee/ |
| Zimbabwe: Executive Board | 24 Aug | http://www.zoc.co.zw/organs.htm |
| Board Members | 24 Aug | http://www.zoc.co.zw/organs.htm |
| Pan American Sports Organisation (PASO) | | |
| Argentina: Executive Board | 20 Aug | http://www.coarg.org.ar/nota_mesa_en.html |
| Canada: Board of Directors | 25 Aug | http://www.olympic.ca/en/about/governance/coc-board-directors/ |
| Athletes' Commission | 25 Aug | http://www.olympic.ca/en/about/governance/coc-athletes-commission/ |
| Chile: Directorate | 26 Aug | http://www.coch.cl/?page_id=38 |
| Colombia: Executive Committee | 26 Aug | http://coc.org.co/web/2009110363/Estructura/comite-ejecutivo.html |

| | | |
|---|--------|---|
| Costa Rica: Executive Committee | 26 Aug | http://concr.org/cms/index.php?option=com_content&view=article&id=106&Itemid |
| Ecuador: Executive Committee | 26 Aug | http://www.ecuadorcoe.org.ec/htm/comite_ejecutivo.htm |
| El Salvador: Executive Committee | 26 Aug | http://comiteolimpicoesa.com/coes_gral/sobre-nosotros-/organizacion.htm |
| Administration | 26 Aug | http://comiteolimpicoesa.com/coes_gral/sobre-nosotros-/organizacion.htm |
| Guatemala: Executive Committee | 26 Aug | http://www.cog.org.gt/BodyText.aspx?Pagina=344 |
| Administration Staff | 26 Aug | http://www.cog.org.gt/BodyText.aspx?Pagina=344 |
| Mexico: Executive Committee | 20 Aug | http://www.com.org.mx/estructura-organica.html |
| Steering Committee | 20 Aug | http://www.com.org.mx/estructura-organica.html |
| Commissions | 20 Aug | http://www.com.org.mx/estructura-organica.html |
| Panama: Olympic Committee | 26 Aug | http://www.conpanama.org/?ea0cb320 |
| United States: Board of Directors | 25 Aug | http://www.teamusa.org/about-usoc/usoc-general-information/leadership/board-of-directors |
| Key Executives | 25 Aug | http://www.teamusa.org/about-usoc/usoc-general-information/leadership/key-executives |
| Venezuela: Board of Directors | 26 Aug | http://www.comiteolimpicovenezolano.org |
| Olympic Council of Asia (OCA): Executive Board Members | 20 Aug | http://www.ocasia.org/Council/ExeBoard.aspx |
| China: Executive Committee | 20 Aug | http://en.olympic.cn/coc/ |
| India: Executive Council | 20 Aug | http://www.olympic.ind.in/organisation.html |
| Japan: Executive Board | 20 Aug | http://www.joc.or.jp/english/aboutjoc/executive.html |
| Jordan: Members of the Board | 24 Aug | http://www.joc.jo/board_members.shtm |
| South Korea: Officials | 20 Aug | http://www.sports.or.kr/eng/ksckoc.eng |
| Thailand: National Olympic Committee | 27 Aug | http://www.olympicthai.or.th/eng/01about_committee_e.html |
| European Olympic Committee (EOC): Executive Committee | 26 Aug | http://www.eurolympic.org/en/about-us/executive-committee.html |
| Austria: Board | 24 Aug | http://www.olympia.at/main.asp |
| General Secretariat | 24 Aug | http://www.olympia.at/main.asp |
| Finland: Board | 20 Aug | http://www.noc.fi/in_english/finnish_olympic_committee/board/ |
| Office | 20 Aug | http://www.noc.fi/in_english/finnish_olympic_committee/office/ |

| | | |
|--|--------|---|
| France: Executive Bureau | 24 Aug | http://www.franceolympique.com/art/86-bureau_executif.html |
| Germany: Executive Board | 24 Aug | http://www.dosb.de/en/organisation/philosophie/short-dosb-profile/ |
| Ireland: Executive Committee | 20 Aug | http://www.olympicsport.ie/Profile.aspx |
| Staff | 20 Aug | http://www.olympicsport.ie/Profile.aspx |
| The Netherlands: Board | 24 Aug | http://www.nocnsf.nl/cms/showpage.aspx |
| Sweden: Executive Board | 20 Aug | http://www.sok.se/inenglish/committeemembers |
| United Kingdom: Board | 24 Aug | http://www.olympics.org/uk/contentpage.aspx |
| National Olympic Committee | 24 Aug | http://www.olympics.org/uk/contentpage.aspx |
| | | |
| Oceania National Olympic Committees (ONOC): Executive Board | 26 Aug | http://www.oceaniasport.com/index.php |
| Fiji: Executive Board | 24 Aug | http://www.sportingpulse.com/assoc_page.cgi |
| Micronesia: Executive Committee | 27 Aug | http://www.sportingpulse.com/assoc_page.cgi |
| New Zealand: Board | 20 Aug | http://www.olympic.org.nz/nzoc/nzoc-board |
| Staff | 20 Aug | http://www.olympic.org.nz/nzoc/staff-list-and-contact-details |
| Athletes' Commission | 20 Aug | http://www.olympic.org.nz/nzoc/athletes-commission |
| Solomon Islands: Executive | 27 Aug | http://www.sportingpulse.com/assoc_page.cgi |
| Tuvalu: Executive Committee | 27 Aug | http://www.sportingpulse.com/assoc_page.cgi |
| Vanuatu: Executive | 27 Aug | http://www.sportingpulse.com/assoc_page.cgi |
| | | |
| Australian Olympic Committee: Executive | 20 Aug | http://corporate.olympics.com.au/index.cfm |
| Australian Sports Commission: Executive | 28 Aug | http://www.ausport.gov.au/about/structure/the_executive |
| Board | 28 Aug | http://www.ausport.gov.au/about/structure/the_board |
| Australian Institute of Sport: Coaches | 30 Aug | http://www.ausport.gov.au/ais/sports |
| ACTAS: Staff | 28 Aug | http://www.tams.act.gov.au/play/sport_and_recreation/actas/actas_staff_and_coach_profiles/actas_staff |

| | | |
|---------------|--------|---|
| Coaches | 28 Aug | http://www.tams.act.gov.au/play/sport_and_recreation/actas/actas_staff_and_coach_profiles/actas_coaches |
| NSWIS: Board | 28 Aug | http://www.nswis.com.au/NSWIS_/Inside_the_NSWIS/Inside_the_NSWIS.aspx |
| Coaches | 31 Aug | http://svc076.wic024v.server-web.com/Sports/Overview.aspx |
| NTIS: Coaches | 28 Aug | http://www.ntis.nt.gov.au/contact_us/our_staff_and_coaches |
| QAS: Board | 28 Aug | http://www.qasport.qld.gov.au/about/qas_board.cfm |
| Coaches | 28 Aug | http://www.qasport.qld.gov.au/about/qas_staff_and_contacts.cfm |
| SASI: Coaches | 28 Aug | http://www.recsport.sa.gov.au/sasi/about-sasi.html |
| TIS | 28 Aug | http://www.tis.tas.gov.au/publications/annualreport |
| VIS | 28 Aug | http://www.vis.org.au/about-us/vis-structure |
| WAIS: Board | 28 Aug | http://www.wais.org.au/id.php |
| Coaches | 31 Aug | http://www.wais.org.au/id.php |

Appendix C:

Early Works Summary Table

Table A1

Summary of Early Works by Knoppers and Colleagues; Stangl and Kane; Theberge; and Inglis

| Author(s); Date | Methodology | Research Question | Findings & Conclusions |
|--------------------|-------------|--|--|
| Knoppers; 1987 | Theoretical | Explicit application of Kanter's (1977) theory to the underrepresentation of intercollegiate women coaches, including a discussion of individual versus organisational models for explaining the underrepresentation of women, and the specific structural determinants of work behaviour. | Structural determinants that contribute to the underrepresentation of women coaches include limited opportunities (training and upward mobility), minimal access to power (resources, information, and supervisors/feedback), and unbalanced proportion (a skewed or tilted gender ratio). Strategies to increase the number of women coaches have primarily focused on up-skilling individuals, rather than addressing discriminatory organisational or occupational practices. |

| | | | |
|--------------------------|-----------------------------|---|--|
| Knoppers; 1988 | Theoretical | Three theoretical perspectives (individual, structural, socialist feminist) to understanding why coaching is a sex-segregated occupation are considered. | The socialist feminist perspective was found to provide the best explanation of the underrepresentation of women coaches in that capitalist patriarchy creates and perpetuates a cycle in which male leaders in sport redefine the sex-segregation of coaching roles in order to maintain control of occupational hierarchies and resource allocation. |
| Knoppers et al.; 1989 | Empirical / Quantitative | Human capital, structural, and capitalist patriarchy approaches were tested to determine which best explains the wage gap between female and male intercollegiate coaches. | The capitalist patriarchy approach was found to best explain gendered differences in earnings, as male coaches of male athletes in a revenue-producing sport were found to have the highest salaries, while female coaches of female athletes in non-revenue sports were found to have the lowest salaries. |
| Knoppers et al.; 1990 | Empirical / Quantitative | Investigated how power is distributed in athletics departments with regard to revenue and non-revenue sports, and gender; also the predictability of job satisfaction based on access to power. | Extended previous findings regarding capitalist patriarchy, in that male coaches of revenue sports had the most power. Likewise, those higher in power reported greater job satisfaction, while those lower in power reported less job satisfaction. |

| | | | |
|--------------------------|-----------------------------|---|--|
| Knoppers et al.; 1991 | Empirical / Quantitative | Explored the extent to which opportunity and work behaviour in coaching are a function of gender. | Opportunity was found to be gendered in favour of male coaches. Likewise, female coaches displayed work behaviours characteristic of low-opportunity employees, particularly regarding their intention to exit the coaching occupation significantly sooner than male coaches. |
| Knoppers et al.; 1993 | Empirical / Quantitative | Examined the effect of gender ratio on social interaction patterns of female and male coaches. | Interaction among female coaches was found to increase as the gender ratio became more balanced; interaction between male and female coaches did not change. It was proposed that as the gender ratio approaches a 40% “tipping point”, homosociality between genders may become exacerbated, rather than minimalised. |
| Knoppers; 1992 | Theoretical | Reviewed the individual (human capital) and structural (Kanter, 1977) approaches to explaining the sex segregation of waged work in coaching, in light of the findings of Knoppers et al. (1989, 1990, 1991, 1993). | A social relations approach was proposed that integrates patriarchal, hegemonic, and capitalist forces in maintaining male dominance. The ways in which organisational structure, jobs, activities, workers, and workplaces are gendered to maintain male dominance were described, as well as the processes of challenging, resisting, and reconstructing gender. |

| | | | |
|------------------------|-----------------------------|---|--|
| Stangl & Kane; 1991 | Empirical / Quantitative | Explored the possibility of homologous reproduction (Kanter, 1977) as an explanation for the marked decrease in the number of interscholastic women head coaches of girls' sports across three time periods relative to the implementation of Title IX. | Female athletics directors employed significantly more female coaches than male athletics directors, providing evidence for the practice of homologous reproduction. Structural and institutional forces were viewed as the primary factors contributing to the underrepresentation of female coaches, rather than individual factors. |
| Kane & Stangl; 1991 | Empirical / Quantitative | Investigated two dimensions of Kanter's occupational sex-segregation theory across three phases of Title IX implementation, specifically regarding female head coaches of male athletes in team and individual sports at the interscholastic level. | Female coaches were found to have token status (filling less than 2% of the total head coach positions). Female coaches were also found to be marginalised into lower prestige (individual) sports, rather than higher prestige (team) sports. The results were consistent across the three Title IX time periods considered. |
| Theberge; 1990 | Empirical / Qualitative | Questioned female coaches' about their perceptions of power regarding the role of the coach, and in the coach-athlete dynamic. | Women coaches conceptualised the position of coach as one of influence and responsibility rather than power, and the coach-athlete relationship as supportive and enabling rather than authoritarian. The relative powerlessness of women coaches within a male-dominated occupation, combined with their embracing the ideology of performance and results, however, limits their ability to change patriarchal definitions of coaching and coach-athlete interactions. |

| | | | |
|----------------|----------------------------|---|---|
| Theberge; 1992 | Empirical / Qualitative | Women coaches' attempts to balance their personal and professional responsibilities are explored in terms of work conditions, employment opportunities, and the climate of acceptance. | Blocked or restricted mobility due to competing demands result in delays to women coaches' careers and may cause some women to withdraw from coaching prematurely, or force them to reconsider their career goals, such as moving into sport administration. |
| Theberge; 1993 | Empirical / Qualitative | The ways in which sport contributes to the construction of gender are considered through the experiences of women coaches as tokens, the assumed superiority of men coaches, and the gender marking of various sports as masculine or feminine. | Women coaches' status as tokens contributes to feelings of isolation, exclusion, and heightened visibility, which lead to increased performance pressures. The assumed superiority of men as coaches based on their larger size and strength, and expanded competitive experiences, means the competence of men coaches is assumed, yet the competence of women coaches is often questioned and results in their being marginalised into roles in "feminine" sports. Gender marking sports as masculine or feminine tends to highlight difference rather than minimizing it, complicating efforts to establish the legitimacy of feminine sports. Because sport emphasises bodily performance, it becomes a prime site of gender construction and confirmation; observed gender differences thus nourish the development of an ideology of masculine superiority. |

| | | | |
|--------------|-------------|--|---|
| Inglis; 1988 | Theoretical | Proposes strategies to address the underrepresentation of women in sport leadership. | Calls for a commitment to change from university presidents and sport organisation leaders, improvements to professional training and development programs, and collaboration with research bodies. These strategies are significant because they address societal-level transformation via structural change, rather than focusing on assumed deficits in the human capital of individual women. |
|--------------|-------------|--|---|

Appendix D:
Participant Perceptions of Women's Underrepresentation
(McKay, 1992, 1997)

Table A2

Respondent's Perceptions of Why Women are Underrepresented in Executive Positions

| | | % Agree or Strongly Agree | | % Unsure, Disagree or Strongly Disagree | |
|--------|---|---------------------------|-------|---|-------|
| Reason | | Men | Women | Men | Women |
| 1 | Success of informal male networks | 30 | 84 | 70 | 16* |
| 2 | Subconscious/unintentional discrimination by men | 40 | 77 | 60 | 23* |
| 3 | Problems women have in travelling/relocating | 20 | 42 | 80 | 58* |
| 4 | Constraints of family responsibilities | 50 | 91 | 50 | 9* |
| 5 | Lack of women role models | 40 | 88 | 60 | 12* |
| 6 | Conscious/intentional discrimination by men | 40 | 44 | 60 | 52** |
| 7 | Lack of women with sufficient executive experience | 48 | 16 | 52 | 84* |
| 8 | Weakness of informal female networks | 25 | 77 | 75 | 23* |
| 9 | Women's lack of knowledge about positions available | 10 | 16 | 90 | 84 |
| 10 | Women's lack of commitment | 5 | --- | 95 | 100 |
| 11 | Lack of training opportunities for women | 15 | 65 | 85 | 35* |
| 12 | Women's lack of confidence | 75 | 85 | 25 | 15 |
| 13 | Male executives' lack of commitment to gender equity or affirmative action programs | 10 | 70 | 90 | 30* |
| 14 | Lack of women mentors | 48 | 83 | 52 | 17* |
| 15 | Prejudice against lesbians among executive and staff | --- | 42 | 100 | 58* |
| 16 | Women not tough enough to cope with executive pressures | 10 | --- | 90 | 100* |
| 17 | Sexual harassment | --- | 42 | 100 | 58* |

Note. Participants: Women = 43, Men = 40. *Differences significant at 0.05 level or beyond. **It is unclear whether these are statistical or typographical errors. Table text copied from McKay, 1992, Table 1, p. 12; McKay, 1997, Appendix 3, Table A.1, pp. 179-180.

Appendix E:
Participant Perceptions of Organisational Structures and Processes
(McKay, 1992, 1997)

Table A3

Respondents' Perceptions of Various Structures and Processes in Organisations

| | | % Agree or Strongly Agree | | % Unsure, Disagree or Strongly Disagree | |
|--------|--|---------------------------|-------|---|-------|
| Reason | | Men | Women | Men | Women |
| 1 | Organisation needs more women executives | 50 | 88 | 50 | 12* |
| 2 | Executives acquired positions because they are the best persons for the job | 90 | 56 | 10 | 44* |
| 3 | A strong inner group unfairly controls the organisation | 52 | 86 | 57** | 14* |
| 4 | Women have to work harder than men to achieve equal recognition | 53 | 86 | 48** | 14* |
| 5 | Organisation needs some strong feminists | 5 | 21 | 95 | 79 |
| 6 | Men get ahead more easily | 57 | 79 | 52 | 21* |
| 7 | Positions are often advertised after the organisation has already identified whom it wants | --- | 21 | 100 | 79* |
| 8 | Men treat women as their equals | 95 | 33 | 5 | 67* |
| 9 | Men make better executives than women | 5 | --- | 95 | 100 |
| 10 | When being considered for a job, women are disadvantaged by having family responsibilities | 50 | 86 | 50 | 14* |
| 11 | Women come up against an invisible barrier once they get to a certain level | 25 | 77 | 75 | 23* |
| 12 | Sexual harassment of women is common | --- | 44 | 100 | 56* |
| 13 | Women are too sensitive about jokes concerning females | 43 | 5 | 57 | 95* |
| 14 | Men have an advantage because they have more role models than women | 40 | 65 | 60 | 35 |
| 15 | The rules of behaviour are much more relaxed for men than for women | 10 | 67 | 90 | 33* |
| 16 | Prejudice against gays and/or lesbians is common | --- | 28 | 100 | 72* |

Note. Participants: Women = 43, Men = 40. *Differences significant at 0.05 level or beyond. **It is unclear whether these are statistical or typographical errors. Table text copied from McKay, 1992, Table 2, p. 13; McKay, 1997, Appendix 3, Table A.2, pp. 180-181.

Appendix F:

Information for Participants Involved in Research

Statement of project:

We are interested in your experiences and perspectives relative to your position as a coach, official, or administrator at the elite level of your profession. To study these feelings in detail we would like you to complete a semi-structured interview lasting approximately one hour. We expect that the general results of this project will identify strategies successful women sport coaches, officials, and administrators have utilised to reach the elite level. These strategies will then be used to inform professional bodies such as government agencies, leadership training and professional development programs, and role model and mentor programs. It is our hope that the results of this research project will help to address the under-representation of women coaches, officials, and administrators at the elite level of sport.

Procedures:

First, you will be asked to supply demographic information (e.g. the details of your career advancement) and to identify the barriers you feel you have overcome throughout your career. Your responses to these questions will be kept completely confidential. Following these initial questions the interview will begin. You will be asked to answer a series of questions specific to your professional experiences. The interview will last approximately one hour and will be digitally recorded and transcribed verbatim (e.g. word for word). Confidentiality will be maintained throughout the analysis of the data and in any published findings, that is, no information that identifies you, your colleagues, or your employers will be included in any findings or reports. Rather, all identifying information will be coded. Recordings will be saved under password protection and hard copies will be kept in a locked file cabinet. You are encouraged to ask any questions about the study at any time. Participation is voluntary and you may withdraw at any time.

Thank you very much for your participation.

This project is being conducted as research for a Victoria University Ph.D. student. Any queries about your participation in this project may be directed to the student's supervisor and principle researcher, Dr Daryl B. Marchant, on 03-9919-4035.

Dr Mark Andersen may be contacted if you experience emotional or psychological distress as a result of your participation on 03-9919-5413.

If you have any queries, or complaints about the way you have been treated, you may contact the Secretary, University Human Research Ethics Committee, Victoria University of Technology, PO Box 14428 Melbourne, VIC 8001 or telephone 03-9919-4710.

Appendix G:

Informed Consent for Participants Involved in Research

CONSENT FORM FOR PARTICIPANTS INVOLVED IN RESEARCH



**VICTORIA
UNIVERSITY**

**A NEW
SCHOOL OF
THOUGHT**

INFORMATION TO PARTICIPANTS:

We would like to invite you to be a part of a study investigating the experiences of women sport coaches, officials, and administrators, particularly focusing on your experiences of overcoming barriers. Participation requires a digitally recorded, one-to-one interview for approximately one hour.

CERTIFICATION BY SUBJECT:

I, (please print your name) _____
of (postal address) _____

certify that I am at least 18 years old* and that I am voluntarily giving my consent to participate in the study: Overcoming Barriers For Women Sport Coaches, Officials, and Administrators: A Grounded Theory Approach being conducted at Victoria University by Dr Daryl Marchant.

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research, have been fully explained to me by:

Lenora Sundstrom, Ph.D. student researcher

and that I freely consent to participation involving the use on me of these procedures:

- A digitally recorded interview for approximately one hour

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw from this study at any time and that this withdrawal will not jeopardise me in any way.

I have been informed that the information I provide will be kept confidential.

Signed: _____

Witness other than the researcher: _____

Date: _____

Any queries about your participation in this project may be directed to the researcher **Dr Daryl Marchant** on **9919 4035**. If you have any queries or complaints about the way you have been treated, you may contact the Secretary, Victoria University Human Research Ethics Committee, Victoria University, PO Box 14428, Melbourne, VIC, 8001 phone (03) 9919 4710.

[*Please note: Where the participant/s are aged under 18, separate parental consent is required; where the participant/s are unable to answer for themselves due to mental illness or disability, parental or guardian consent may be required.]

WWW.VU.EDU.AU/RESEARCH

Appendix H:

Interview Guide Template – Coaches

I'm interested to know how you decided to **become** a coach...

| | | |
|---------------------|-----------------------|----------------------|
| Where from? | How started in sport? | Other sports played? |
| How long in sport? | Playing? | Coaching? |
| Education? | Certification level? | Competition Level? |
| Previous positions? | Tenure? | Success? |

Tell me about your professional **role models and mentors**...

| | | |
|---|-------------------|--------------------------|
| Who were they? | Who are they now? | How did you choose them? |
| In what ways have they influenced you? | | |
| What have been their most valuable contributions to your development ? | | |
| What do you see as your role in terms of developing future coaches ? | | |

Tell me about the **barriers** you have faced in becoming a coach...

Tell me about how you were able to **overcome** or avoid these barriers?

Describe the different **strategies** you've used to overcome these barriers...

Describe the different **support systems** you used and how they were beneficial for you...

Describe the strategies would you recommend for **future coaches**...

Could you talk about a challenging experience/situation that you've faced professionally?

Describe how you were able to **overcome** it...

Describe how you **learned** from this situation...

If you could repeat this situation, what would you **do differently**?

As a coach, what do you see as your next professional step?

In what ways are you able to take **control** of your profession future?

Describe the **professional development** strategies you feel are most beneficial...

Describe the **barriers or challenges you foresee** in working toward this next step...

Describe the **strategies** you anticipate using to overcome these barriers/challenges...

How do you **organise and manage your life on a daily basis** in order to meet your professional responsibilities and career goals...

Describe the **support systems** you utilise for work-related problems, conflicts, etc.?

Describe the strategies you use to **balance** work and home/family responsibilities commitments?

If you had one piece of **advice** for developing coaches who aspire to reach the elite level, what would it be?

Tell me about any issues or experiences that have been relevant for you in your professional development that we **haven't mentioned previously**?

Appendix I:

Interview Guide Template – Officials

I'm interested to know how you decided to **become** an official...

| | | |
|---------------------|-----------------------|----------------------|
| Where from? | How started in sport? | Other sports played? |
| How long in sport? | Playing? | Coaching/Admin? |
| Education? | Certification level? | Competition Level? |
| Previous positions? | Tenure? | Success? |

Tell me about your professional **role models and mentors**...

Who were they? Who are they now? How did you choose them?

In what ways have they influenced you?

What have been their most valuable contributions to **your development**?

What do you see as your role in terms of developing **future officials**?

Tell me about the **barriers** you have faced in becoming an official...

Tell me about how you were able to **overcome** or avoid these barriers?

Describe the different **strategies** you've used to overcome these barriers...

Describe the different **support systems** you used and how they were beneficial for you...

Describe the strategies would you recommend for **future officials**...

Could you talk about a challenging experience/situation that you've faced professionally?

Describe how you were able to **overcome** it...

Describe how you **learned** from this situation...

If you could repeat this situation, what would you **do differently**?

As an official, what do you see as your next professional step?

In what ways are you able to take **control** of your profession future?

Describe the **professional development** strategies you feel are most beneficial...

Describe the **barriers or challenges you foresee** in working toward this next step...

Describe the **strategies** you anticipate using to overcome these barriers/challenges...

How do you **organise and manage your life on a daily basis** in order to meet your professional responsibilities and career goals...

Describe the **support systems** you utilise for work-related problems, conflicts, etc.?

Describe the strategies you use to **balance** work and home/family responsibilities commitments?

If you had one piece of **advice** for developing officials who aspire to reach the elite level, what would it be?

Tell me about any issues or experiences that have been relevant for you in your professional development that we **haven't mentioned previously**?

Appendix J:

Interview Guide Templates – Administrators

I'm interested to know how you decided to **become** an administrator...

| | | |
|--------------------|-----------------------|--------------------|
| Where from? | How started in sport? | Other sports? |
| How long in sport? | Playing? | Coaching? |
| Education? | Previous positions? | Competition Level? |
| Management level? | Tenure? | Success? |

Tell me about your professional **role models and mentors**...

Who were they? Who are they now? How did you choose them?

In what ways have they influenced you?

What have been their most valuable contributions to **your development**?

What do you see as your role in terms of developing **future administrators**?

Tell me about the **barriers** you have faced in becoming an administrator...

Tell me about how you were able to **overcome** or avoid these barriers?

Describe the different **strategies** you've used to overcome these barriers...

Describe the different **support systems** you used and how they were beneficial for you...

Describe the strategies would you recommend for **future administrators**...

Could you talk about a **challenging experience/situation** that you've faced professionally?

Describe how you were able to **overcome** it...

Describe how you **learned** from this situation...

If you could repeat this situation, what would you **do differently**?

As an administrator, what do you see as your **next professional step**?

In what ways are you able to take **control** of your profession future?

Describe the **professional development** strategies you feel are most beneficial...

Describe the **barriers or challenges you foresee** in working toward this next step...

Describe the **strategies** you anticipate using to overcome these barriers/challenges...

How do you **organise and manage your life on a daily basis** in order to meet your professional responsibilities and career goals...

Describe the **support systems** you utilise for work-related problems, conflicts, etc.?

Describe the strategies you use to **balance** work and home/family responsibilities commitments?

If you had one piece of **advice** for developing administrators who aspire to reach the elite level, what would it be?

Tell me about any issues or experiences that have been relevant for you in your professional development that we **haven't mentioned previously**?

Appendix K:
Recruitment Flier

Women in Elite-Level Sport Leadership – Clearing Hurdles

Coaches ∞ Officials ∞ Administrators

Research is currently being conducted to examine the experiences of women in sport leadership (coaches, officials/referees/umpires, and administrators) at the state and national levels.

The research is being conducted by Victoria University in accordance with their human research ethics policy. This project is supported by the Department for Planning and Community Development (Sport & Recreation Victoria) Women in Sport research initiative.

We are exploring how women reach the elite level and how they are able to maintain their respective positions at this level.

Participation would require an interview lasting approximately one hour in which you would be asked questions about your professional and personal development in sport, and about experiences relative to your past and present positions or roles.

While we value the experiences and contributions of all women in sport leadership, we are currently seeking participants from the sports of athletics, basketball, football (soccer), and swimming.

If you have questions about this research project or to volunteer as a participant, please contact Lenora Sundstrom at Victoria University on **03 9919 4066** or via email at **Lenora.Sundstrom@live.vu.edu.au** for more information.

If you are not able to assist with this project but know someone who might be, please pass on this information.

Thank you!



Appendix L: Coaches' Pathway – Coding Tree Structure

| Stage 1: Pre-coaching Phase | | | |
|-----------------------------------|--------------------------------|---|---|
| Childhood experiences | Competitive athlete | | Formal education |
| "Sporty" kid | Elite level | | Degree |
| Sport activities | Early learning | | Mature-age student |
| Role models | Retirement | | No formal qualification |
| Active but not "sporty" | | | Work experience |
| Born overseas | | | |
| Stage 2: Getting Involved | | | |
| Intention to coach | Motivation | Initial experience | Coach accreditation |
| No intention initially | Give back | Player-coach | Progressed through courses |
| Pathway not intentional | Love | Retired elite-level athlete | Own volition |
| | Passion | Encouraged - former coach | Encouraged by SSO / NSO |
| | | Disappointment | Completed courses |
| | | Enable children | Enjoyed courses |
| | | Partner also involved | Few other females |
| | | Few other females | Sexist instructors |
| | | Short apprentice time | Course instructor |
| | | Work experience | |
| | | Positive experience | |
| Stage 3a: Becoming More Strategic | | | |
| Emerging as a coach | Additional coaching experience | Additional influences on coaching progression | Keys to establishing oneself as a coach |
| Built up squad | Coaching in schools | Family circumstances | Internal locus of control |
| Club rep team | Other teams and leagues | Support | Male champion |
| State rep team | Coach mentor | Timing | Mentors |
| National rep team | Coach instructor | | Finding fulltime work |
| Coaching boys | Years of service | | |
| Other teams/leagues | Other | | |
| Coaching scholarship | | | |
| Developed over time | | | |
| Learn about self | | | |
| Pushed by athletes | | | |
| SSO encouragement | | | |
| More strategic | | | |
| Visible | | | |
| Other | | | |

(Table continues next page)

| <i>Stage 3b: Setbacks</i> | | |
|---|--------------------------------------|-----------------------|
| Delays | Discrimination | Hurdles |
| Missed opportunities | Ability questioned | Club politics |
| Limited opportunities | Promotion | SSO / NSO |
| Long-term commitment | Sexism | Coach-coach conflicts |
| Travel / Re-location | | Fulltime work |
| Start-stuck-stop progression | | Family conflicts |
| Other | | Other |
| <i>Stage 4: Coaching at the Elite Level</i> | | |
| Elite-level coach experience | Future goals | |
| Elite junior development program | Coach internationally | |
| Australian pro league | Coach athlete at Olympics | |
| US pro league | Coach national team | |
| International | Coach national team at Olympics | |
| Olympics / Paralympics | Further education | |
| Other | Highest level coaching accreditation | |
| | Other | |

Appendix L-1: Coaches' Pathway – Stage 1

| Theme | Repeating ideas | Quotes |
|-----------------------|-------------------------|---|
| Childhood experiences | “Sporty kid” | I was doing a lot of different sport and I was competitive in dramatically different things like fencing, equestrian, played racquetball and swam, anything I could. But...soccer was one that I loved. |
| | Sport activities | [I was] a young, sports mad Aussie kid. I played Aussie rules football - I was a classic little tomboy. Aussie Rules, football, and cricket, namely because they were the games you played. I was forced to play netball because there wasn't basketball for girls in my area at the time...my older brother started playing basketball therefore I wanted to play. |
| | Role models | I think my role models as a younger person were Aussie Rules football players. Certainly as a sport person that's who I modelled because there wasn't a lot of female athletes...I went to the footy with my dad [but] I couldn't go to anything with my dad to watch women play. |
| | Active but not “sporty” | I am one of the few people who is not an ex-swimmer. So maybe I come from a better place, because I always swam in the bay but I was never [a] strongly competitive swimmer...I was a beach kid, we went to the holiday house every weekend and my brother and I had water-skis and we were always in the water. |
| | Born overseas | I wasn't born in Australia. I was born in...England and came here when I was about 11...had always been a participant in sport. Same thing...try everything, do everything you possibly can, and I pursued tennis until I was about 17. |
| Competitive athlete | Elite level | I was an athlete myself. I've been to, two Olympics and Commonwealth Games, and a couple World Cups as a 100-metre hurdler and a sprinter. |

| | | |
|------------------|-------------------------|---|
| | Early learning | I played in...our national league. I was in and out of the Australian team. I wasn't one of the superstars that was always a sure thing...I was in and out so I think that probably gave me a lot of tools of how to coach and how to manage players. |
| | Retirement | I played for 15 years on and off [national league and representing Australia], then I retired, had a baby and then hadn't finished my fix for [sport] and my body wasn't going to play anymore. I played in the lower level just for a bit of fun but then I got an assistant coaching job with the team that I'm now head coach of. |
| Formal education | Degree | I did a Bachelor of Applied Science and Sports Coaching and Administration at [university] and when I was at the AIS [Australian Institute of Sport], I did a Graduate Diploma in Sports Science, which you do as part of the scholarship program. |
| | Mature-age student | I'm doing a Bachelor of Business Management and Psychology at [university]...I'm not finding business management very helpful but I'm find psychology very interesting. |
| | No formal qualification | I went to - my passion was music at that time so I did a couple of years of a music course...and then...for a whole lot of reasons...the situation at home became such that I just chucked it in and then life went on. I was helping Dad finish up his business and then I met somebody and got married and so on. It was only a couple years after that I started working in this job and that really suited. |
| | Work experience | I did a diploma at TAFE which was business administration. Really loved it and did event management and event organisation and worked at our National Convention Centre in [City] when they had concerts and big events and weddings and things like that. So they were really good around my [sport]. |

Appendix L-2: Coaches' Pathway – Stage 2

| Theme | Repeating Ideas | Quotes |
|--------------------|-------------------------|---|
| Intention to coach | No intention initially | I was an athlete, and I went through a stage where I got injured. I never wanted to coach—seeing the way coaches were regarded—not something that you'd want to actually subject yourself to. |
| | Pathway not intentional | To be honest it's not something that you, sort of, I was fully even aware of. It's just that you go on and do your thing and plug away and really sort of work hard and all of a sudden things start to happen. |
| Motivation | Give back | I figured that I've had all this experience from a [sport] background right through developing that...to elite level. So I thought I had something to offer back to the sport. |
| | Love | I never thought I'd be in this position, I never thought I'd be in Australia as a coach. That was never something I dreamt of but I loved [sport], I played it, it was a passion of mine, I think I was always the player that had the tendency towards being a coach in that I liked to analyse the game. I was always asking questions, that side of it as opposed to just purely playing...so that probably was an indication that I may [become a coach in retirement]. |
| | Passion | I always believed that I could go out and get a job no matter what but swimming was always my passion. Swimming was always what I preferred to do. So it's always been something I've always enjoyed doing, |

| | | |
|--------------------|-----------------------------|---|
| Initial experience | Player-coach | I don't know if you call it the right place, right time when an opportunity came up for [her team's head coach] to coach in [another league] and he had never done that and it was something he wanted to try his hand at. He left mid-season so I was elevated to head coach and it sort of went from there, re-appointed the next... |
| | Retired elite-level athlete | Came back [from playing overseas] and realised that I...probably wasn't good enough to play for Australia. I could've kept playing in the [national league] for a long time I'm sure but at that stage I was playing with the likes of [names of teammates] who were all Australian [national team] players. It was actually [a teammate] who suggested to me perhaps I should coach, and when I'd been playing, I'd coached kids and I had a Phys Ed degree and my parents are teachers so it was a natural fit. |
| | Encouraged by former coach | When I finished competing, my coach asked me if I would coach her daughter...so I started to coach her and then where I live, they decided they [would] once-a-month have a school [event] where other kids would come in and someone could coach them. |
| | Disappointment | The girls down here—soccer is so backwards...there was no support for it [girls soccer]—absolutely zero. It's been a fight...to get the soccer up and running and the girls to be recognised like the boys. |

| | |
|---------------------------|---|
| Enable children | My daughter started to take up soccer...so I played in just a basic league just...to share some time with her. Then my son decided he would also like to play, he was five at the time. I went along to their first training session...and...it was a bit of a shemozzle. I'm a teacher so management of children is not an issue...and I have an understanding of the game...[so I] said to the person who was trying to organise these five-year-olds, "Can I help in any way?" And he said to me, "Would you like the job?" So I said, "Well...that wasn't what I was expecting...[but] if that's what you would like me to do, I'm happy to do that." |
| Partner also involved | My husband had been coaching prior to me...and as I saw this happening I started to through courses, to get myself to a level where I understood what was going on. Prior to that we had always attended the national coaches [convention] together, even though I was not physically working on the deck, so the understanding and the depth of knowledge that I had has been developed over many years, even though I hadn't actually used it a great deal. |
| Few other females | I had just finished as a student, and there was not many full-time jobs in [coaching] and certainly not for women. I think at that point there was two women coaches in the league, and they weren't full-time jobs. |
| Short apprenticeship time | Pretty quickly, [the head coach] was actually sacked and I took over in that first year so my assistant, my assistant-ing in that league was very short. From then I have coached the team for the last seven years. |

| | | |
|---------------------|----------------------------|--|
| | Work experience | So when I was first married...I started a part-time job working for a swimming coach...and that job developed and developed and developed and eventually, over time, I took over running it...he retired [10 years later] and I took it over as my own business. So...as all this is going on of course I'm having children and did not get into the coaching side of it until all of my children were, two of my children had left home and the other two of my children were swimmers. |
| | Positive experience | Those [first] athletes that I [coached] now are still competing at the highest level. So I thought at least I'll take juniors on. So around 14. And in my first squad was, athletes like [names several well-known athletes]—who all went on to represent Australia—and they were in my first squad. So that was rewarding. |
| Coach accreditation | Progressed through courses | I then did the Level 1, I think it's called beginner's accreditation, and then the Level 2 accreditation, only with a great deal of haste, and gradually as time went on I started taking over and probably, I was doing a fair bit of coaching up until, probably about '94 I started really full-on. |
| | Own volition | I got it [Little Athletics centre] off the ground and had 83 kids the first year. And I decided in that first year...Holy Shit...if I was going to be running a Little Athletics centre then perhaps I needed to learn something about coaching. There was a coaching course organised by the other Little Athletics centres in [City]. So I did that. And then a Little Athletics...week-long, live-in coaching camp...and just learned as much as I could and then got stuck into it. |
| | Encouraged by SSO / NSO | The [HC of national team] said to me, I was a Level 2 coach at the time, he said you should go to your Level 3 and try to progress through the, through the ranks. So I did that. |

| | |
|--------------------|---|
| Completed courses | I decided to set aside the FIFA license that I already held and go through the program here for coaching development. So I started at the beginning of the licensing courses, [which] allowed me to get to know the philosophies of the programs here...to know what they were looking for in the development of the sport as well as for coaches and players. And, not that I want to be an administrator or involved in the politics, but I really wanted a better context around what I was doing within my club. And an opportunity to talk soccer. So I started at the beginning and over the years I earned a senior license. |
| Enjoyed courses | At the introductory level courses the greatest satisfaction I got out of it was being in the company of coaches. For the sub-juniors and juniors, most of those are parents, most of them hadn't played and were pleased to be with somebody who was female, had played, knew a different environment. |
| Few other females | I think [I was] the only female on the course at that time. And that would be, sort of the common experience all the way through. |
| Sexist instructors | [W]hen I got to the senior course, I was the only woman in mine as well as the next course up...and the behaviour of the instructors was supportive and encouraging but it was still sexist. |
| Course instructor | I also qualified as a coaching instructor when that was first introduced but physically I haven't had the time to do as much as I'd like. |

Appendix L-3a: Coaches' Pathway – Stage 3a

| Themes | Repeating ideas | Quotes |
|---------------------|------------------------------|--|
| Emerging as a coach | Built up squad | I got a couple of kids through [coaching in schools]. And then slowly I started to coach a little bit more consistently, I suppose, and got my own squad together. |
| | Club representative team | I think I was 19 when I coached my first team at representative level, which was the [State] Junior Championship I think it was called, so at 19 I was coaching at that high club level. |
| | State representative team | My next step was to be involved with the state teams. I really wanted to represent [State]... it would have been about 23-24 I was appointed as assistant coach for the Under 16 state team. I did that that year and that was great, really great. All of my state team experiences have been really great, really positive and challenging and all those things. |
| | National representative team | I was asked by the head coach of Australia...would I go on a trip to New Zealand with a group of kids who were world juniors material, with a possibility of being in with the world junior team in Sydney which was in 1996. So in January of '96 I went to New Zealand with this team. |
| | Coaching boys | [B]y that stage I was coaching Under 12s...and then they regionally invited me to coach Under 14 boys at the state championships. And I worked with someone who was an experienced coach, so that was terrific. |
| | Other teams and leagues | At the end of every January they hold a camp called the Australian Junior Camp and they sort coaches and athletes out at the national championships. So I've been selected, I've been to seven Australian junior camps now. Once you get selected in that...with your state teams and they are identified nationally...you get an idea that you're still in the mix. |

| | |
|----------------------|---|
| Coaching scholarship | I was appointed the scholarship coach for women's basketball at the Australian Institute of Sport...I don't think at the time realised how big a decision it was, I just sort of thought basketball's it and I want to pursue basketball...I would regret it if I knock it back...and it was definitely the right thing to do. So 2003 I spent in Canberra, which was a real learning experience basketball-wise, but also personally. But definitely the best thing for me to do at that point. I came back at the end of that year, and [then was] the head coach of my own state team Under 16s. |
| Developed over time | I just made an effort to go along to different coaching clinics that they offered throughout the year. So you do your junior license but that's not the end...they might offer something in Melbourne so you'd go along and listen to that. Or you might go along to a clinic where they show different ideas of what you might do. So you can't just say I've done my junior license and I know everything. You're learning, obviously, all the time. |
| Learn about self | The national junior development program's called the ITC – Intensive Training Centre. It's a[n NSO]-run program through all states and territories...I had an opportunity to apply for some of the head coach positions at the ITCs in some of the states...but...I really wanted to coach my own team. I didn't want to be an ITC head coach where you were more in an admin position...and not necessarily on the floor coaching. I wanted to coach my own team. |
| Pushed by athletes | [I] grew with the kids, I guess. We ended up with four pretty talented 16-year-olds, one was my daughter, and three others. She was a race-walker but they were sprinter-hurdlers. Sort of took them through from 14-15-16-17. By the time they were 17, I did my Level 2 coaching course. |

| | | |
|---------------------------------|---------------------|--|
| SSO encouragement | | I went along to the course. They were happy to keep me sort of bobbling along...kept me involved in [events] coming up...[then] when I started to become a coach instructor...you have to do a course in that. [Names] both very much took me along under their wing, and helped me along, and didn't treat me as someone who wasn't an equal. They're very good at making you feel that you're just as valuable as anybody else. But... they've got a wealth more knowledge than I will ever have. So that was terrific, they've been fantastic people to me. |
| More strategic | | If I get the coaching [position] then I'm just going to focus on that and go introduce myself and...ask if I can [be involved], that's the way in, is to go and they watch and see what [you're] about...hopefully get a foot in the door that way. |
| Visible | | But to get in you had to have an administrative background. So I think that was probably a foot in the door, that I had that administration background. And then having been an elite athlete got me into that position. |
| Other | | ...the director of the [State] Institute of Sport, even though I didn't get the [coaching] scholarship through that, I got it through the Australian Coaching Council, but he said—there was just me, the only female, and two other males—he said that it would be unfair to go down that pathway if there wasn't a job at the end of it. So he...set up...by the time you finished your scholarship you had a pathway in. I had a part-time coaching position, that's how I got started, and it grew from there. |
| Additional coaching experiences | Coaching in schools | I actually do both at the same time, I have an agreement with a school that I take their school swim team at the same time I take the club program. |

| | |
|---|--|
| Other teams and leagues | Along the journey the [national age-level team] program has come up, I went to the Oceania Youth tournament last year, and those were both as an assistant. [...] I've always tried to, when an opportunity presents itself, if I think I have something to offer then I put my hand up for it. |
| Coach mentor | With my assistants now, [I don't] officially mentor them, but be aware that you do have a role to play when you're a head coach and you've got coaches underneath, to look after these people and give them a positive experience and...help them out with their coaching and their Xs and Os, help them step up to the next level, because I don't think I really had that. |
| Coach instructor | I lecture at coaching courses, I have a lot of coaches come on pool deck with me and do hours, they're required to do hours so they do hours with me, and just training coaches progressing through our sport. |
| Years of service | Probably within about two years of [teaching learn to swim] I thought "I know a bit more than this; I should be doing a bit more". That's when I developed staff coaching. So I got accredited. Then basically I've progressed right through from basic coaching to what I consider elite coaching over a span of 20 years. |
| Other | I met someone who worked for the [SSO] who said, "Do you want to come and do clinics?" I said, "Sure, I'll come do clinics." [The SSO] really liked what I was doing with the clinics...as an instructor...holiday camps where you'd spend the whole day with one group of kids doing different skills and drills and games. They sent me away to different areas in the country as well—[but] for the girls only. |
| Additional influences on coaching progression | Family circumstances I have no children. I don't have a partner so I don't have anything that's stopping me from coaching...coaching every night of the week. |

| | | |
|---|-----------------------------------|--|
| Support | | I'm very lucky that I have family support...my husband is an ex [sportsman] as well and he's got a passion for sport and the kids come to all the games and so it's a very family-orientated business...but it definitely takes a lot of support and understanding. I'm very lucky, I think we have a pretty good relationship, my husband and I, he's happy to get his hands dirty with the kids. |
| Timing | | There was already a sprints and hurdles coaches there...I sat there for quite a few weeks just watching and thought they were pretty slap happy with what they were doing....so I just started asking questions and got the sprints coach a bit off sides...she retired...and I just stepped in. |
| Keys to establishing oneself as a coach | Internal locus of control (I-LOC) | I promoted the fact that I wanted to do it – set a goal and went about trying to achieve it rather than waiting for, looking for jobs to be advertised. I just went straight to the top and said, “If something comes up I'm the person for you”. |
| | Male champion | [Name] being the one running the coaching development program with the [SSO], obviously is aware that there aren't many female coaches. [He] became someone who guided me, or perhaps was a mentor in that way. Another man who also ran the course, [Name], I keep in close contact with both of them now. |
| | Mentors | FEMALE: The one female coach, who is the coach who supported me the most...I think she's terrific...very knowledgeable. She's really battled and got up there...I did my required number of hours [for accreditation] with her. She was very close to where I lived so we became friends. She would never thrust information at you but if you said “I don't know what to do about this; what's the next step for that?” she'd just rattle off something. |

MALE: I was near the end of my career so it was a good fit for me [to be a player-coach], to have him as my first mentor – he was very professional, he was very organised – that sort of set my grounding for how I would approach things...very thorough in what he does.

Finding
fulltime work

It is my full time position, I also run a swim school as well, and I've been doing that for the last 20 years at various levels, a combination of running a swim school and coaching at the same time. The swim school feeds into the coaching program. So probably close to 20 years I've been involved, whether it's paid a full-time wage is another thing...and when I had my children I was probably not working as much as I am now.

Appendix L-3b: Coaches' Pathway – Stage 3b

| Themes | Repeating ideas | Quote |
|--------|-----------------------|---|
| Delays | Missed opportunities | I got accepted [to an elite coaching course] about four years ago, but I guess I didn't have confidence in myself...then. I just couldn't get stuck into it. Now that I've got plenty of confidence, it's really hard to find the time. Really hard. |
| | Limited opportunities | If I was living in Perth, that would be very restrictive, fortunately Melbourne's the Mecca of basketball so there are more opportunities here and not just at the WNBL [Women's National Basketball League] but the ABA [Australian Basketball Association], the junior level state teams...there is a lot. So that's fortunate, we're here, but you go to a smaller place and I think that would be very restrictive. |
| | Long-term commitment | I think the hardest thing for me is having reached a very elite level as an athlete, and having to start from the beginning as a coach, and having to work my way back. 'Cause I want to be at the same level as a coach as I was an athlete. |
| | Travel and relocation | It's been hard... 'cause moving around [to secure a role] I've had to re-establish myself and try and create another squad and that's been a little difficult. |

| | | |
|----------------|------------------------------|---|
| | Start-stuck-stop progression | With state teams and being involved in the national program I'm not sure what's next for me because [the] club-based WNBL programs might not want anybody who's not from the...clubs being involved in those teams. I find that at the moment it's a real barrier whereas in the men's side of things there's, the NBL [(men's) National Basketball League] struggles but every team has a head coach, a fulltime assistant coach, a lot more positions. Whereas the WNBL there's only one stretched fulltime head coach let alone fulltime assistant coach so it's tough to know where you go to the next step with your career. |
| | Other (unexpected pregnancy) | I thought I had some dire disease or something, went to the doctor because I was just so sick. She did a blood test and said "You're not sick, you're pregnant". So that wasn't really in the equation...my career was going, I was the assistant Australian coach and hopefully in some junior teams as a head coach and then all of a sudden, that's sort of, I've gone back a couple of years. |
| Discrimination | Ability questioned | It was really difficult, with the licences, because you're the only girl there. The boys are very domineering and they think they know everything and girls don't know anything, and I don't know anything. |
| | Promotion | I started to just do junior teams and for some reason, I started to get labelled as the junior, kids' coach. So I did 2005 World Juniors, 2003 World Youth. Then I started doing...they were all junior teams. I kept trying to get back to the senior team and I couldn't. |
| | Sexism | I took a step back from [coaching] reserves, 'cause it's male-dominated coaching and if I was to ever get a position where I was, I would never have gotten it because, one, they [established coaches] were never leaving, and two, I have breasts. I'm fully aware that I have breasts, so they won't let you have it. |

| | | |
|---------|-----------------------|--|
| Hurdles | Club politics | I was just lucky that [the head coach] was happy to bring people in, and the end of the second season they sacked [him] and got a new coach and he wasn't comfortable with having staff that had been there previously so he wiped us all clean. |
| | SSO / NSO | I've asked for some feedback with my role and what I am doing and how I am going. [They] never came to watch me coach. Everything about me has been positive, what she's doing is fantastic; the girls really thrive off of my coaching and learning. But they would never give me that next step. |
| | Coach-coach conflicts | I have heard, speaking with other female coaches, they're very much, "poor me, poor me, I'm a female, ra ra ra, I don't get this, I don't get that". I don't want to be like that and I've never been like that. |
| | Fulltime work | I did the scholarship over two years but when the two years were up there was really no jobs to go into. The hardest thing then was, basically, where do I go? |
| | Family conflicts | Yes, it's for fun and I have a paid job but I'm a single parent. |
| | Other (Isolation) | There's no women coaching soccer here, just me. That's been a huge issue. There's no women. There's no women coaches within the whole [school system]. I'm the only one. |

Appendix L-4: Coaches' Pathway – Stage 4

| Themes | Repeating ideas | Example quotes |
|------------------------------|----------------------------------|--|
| Elite-level coach experience | Elite Junior Development Program | I've got two kids now that play junior[s], so I've also coached their teams and [I'm] involved with the ITC program here...the national identification program for juniors. |
| | Australian professional league | Once I had a season as an assistant, I set my mind to say I wanted to do this for a job and I want to be a head coach of a [national league team] and from that you know I was head coaching in the league at 25. |
| | US professional league | [I] was an assistant coach with the Australian National team for the '96 and 2000 Olympics, 1998 had to tour the States as an assistant in the [league]. Had a couple of years there and an offer to stay on but I came home to be part of the Olympics as an assistant and then back to the States for another three years, as an assistant. |
| | International | Last year after the World Cup, I got offered a position with the World Championship team that went to Osaka. |
| | Olympics / Paralympics | I have coached the team in the [pro league] for the last seven years. In that time I have been an assistant for the junior team, to both junior teams. There's one Under 19 and the Under 21 team, and also assistant coach to the [national women's team]. |
| | Other | I probably started off coaching, when I got the women to the highest level, in my last 10 years, I've [coached] probably more men than women. |
| Future plans | Coach internationally | Getting a chance to go overseas again and work with some elite coaches...is another professional development experience. Actually spending a bit of time with them and their squad, just to see how they're working. Where things are happening at the moment, it could be Cuba or Portugal or...I've lived in London and training there – I kind of know the European thing. America I haven't done, so that could be another aspect. |

| | |
|--------------------------------------|--|
| Coach athlete at Olympics | I'd like to see one of my kids get on an Olympic team, that's probably my next one...I had a boy who just missed out this time so he was very close. That probably would be the biggest goal, and I've got a really good group of young boys coming through so probably for me, to see their future through. |
| Coach national team | I still want to achieve – I want to go to World Championships and hopefully down the track Olympic games and that's my real burning desire, I still want to do that. |
| Coach national team at Olympics | My goal is to head coach the Australian team to an Olympic gold medal so that's on the radar, and I'd like to coach in Europe. |
| Further education | I'm also two subjects off finishing a degree...I was working full time and coaching in the evening, and I was trying to do uni full time. So I've got about 32 subjects done but I still don't have a degree. That's something that I <i>really</i> want to do – is get a degree. |
| Highest level coaching accreditation | I really have to work out how I can make time to do the [top level accreditation course]. I'd like to do the Australian Level 5 before the International Level 5. |
| Other | My intention over time? My kids are going to get older. I'll be more established in this new career and I'll be able to do more coaching. So I expect the balance is going to shift again. |

Appendix M: Coaches' Challenges - Coding Tree Structure

| <i>Societal</i> | | |
|--|---|--|
| Male sport culture | Minimal control | Minority experience |
| Discrimination / Marginalisation Limited experience working with males Male sport culture Sexism | Coaching is a fickle profession Change is slow Copping flack Ethical implications | Few females available: Coaches, role models, mentors Fishbowl Gendered societal expectations Gendered sport opportunities Have to prove self Isolation |
| <i>Organisational</i> | | |
| Club-level frustrations | Coaches not working together | Demanding work conditions |
| Discrimination / Marginalisation Personality clashes Poor leadership (club) | Animosity among fellow coaches Poaching | Intense time commitment Non-coaching duties Physicality required of coach to demonstrate Time management |
| Frustrations with SSO / NSO | Lack of funding | Minimal control |
| Bad experience Currency of competitive elite level experience Discrimination / Marginalisation Head coach appointment process Lack of mentors / mentoring programs Licenses and coach accreditation Need to promote and encourage women coaches No clear pathway No jobs after scholarship Poor communication (SSO / NSO) Poor facilities Poor leadership (SSO / NSO) Poor support (SSO / NSO) Team assignments Other | Financial challenges Limited opportunities Part-time work good for mums | Conflicts with fulltime work Long-term commitment to develop athlete Re-location / Re-establishment |
| | | Minority experience |
| | | Gendered sport opportunities Have to prove self Marginalisation Set up to fail Token woman Lucky |

| | |
|-----------------------------------|-------------------------------|
| <i>Familial</i> | |
| Lack of support | Raising children |
| Coach's parents | Childcare |
| Coach's partner | Guilt |
| Lucky to have support | No children or partner |
| | Single mum |
| <i>Personal</i> | |
| Hurting one's own chances | Minority experience |
| Attitude | No tertiary qualification |
| Burn-out | No intention to coach |
| Low self confidence | No childhood sport experience |
| Being female not always a barrier | Imagine barriers |
| | No barriers |

Appendix M-1: Coaches' Challenges – Societal

| Theme | Repeating ideas | Quotes |
|--------------------|---------------------------------------|--|
| Male sport culture | Discrimination / Marginalisation | One of the barriers is society and I think that's very true. It's a real male-orientated sport so unless you're tough enough to handle it, you can get very put off and walk away and not do it. I remember going to [competitions] and I wouldn't be spoken to at all, I'd just be looked down at. So if you can't handle that, you wouldn't stay. |
| | Limited experience working with males | I've always been coached by females... |
| | Male sport culture | The first licence I went to, a gentleman ran it, [he] welcomed me into the group – but he didn't welcome me into the group – because he didn't know how to welcome a female. He'd never ever had a female in the group before and basically, in a round-about way, said he didn't agree that women should be coaching or playing [the sport] but, you know, "It's nice to have you here anyway". And everyone around me just kind of went, "Well, nice to have you here, too". |
| | Sexism | Even with refs, I had one ref who was talking to the girls and he goes, "Who's your coach? I want to talk to your coach?" The girls are like, "She's standing right there". So he goes, "Oh, you have a woman? You have one of those? I've never seen one of those before?" I'm just like, "What's 'one of those'?" |
| Minimal control | Coaching is a fickle profession | I mean barriers or challenges, there's always challenges because it's a challenging profession, it's fickle, it's not guaranteed, you're dealing with people. But that's, to me, coaching – that's not female coaching or male coaching...especially when I became involved with [a male professional team], my first thing was that I always want to be viewed as a coach and then a female, not a female first and then a coach. |

| | | |
|----------------------|--|--|
| Change is slow | Just like any real small community, “this is what happens here, and we don’t know what happens over there”. You try to introduce new things but change is really tough. | |
| Copping flack | A lot of people that don’t like the particular way you’re doing things...and you cop a lot of crap. It’s just being able to decipher what is unreasonable...or “that’s a good point; I need to fix that, I did the wrong thing there”. Just being able to have a really clear mind and decipher what you really need to think about and work on, and what to let pass over you...my best mate, who’s been an elite-level coach, is lot more sensitive than I am and a very, very good coach but probably part of the reason why she’s moved away from coaching is she just couldn’t deal with all the shit that went with it...loved it, great at it, but couldn’t deal with all the other shit and just thought “I don’t need this in my life; I’m going to do something else”. | |
| Ethical implications | Probably the biggest thing that I tell [developing coaches] now is about the ethical implications. I think that has a greater bearing at the moment. What they should do and shouldn’t do in regards to parents, how they speak to kids, keeping records of what’s going on, and I think that’s going to cause havoc to more coaches in the next few years, whether they’re male or female, than anything regarding the barriers. | |
| Minority experience | Few females available: Coaches, role models, mentors | They’re [female coaches] definitely, well, you rarely see them. You rarely see them. |

| | |
|--------------------------------|--|
| Fishbowl | <p>Because I am female and there's not many around, people start to know you much more readily...I have to then be very much aware of, if I'm watching a game, what I might say. Because people standing nearby, you're now in the position where you might be affecting their daughter's...progression. So you have to now be very careful and be aware of what you're saying. I do get badgered a bit at times by people whose sons don't make teams, why they did not make it, what were the criteria for selection...[even when] I'm not involved with...that [particular] team.</p> |
| Gendered societal expectations | <p>Even the head coach I worked with, it was team coaching, we worked different sections together...we rotated the coaching roles. But he said, "I would never, you're a fantastic coach but I would never recommend you to coach boys."</p> <p>I: Did he say why?</p> <p>Because I was female...in those exact words. "Because I was female I would never get the respect as a female, and it's not right for a female to coach boys." He was quite happy for me to be in an assistant role but not as a head coach.</p> |
| Gendered sport opportunities | <p>[I] played netball, hated the fact that you had to wear a dress and that it was so restrictive...it was a game for girls not sport for people so I didn't last too long in that...[but] being a girl I couldn't pursue Aussie Rules footy stage even though I was the best kid at primary school, but couldn't play little league...I couldn't play on the MCG [Melbourne Cricket Ground] in front of thousands of fans like all the other kids could and the reason why – because I was a girl.</p> |
| Have to prove self | <p>They [would] comment on my looks – that's why I'm going to pass [the license test] – as opposed to anything else. That really sticks with me. Don't give me that I'm not as good as them and that it's only about what I look like, not what I can do.</p> |

Isolation

It was really difficult, with the licences, because you're the only girl there. The boys are very domineering and they think they know everything and girls don't know anything, [that] I don't know anything.

Appendix M-2: Coaches' Challenges – Organisational

| Theme | Repeating ideas | Quotes |
|-------------------------|----------------------------------|--|
| Club-level frustrations | Discrimination / Marginalisation | As the club hierarchy changed, there was one particular coach who didn't want his son to play with a woman coach. Where other parents said, "We don't want our sons playing with him. So we're happy that they've got you." That probably went on for about three years. He was public, it was deliberate, it was sexist; he was also quite racist in his comments about different families and kids. The club knew that but was so desperate for coaches that they allowed him to continue to coach. |
| | Personality clashes | I worked under a coach that was mad – as in crazy mad. We butted heads to no end; he was really threatened by having me there – the girls didn't want to play for him; they wanted to play for me...he just was nuts around the girls. [Then] he resigned as head coach and I applied for the position of Head Coach and he was the person interviewing me! All he did was just abuse me the whole time and attacked me as a person...so I just said I'm not coming back to the club. I'll go somewhere else. |
| | Poor leadership (club) | The last couple of years I've certainly noticed that you get to a level and it's really difficult to take the next step and a major part is being the [league name] ...the domestic national league here. There's just not a lot of opportunities, there's only two teams in [city] and they are both association-based teams, they're not linked to the state association at all. So I actually had two years at [club] but I rang them to see if there was a spot for me there and I was just lucky that [head coach] was happy to bring people in and the end of the second season they sacked [head coach] and got a new coach in and he wasn't comfortable with having the staff that had been there previously on board so he wiped us all clean and brought in new staff. |

| | | |
|--------------------------------------|--------------------------------|---|
| Coaches not working together | Animosity among fellow coaches | About five years ago when I was just starting coaching...being around some other female coaches...who had been around for a long time, [they] were very disgruntled...I just thought, “I don’t want to end up like these women; I do not want to be like this.” It was almost like, “Poor me, poor me, I’m female, I don’t get this, I don’t get that”. I’m [thinking], “My goodness...what’s wrong with you?” |
| | Poaching | [W]hen coaches...when athletes might leave you to go to another coach, I’ve gone, alright, I’ll pick me’self up, dust me’self down, and produce another one. And you do that continuously, consistently, and time and time again. |
| Demanding work conditions (coaching) | Intense time commitment | I think probably the biggest thing is the commitment involved. Most of the kids on my elite squad do 10 sessions of two- to three-hour sessions...a week. [That’s] a 30 hour commitment alone for one squad. [Add] that up with carnivals – the weekend just past we had a development squad day. The weekend before that we had open state championships which started at 8:30 in the morning, walked out of here at 5 o’clock at night, so that’s all of Saturday and Sunday shot – eight hours each of those days, plus 30 hours you’ve done during the week...if you want to have any sort of other life after that, it’s not easy. |

| | | |
|-----------------------------|--|---|
| | Non-coaching duties | <p>In the States [US], as a head coach, I had two or three full-time assistant coaches, a video coach, a marketing department, a community development department. In Australia...women's sport still lacks funding; it lacks resources; [so] you don't just get to head coach...more than half of our team work full-time jobs so we work out at six in the morning, they go straight to work for a full day and come back for team practise at night. I think that's a barrier to me as a coach working in women's sport. If I was a coach working in men's sport I'd be a better coach purely because my focus would be all on coaching, not on other peripheral things that I do to try and make my program better.</p> |
| | Physicality required of coach to demonstrate | <p>I still try to keep fit, because I still demonstrate. I still do all the drills and bounding and things so that the [athletes] can see me doing things and I think they like that.</p> |
| | Time management | <p>You have to be really organised and time management...[it's] pretty crazy but really - it's my thing, that's what makes me happy and makes me tick and that makes it better for everybody.</p> |
| Frustrations with SSO / NSO | Bad experience | <p>I've been through five regimes of [NSO leadership], so I've seen it...evolve. I've seen good ones; I've seen disastrous ones; I've seen the stuffing knocked out of our sport; and I've even almost had the stuffing knocked out of myself. That was through bullying – a bullying-type regime, [which] was wrong. When you try and stand up to them then you get laughed at or...over the years it's been horrible.</p> |
| | Currency of competitive elite-level experience | <p>...they [SSO] told me that girls that have never played for the national squad will never be an elite level coach...basically what they're saying is that girls don't play at a high enough level to warrant it – that's why they never get those positions.</p> |

| | |
|---|---|
| Discrimination / Marginalisation | <p>P: In regards to the [SSO], it took me a while to get a head coaching position. I wasn't head coach for boys last year, I was only assistant coach because, honestly, because I have breasts. They will never let a female be a head coach of a boys' team – ever.</p> <p>I: OK. That's your –</p> <p>P: Ever.</p> <p>I: – impression of the [SSO] – won't give a –</p> <p>P: In so many words, it's come out.</p> |
| Head coach appointment process | <p>For the Commonwealth Games you applied, but for Beijing [Olympics] they just suddenly announced it. I was always under the impression that I was in the running; I'd gone along for trying on uniforms; had done the process of the lectures the athletes had with all the people likely to be managers...then one day I read that they'd picked all the coaches [she had not been selected].</p> |
| Lack of mentors or mentoring programs | <p>No, not at all, I wouldn't say I looked up to any of the [predominantly male] coaches as a guide to be like them. If anything a role model for my behaviour was a friend of mine who was very – I can do anything I want to do – this woman was very strong and very outgoing and I think I probably looked up to her more than anything and she's an accountant. That was her general - I always looked up to this lady.</p> |
| Licenses and coach accreditation | <p>And...when I got to the senior course, I was the only woman in mine as well as the next course up. So we were in the same facility. And the behaviour of the instructors was supportive and encouraging but it was still sexist.</p> |
| Need to promote and encourage women coaches | <p>They still need to do it [encourage women to coach] – they definitely still need to do it. They still need to encourage women to come and do it [coach], have the confidence and not be embarrassed or scared because a lot of them are scared to do it.</p> |

| | |
|---------------------------------|--|
| No clear pathway | <p>So it's just sort of hard, you work really hard and you have all this success, but where you go next...like once I - with state teams and being involved in the national program I'm not sure what's next for me. Because that, you know, two club-based WNBL programs might not want anybody from - that's not from those two clubs being involved in those teams. I find that at the moment it's a real barrier whereas in the men's side of things there's - the NBL struggles but every team has a full time assistant, a head coach, full time assistant coach, a lot more positions. Whereas the WNBL there's only one stretched fulltime head coach let alone fulltime assistant coach so it's tough to know where you go to the next step with your career.</p> |
| No jobs after coach scholarship | <p>Coming out of having been a scholarship coach at the AIS, it's always very difficult to get a job when that finishes. All the others, not only at the AIS, but people who have scholarship positions in other institutes, when they finish, they've had nowhere to go; it's not like you get a job straight away at the institute you're at.</p> |
| Other | <p>A lot of it is to do with money – about the sport being able to fund itself better. Obviously the big picture of that is some sports have a higher profile and every Olympic games you have a very high profile but then that doesn't continue, There is also a really bad stigma, with some parents, that [athletes] are overtrained...therefore parents discourage children from doing it.</p> |
| Poor communication (NSO / SSO) | <p>...[S]ometimes they...will appoint you to a team and then the next year you may not be on the team and they won't say what you've done wrong, or why you're not on the team.</p> |

| | |
|--------------------------------|--|
| Poor facilities | Now there's tons of girls playing [but] they don't have the facilities for them. At a lot of [clubs], the facilities they play in, it's the men's facilities, so they don't have women's change rooms. Or we don't go in the change rooms because they might have a male game beforehand and the boys just boot the girls out and just walk in without knocking on the doors, even though they know the girls are there – because, "No, this is a men's facility. This is our facility." It is changing...but it's just taking time for it to be more accepted, more supportive. |
| Poor leadership (SSO / NSO) | I've been to a few seminars or courses and I've spoken at some about women and coaching so there's always the discussion but I don't know that anything actually goes further from it. They said, "Would you be happy to be involved in a mentoring program?" "Yes I'm happy to," but nothing's ever happened. It just seems...they've identified barriers but really...what are we doing about it? The next step is to put some strategies in place to fix it...and I think it does have to come from the guardians of [the sport], your state associations and your national body... |
| Poor support (SSO / NSO) | Historically that scholarship coach position [at the AIS], coaches have gone into that probably under-prepared and not ready for it and have never coached again because it wasn't a great experience for them, they felt thrown in the deep end, or...it wasn't a very nurturing environment. It was more like sink or swim and for me it was tough, it was a challenge, it was hard at times, but I always knew – I want to do this, get through this year and it could hold me in a really good position [for future coaching opportunities]. |

| | | |
|-----------------|------------------------------|--|
| | Team assignments | <p>I've actually always coached boys but [the SSO] directed me into female [teams] more than [other coaches]. They're lovely people...but they say that they need a female touch. I'm not sure about that.</p> <p>[This coach's comments are particularly insightful when compared to comments from another coach within the same SSO who preferred to coach girls but felt she was "forced" to coach boys.]</p> |
| Lack of funding | Financial challenges | <p>In all my years, the thing I notice the most is financial challenges. A male will just put his hand in his pay packet and pay for the coaching course. A female has to put her hand into her pay packet or her husband's pay packet...and take food off the table. That's the mentality of a female.</p> |
| | Limited opportunities | <p>Trying to find a pathway is really hard – there's very limited coaching roles. So I've had to come in as an administrator. That's the hardest thing.</p> |
| | Part-time work good for mums | <p>For me coaching has always been a very, very good fit with parenting and being a mother. That's been a real positive experience. I was able to be at home with my kids but still have coaching – still have that part of coaching that was my own – that I excelled at. It just doesn't pay a lot...it's still a long ways away from that happening. [...] Yet even though it's a part-time paid position, you still put in the full-time work because you want to succeed, you want to give your team the best opportunity, the best resources. So it's full-time time-wise, [but] the remuneration's not there.</p> |

| | | |
|---------------------|---|---|
| Minimal control | Conflicts with fulltime work | They're very supportive here...but everything has its boundaries, so I do worry how much they'll let me take off. I've been here 13 months and I probably had 10 weeks off in that time. My boss, he left just a couple of weeks ago, was really supportive. We're getting a new one – I'm interested to see how that will go...when I was hired here I was really straight with that and said, "This is a priority and is that a problem?" They actually said that was part of the attraction of hiring me – those experiences that I bring. |
| | Re-location / Re-establishment | I have to get some athletes to that level now but like, it's been hard, it's been a harder thing 'cause moving around I've had to re-establish myself and try and create another squad and that's been a little difficult. I had a reasonable-sized squad in [previous location]. |
| | Long-term commitment to develop athlete | It takes six to 10 years to develop an athlete. In that time you've got to make sure their life is on the rails because if their life is on the rails, then you have a performance. |
| Minority experience | Gendered sport opportunities | I can see things changing so I that carries me further because I can see there's something for the individual effort. Younger women are picking up the coaching role. It's just a generation in Australia that I think we missed because in [sport], women weren't playing; they were playing netball instead. |
| | Have to prove self | The hardest thing with moving into that role is that there was another female coach who worked [there] before me that obviously had some issues with people. So coming into that role, and having been at the AIS, people were a little bit defensive at the start. Quite often it was male coaches coming in and saying, "What are you going to do for us? 'Cause this last person didn't do this..." and so on. |

| | |
|-----------------|---|
| Marginalisation | There are more female coaches [at the youth level] because quite often when I've been on [teams], like the World Junior trip, we had a few more female coaches. The senior teams tend to be a lot more male dominated. |
| Set up to fail | [This woman coached one set of events but was selected as the coach of a different set of events.] For me...talking about the World Championship team selection and Olympic team selection...it was just a little unsettling. I don't know if it's a barrier, but it was...they want me to be a part of this team; they've kind of put me in a role which is a bit out there; it's not really what I specifically do. I'm a good administrator; I can organise and I can coach; so it's, "We need to put her in...well we'll just put her in here." |
| Token woman | I kept trying to get back to the senior team and I couldn't. I usually felt like the "token woman" anyway, but they started to use the women in managing positions, like assistant manager, and that way they could say, "We've got enough females; we don't need to have a female coach." |
| Lucky | I have been lucky because there really hasn't been anything within the organisations I've been in, certainly not that I notice it...I'm not really aware of it. |

Appendix M-3: Coaches' Challenges – Familial

| Theme | Repeating ideas | Quotes |
|------------------|------------------------------|--|
| Lack of support | Coach's parents | There's three children in my family and I've been the most "successful" in relation to what I've done – money and [accomplishments]. Yet my elder sister is looked upon as the one who's got a real job because she's a public servant. I run my own business, earn quite a bit of money, have everything I want – but I don't have a real job. That's a hurdle I've had to step over and my father...he was probably more supportive than my mother, but now my father has passed away, I'm really getting the brunt of it: "What would you know? You don't work, you don't have a real job, you don't know what it's like." I work 15 hours a day but I don't have a real job? |
| | Coach's partner | I started going back to coaching courses at the time of my separation and divorce. My husband, who is also a competitive sportsman, would not have supported me and the time it took away from the family to pursue that. I know I'm not alone in that. I hear that a lot. |
| | Lucky to have family support | ...my mother is very supportive. When the kids were little...[she'd] stay with us and help out. So certainly without the support of both my mother and my husband, I don't think that you could possibly do it yourself. |
| Raising children | Childcare | I was actually spending money on the sport by paying childcare...it cost me to do my sport. I worked out that I spent \$48,000 dollars on childcare alone before I got a [paid coaching] job. Now that's because I'm passionate about my sport, and I had a husband that...supported me... 'cause I actually worked fulltime and [then] coached. Then I had children and worked part-time and still coached. |
| | Guilt | The kids barriers is still an ongoing one...once you have kids...you have this thing called guilt. All the time you have guilt. So if I'm away doing something and I'm not with the kids, I always feel guilty. |

| | |
|---------------------------|--|
| No children or partner | I have no children, I don't have a partner... I don't have anything that's stopping me from [coaching]. I'm coaching every night of the week. |
| Single mum | When I did my Level 2...I'd been a single mum for 12 years. I cried over whether I was making the right decision because my daughter was in Year 12. She was at an age where she needed so much. The money that it cost me to do my Level 2, to come down here for 10 days, take 10 days off work, I could have bought her a little second-hand car. We had nothing all our lives. |

Appendix M-4: Coaches' Challenges – Personal

| Theme | Repeating ideas | Quotes |
|---------------------------|-----------------------------------|---|
| Hurting one's own chances | Attitude | When you work with senior people, they're a little bit more bitchy and, "I did this" and "I did that." "No, I don't want to train now." So I said to myself, "Why do you keep wanting to be on a senior team? Juniors are better!" But I'm sort of resigned to the fact that, OK, I'll just show them what I can do with the athletes I coach...and not worry about coaching on a senior team. |
| | Burn-out | As a younger coach...on game day I'd spend the whole day thinking about the game...I've learnt through burn out that there's not longevity if you do it that way. That's a critical thing to learn quickly, that "more, more, more, more" just burns you out. It's critical to find balance...you're a better coach if you're normal, if you're not just a [sport] junkie. The term junkie says it all – if you're a junkie in anything, it's not good. It's about balance and finding a middle ground. |
| | Low self confidence | Oh, I got accepted about four years ago [to a high-level coach accreditation course]. But I guess I didn't have confidence in myself...then. And um, and I, I just couldn't get stuck into it. And um, and now that I've got plenty of confidence, it's really hard to find the time. Really hard. |
| | Being female not always a barrier | I don't see me being female as a barrier. I don't perceive that - I'm quite happy to talk to all the male coaches - actually I see that as a positive. |
| Minority experience | No tertiary qualification | Yes, so, you know, the situation at home became such that I just chucked it in [uni course] and then life went on. I think I was helping Dad finish up his business and then I met somebody and got married and so on. It was only a couple years after that that I started working in this job that really suited me really, yes. |

| | |
|-------------------------------|---|
| No intention to coach | I never thought, when I retired [from elite competition], I wanted to travel, I never thought that I would ever coach or anything like that. It never crossed my mind. |
| No childhood sport experience | I had never been involved very much in sport as a youngster. I was a sickly youngster. |
| Imagine barriers | I don't know whether it's me being female or it's the fact that I have small children...sometimes it's perceived that - I don't know how to explain this - for example, the [national team] head coach is a woman, I was an assistant, and there was a male assistant, but it was perceived, I think, that he could give it more time. I don't know if it's because he is a male but certainly there's...I'm not sure whether it's male-orientated or whether it was just circumstances - the fact that I can't go on every tour; I need to be at home. |
| No barriers | I don't think I've faced any challenges that other coaches wouldn't face. |

Appendix N: Coaches' Strategies - Coding Tree Structure

| Internal Locus of Control | | | | |
|---------------------------------------|-----------------------|------------------------------|---------------------------------|--------------------------------|
| Continual self-improvement | Diversify skill base | Find a mentor | Mindset | Proactive |
| Advance through licenses | Variety of options | Female mentor | Adversity / Challenge / Hurdle | Capitalise on opportunities |
| Continue to improve | Variety of roles | Informal mentor | Cut losses / Move on | Create opportunities |
| Develop over time | Variety of skills | Mentor (Head Coach) | Focus on what you can control | Make your intentions known |
| Invest in self | | | Look for solutions-not barriers | Seek out opportunities |
| Learn from those around you | | | Make it happen | Self-employed |
| Life-long learning | | | Persistent | |
| University degree | | | | |
| Watch and learn as athlete | | | | |
| Well-rounded coach | | | | |
| Comfortable in Male Sport Culture | | | | |
| Integration | | Working with males | | |
| Not intimidated by men | | Comfortable coaching males | | |
| Take of gender lens | | Male champion | | |
| Walk in both worlds | | Male champion (husband) | | |
| | | Male mentor | | |
| | | Trained with males | | |
| Intrinsic Motivation | | | | |
| Know yourself | | Make an investment | | Personality |
| Love the sport - Passion for coaching | | Be a role model or mentor | | Competitive / Driven |
| Stand up for what believe in | | Time commitment / Work ethic | | Goal / Achievement orientation |
| True to self | | | | Optimistic |
| | | | | Patient |
| | | | | Thick-skinned / Resilient |
| Leadership Qualities | | | | |
| Be strategic | Character | Leadership skills | | Moving between roles |
| Maximise strengths | Confidence | Communication skills | | Adaptability / Flexibility |
| Network | Reflection / Humility | Determined | | Balance / Time management |
| Plan ahead | | Embrace challenges | | |
| Take calculated risks | | Learn from mistakes | | |
| Vision / Big picture | | Objectivity | | |
| Watch for negatives | | Organised | | |
| | | Understand politics / Savvy | | |
| | | Team-oriented | | |

| Support | | | | |
|---------------------------|----------------|---------------------|----------------------|----------------------------------|
| Family | Financial | External | Self | Work |
| Childcare | Partner | Friends / Community | Seek out own support | Colleagues |
| Encouragement | Childcare | | Personal indulgence | Co-workers |
| Involvement | Make ends meet | | | Fulltime / Part-time position |
| No children or partner | | | | Fulltime work / Boss |
| Partner | | | | Location |
| Relocation / Travel | | | | Workplace |

Appendix N-1: Coaches' Strategies – Internal Locus of Control

| Theme | Repeating ideas | Quotes |
|----------------------------|-----------------------------|--|
| Continual self-improvement | Advance through licenses | Learn to Swim teaching is basically just teaching young kids between the age of babies – all the ages that are just learning to swim, not coaching as such. Probably within about two years after starting to do that then I went – well, I know a bit more than this; I should be doing a bit more. That's when I developed staff coaching. So I went and got accredited. Then I've progressed right through from basic coaching to what I consider now elite coaching over a span of probably 20 years, probably a bit slower than some coaches. |
| | Continue to improve | You need to constantly be reviewing and seeing if there's more, there's all sorts of [ways]...[the SSO] has their website, [the NSO] has their website. Seek out other coaches and go "What do you think?"; your junior association – you just have to keep moving and keep bettering yourself as a coach. |
| | Develop over time | You really need to develop your own philosophies on how to teach the game. What things work for you? What kind of personality do you have as a coach? [...] Don't think that you can head straight into the highest level. [...] You need to learn about yourself as a coach and – you develop confidence. Confidence and courage come from preparing well and getting good practise at those things, then messing up and realising "that didn't work; let's try this" or "that did work; great – we go here now". |
| | Invest in self | I sort of thought I should do a mental toughness course or something...I know where my strengths are at the moment, and I've got more potential in that as well. |
| | Learn from those around you | I watch people and I listen and...I do a lot of talking. If I see someone coaching, I'll have a look at what they're doing and maybe incorporate that. |

| | | |
|----------------------|----------------------------|---|
| | Life-long learning | You always need to be learning as a coach. I think that's one of the biggest things – that you have to constantly be trying to better yourself...it doesn't matter what level you're at, you can always, always learn more – whether that's through experience or talking to other coaches, being involved, observing other programs – whatever it may, be you have to be continually learning. |
| | University degree | I've actually gone back to uni[versity] now...I think one of my weak areas is psychology...I just find that I can go and lecture all these people and I can talk to my [athletes] but I was just missing in that area so it's an area I thought I had to do something about. |
| | Watch and learn as athlete | I've played in a really strong age group – with two girls that eventually went on to play for Australia – so I had some pretty good coaches and really developed, I might not have realised it back then, but really learnt how to develop a team and all those things. |
| | Well-rounded coach | Coaching is a lot more than just your Xs and your Os. Most coaches are solid at teaching the game, but the other parts of coaching in terms of dealing with the media, public speaking, all that – they're things people forget to teach [in accreditation courses]. A lot of what I do has been learnt on the run. [...] Particularly at the elite end, the [media] want to talk to the captain or the coach on key issues...you're often asked to do different speaking engagements...I think they're skills people brush over. |
| Diversify skill base | Variety of options | [Referring to a previous bad experience] ...now I cover my bases a bit by [being involved] a couple of places. |
| | Variety of roles | I'm flexible in coaching boys or girls. I said to the [SSO], "I'd like to be in the position where you find me most valuable." That's what I'm here for, and that's worked really well within the new structure...it should matter less that I'm female...you're helping me be the best coach I can. |

| | | |
|---------------|--------------------------------|---|
| | Variety of skills | As an assistant, I felt that I could offer something to these coaches who probably have more experience but as an assistant coach you can bring something too so it's just another avenue of being able to utilise your coaching skills. |
| Find a mentor | Female mentor | I think I – if anything a role model for my behaviour was a friend of mine who was a very – 'I can do anything I want to do' and very, 'whether I'm qualified or not', this woman was very strong and very outgoing and I think I probably looked up to her more than anything and she's an accountant in an accounting firm. This was her general – I always looked up to this lady. |
| | Informal mentor | Every now and again I hit a flat spot or just to re-educate myself – there's three coaches that I contact and talk to. |
| | Mentor (Head coach) | Mentoring is a big thing. I wish there was more of it. I feel I was lucky...[my mentors] didn't take me on board and go "I'll be your mentor" – it just worked out that way. I've got a few players that I can see turning into coaches and I try to help them and direct them, but I think I should be involved in a mentor – there should be something to get people like myself, [names a colleague] to – even if it's just bouncing ideas off, talking, opening some doors. |
| Mindset | Adversity – Challenge – Hurdle | To be honest I can't – I don't think there's anything...to me it hasn't been such a hard...I guess I'm an optimist. Hurdles – I don't really see hurdles. |

| | | |
|-----------|---------------------------------|--|
| | Cut losses / Move on | I was questioning my role in the club, and by that stage I was with the [SSO], coaching boys at the club and girls for the [SSO], and that was fine because there was no conflict of interest. [<i>The club then asked her to coach a girls' team, and was going to name a male coach to the boys' team who she did not respect.</i>] ...I said I've got to talk to my children...and my son chose to leave this particular club...he didn't want to play under that coach. Obviously if my son's not playing at that club why would I stay and coach any other team? So...that was the end of my club coaching career. I started then taking on more of the state coaching roles. |
| | Focus on what you can control | [Two clubs merged and her head coach position was not renewed]: It's one of those decisions that is...made for you and then it's your decision how you go from there. |
| | Look for solutions—not barriers | Possibly if I did [experience barriers] I wouldn't have even recognised it. 'Cause I don't consider myself a female coach; I just consider myself a coach. |
| | Make it happen | I think my personality type is such that I made it happen anyway because it's what I wanted. |
| | Persistent | [When asked if she views herself as a role model]: Probably not...it's not been easy...there have been absolutely appalling situations that make me really angry. I don't keep that to myself. But there are women I've gone through the coaching programs with, and the courses, who just said, "I don't need this; I don't know how you do it." So I suppose in that sense, I'm persistent. |
| Proactive | Capitalise on opportunities | We just seemed to inherit the teams year after year. Then I was approached by the local association to have a go at coaching Under 15 girls at the regional level. So I took the Under 15 girls, the regional team, to a state championship, as probably a fairly, from my point of view, inexperienced coach trying to achieve at that level. |

| | |
|----------------------------|--|
| Create opportunities | There may be times when there's not a team to coach but that doesn't mean you can't become a better coach. Go watch other programs...sit through a couple of training sessions, get some new drills, get some new ideas or watch...a game on TV...coaching clinics...listen to coaches from overseas...read – all those sorts of things. |
| Make your intentions known | I think that I also promoted the fact that I want to do it you know, set a goal and went about trying to achieve it rather than waiting for, looking for jobs to be advertised, I just went straight to the top and said “you know if something comes up I'm the person for you”. |
| Seek out opportunities | I seek out for myself other experiences whether it's - I ring up a hockey coach and see if I can go and watch their practise. I'll go and watch rugby union, spend a week watching them and chatting to the coaches. I actively seek out those things. |
| Self-employed | I run my own business - it gives me flexibility. I have been offered [coaching] jobs in other clubs and I could just not have any of the hassles of running your own business but then I wouldn't be my own person...so I've always stayed with running my own business. |

Appendix N-2: Coaches' Strategies – Comfortable in Male Sport Culture

| Themes | Repeating Ideas | Quotes |
|--------------------|----------------------------|--|
| Integration | Not intimidated by men | I still think there's more males. I actually quite enjoy the being with males. I don't find them intimidating. I actually enjoy - I enjoy male company, I guess. |
| | Take off gender lens | To me, it's not about your gender; it's about are you a good coach, and I've never viewed it any other way. I've never gone "Oh, there's no women to watch", I just thought "This is what coaches do; I can do that". I don't think coaching is a gender thing. If you're good at it, you're good at it regardless of whether you're a male or female. |
| | Walk in both worlds | Even though it is a very male-dominated sport, I've never had an issue with that. I think that's having been an athlete. The majority of the guys – I always trained with guys – quite often I trained with boys. I did girl [sports] as well, but [I'm] used to being around them and how they are...if they can be rude or whatever...has never bothered me. I've never felt "it's them and us". |
| Working with males | Comfortable coaching males | I run [the sport] here and it's a male and female [program] so they've got a female head coach running the boys' program...so that's a good thing and certainly...having those two years with the men's [national league team], I feel totally comfortable coaching any male team – with our boys here, my son's group, older groups, older junior teams. |
| | Male champion | The guy that approached me...he's actually employed by [the NSO] as a national coach and played...that's sort of his job to identify that kind of talent I suppose. |
| | Male champion (husband) | I had...a very... <i>strong</i> husband. He is the sole reason I'm coaching today. He thought I'd be good at it, which I never did, so just to shut him up... |

| | |
|-------------|--|
| Male mentor | That's maybe why females do succeed at the top-end, having those male role models. A little bit is that you model that confident, assertive behaviour. That's part of, not the challenge, but for women to [realise] that's not a male thing, that's actually just the trait [required] – just rock in there and be confident and assertive. That's not a masculine thing – that's just a thing. |
|-------------|--|

| | |
|--------------------|---|
| Trained with males | At university...we founded a club and started competing against other universities. I left that small university for [university name] and there were about 35 – 40,000 undergrads there, [so I] played [the sport] in mixed teams. |
|--------------------|---|

Appendix N-3: Coaches' Strategies – Intrinsic Motivation

| Theme | Repeating Ideas | Quotes |
|--------------------|---------------------------------------|---|
| Know yourself | Love the sport – Passion for coaching | There are pluses every day. There are the kids who are no good at school who achieve [in the sport]. The other thing that is a buzz for me, because I work at a school, is watching these kids come out the other end and even though they may not have been great [athletes]...they come back to the school two years later [and say] "Hi, how are you?" That's lovely because you've had an impact...that's extremely rewarding – fantastic. |
| | Stand up for what you believe in | When I started [coaching at the] state championships the head referee would address us for the meet, he would go "Thank you, gentlemen" and I would say "I think you should say 'guys', if you can't say 'ladies and gentlemen'. |
| | True to self | When I was finishing my scholarship at the AIS, I had an opportunity to apply for some head coach positions in some of the states, not to say I definitely would have got those positions, would have had a good chance – but something in me just wanted to come home – come home to [family and friends]. |
| Make an investment | Be a role model or mentor | My job is more than just being a coach. You get being a mother, a friend, an advisor. I've got one boy that's left school for two years, hasn't got a job, and I'm trying to get him into some sort of training, so he's got a future. I've got another young girl who's had a lot of family problems so I drive her around and try and get her on the straight and narrow. I try to model to those kids...the right way to eat...good morals that you should have in your life...that sort of thing. |
| | Time commitment / Work ethic | Out of season I actually have a period off. I'm just coming out of my period off. I take a period off but we're recruiting so it's really not a period off – but on the phone, meeting players, all that sort of stuff. |

| | | |
|-------------|--------------------------------------|---|
| Personality | Competitive / Driven | I think I was conscious of – I wanted to win. |
| | Goal / Achievement orientation | I had a desire and passion and set as a goal, as soon as I head coached in the [national] league, I said I want to head coach the Australian team at the Olympics. |
| | Optimistic | What someone thinks is a major drama and a hurdle is just a little road bump for someone else. That's critical and I think too – I don't know whether that's a gender thing or not, or whether it's just a personality thing. |
| | Patient | If you want to be on the staff you need to make sure the head coach is comfortable with you. If that means you change the way that you would normally behave – I'm not comfortable doing that – the last few months have been a bit of a realisation that you've got to wait until the right opportunity comes up. If the head coach is not going to connect well with my style – it mightn't be my right time. |
| | Thick- skinned / Resilient | In the end if you believe in what you're doing, and your athletes and your staff and the people that you're working with – if they buy into what you're doing...[if] others just want to fire shit at you – you can't help that. I'm not saying that you have to be a hard-ass bitch to make it, but you need to have a certain resilience. |

Appendix N-4: Coaches' Strategies – Leadership Qualities

| Theme | Repeating Ideas | Quotes |
|--------------|-----------------------|--|
| Be strategic | Maximise strengths | Every athlete...should have the joy of having a female coach at some stage in their lives. If they've had a good female coach, they can draw that side or nature out of a male coach – if they've experienced it – and realise that's possible. |
| | Network | Something that I probably, in the last couple of years haven't done a lot of it but...I think women in sport are probably getting a lot better at networking and looking after each other and helping point out opportunities. I wouldn't say just network with the women, you've definitely got to network with women and men because [the NSO] is still run by a man. |
| | Plan ahead | Make a plan because most people don't make a plan – they just say "I want to be the [national team] assistant" but what are you going to do – what's your steps – who are you going to coach? You have to write some sort of plan – I'm going to coach [minor league] and then after that I'm going see if I can get an assistant's job in the off season working with one of the [national league] teams, so structure something. |
| | Take calculated risks | Some young female coaches think "Maybe I'm not ready, I need more experience" I'm like, "You're out of your mind – of course you're ready – you've done this and this and this..." You're never really ready. You've got to do it to get ready. |
| | Vision / Big picture | It's not about me; it's about the athletes. I have not had a problem and that's been my total motivation. It's my plan to get the best out of them through keeping their life on the rails, to help their performance, and to keep their mind on track. The other things are just annoying things. |

| | | |
|-------------------|-----------------------|--|
| | Watch for negatives | I guess this said, this is when I was first coming in as a young, you know, about five years ago when I was just getting, sort of, starting coaching, I'd been coaching a couple of years and being around some other female coaches who had been away with teams, who had been around for a long time, and were very disgruntled about the state of [the sport] and, um, their role in it. And I just thought, 'I don't want to end up like these women; I do not want to be like this.' Like, as I said, it was almost like, you know, 'Poor me, poor me, I'm female, I...' you know, 'I don't get this, and I don't get that' and da da da da. And I'm like, 'My goodness...what's wrong with you?' You know? Like, I had never come from that background of feeling like that about my sport because I'm a female, or... |
| Character | Confidence | When I had the AIS scholarship I wrote to every club in Australia and said "I want to be your next head coach; I'm the person for you" and when you're in your early 20s you tend to be young and confident and maybe a little bit coming across arrogant but I think it was just – I thought I could do it. |
| | Reflection / Humility | [When asked if she views herself as playing a role in developing future coaches]: No, I'm still young, I'm still learning a lot...[although] I probably do advise other...we've got some females who coach athletes in our Emerging Athlete Program, that come to clinics and whatnot. They're always asking me, "Can we come a watch a session every now and then?" So I guess I'm kind of doing a little bit of it already. |
| Leadership skills | Communication skills | Establishing the ground rules...saying we're not trying to steal your athletes away from you; we're actually trying to develop you as a coach and the athlete together. So meeting coaches, we put on a lot of seminars; we did camp-based programs for the kids. |
| | Determined | We set in place some pretty strong [coaching] philosophies and they're not held by a lot of the powers that be...but we stick to them. |

| | |
|---------------------|---|
| Embrace challenges | The Under 20s came along a couple of years ago, [a male] was coaching them and I think the [SSO] wanted a female involved and [asked if I'd coach with [him]]?" [He] and I have coached against each other in the [semi-pro league] and we're just enemies. We seriously did not like each other and I didn't know if we could work together. We had the best – we've done it two years and we're going to put up our hands for the third year. So that was a good challenge because it's a short week; it's different age group than I'd worked with before; that was just an opportunity – I thought, "Yeah, I'll do that". |
| Learn from mistakes | Definitely as a coach, you look back at your career and figure there are a thousand things you could have done better...definitely...I probably recruited a couple of personalities that didn't fit together – I've learnt from that. I would certainly take that into account as well as the skills. It's got to be a package – you've got to get them to fit all on one page...I think I'm better at that now than I was five years ago, for sure. |
| Objectivity | [Describing her experience as an assistant coach of a male team in a semi-professional league]: I probably had 85% [support] at the beginning. A couple of older players found it challenging; they chose to retire. By the end, I can have a conversation in the middle of the street with any of the players. So...I really enjoyed it. |
| Organised | Obviously [being] a teacher, helped me...be organised. Be thorough. That's not to say that other professions don't do that but straight away I don't have a management problem with people. During the first junior license course you had to get a group of 12 people to do an activity. That's not hard for me to do. Whereas for some people...they worry about their voice...where they're standing...how to get people into a group even...I do it every day. |

| | | |
|--|-----------------------------|---|
| | Team-oriented | Coaches are very open with each other so even though there's this male thing I talked about earlier, I can go up to any coach and sit down and have a conversation and say "How do you do this" or "What do you do". Coaches are very open – they're very willing to give advice to other coaches, so that's very good. |
| | Understand politics / Savvy | I don't think that every coach in a big program is necessarily a good coach. That's an opinion I keep to myself. So I don't often ask the people around me. I have in my mind a group of coaches who I think are very good and research them; that's why I find the national conference very interesting – because they bring people from overseas. |

| | | |
|----------------------|----------------------------|---|
| Moving between roles | Adaptability / Flexibility | In season, not all my players are full-time athletes – they work – so I could be up at 6:00, go to the court, do an individual with the girls, come home, get breakfast, lunches, drop [two children] at school and then I might go back to the court with my youngest. She sits in the pram while we do another individual with someone...then my husband would come in – we tag team – then I'd go to practice. |
| | Balance / Time management | It definitely is interesting for me to be involved with both [fulltime work in one sport, coaching another] because they're so similar and so different. My [fulltime] role here is entirely different – I come in, do my job 9:00 – 5:00; I try to do the best I can but when I leave here I switch off, whereas [coaching] I don't switch off very often. |

Appendix N-5: Coaches' Strategies – Support

| Themes | Repeating Ideas | Quotes |
|--------|------------------------|---|
| Family | Childcare | I was able to fit everything in, but I always thought you can only do two things. Teach and coach; run and be a mother; or run and be a teacher. I couldn't run, be a mother, and be a teacher. I couldn't do three things at once – only two. [...] My mum was really good when my son was younger – she'd look after him while I trained. When I coached he was a little bit older – he'd come and play around. |
| | Encouragement | [My daughter], she's great, she'll help me [with coaching] now – she'll either go up to my office and do her homework or she'll come on down – she's my unofficial assistant coach so it works out really well – to me, I've been lucky. |
| | Involvement | I've got an amazing husband that is very capable and didn't think twice, when I had to go on the road for three or four days, he would just take over and that's really important. I couldn't have done that so easily without that sort of – and we always looked at it as a real positive within our family. Whatever team I've been involved with, they all get really involved with too. My husband's in sport marketing and sponsorship [so] he became involved in trying to help the club in that aspect. The kids became involved, they'd come to all the games, so it was a family thing. That's worked really well for us. |
| | No children or partner | We don't have any kids...we're both into [the sport]...so maybe that's the barrier – we have too much of it! [Laughs.] Not enough of anything else! [Laughs.] We don't have anything stopping us, at present, to follow the path we want to go. |

| | |
|---------------------|--|
| Partner | <p>[Searching for words]: I'm very...fortunate...maybe? I'm married to someone who understands that if he ever said to me "you can't" that would deflate the person I am. He's happy for me to go and do these things. I have a responsibility in my family, just as he does, just as our children do. So my husband would not sit and wait for me to get home...if he's first home, he cooks. If I'm first home, I cook. [...] He competed at national level in athletics, so he has that background himself.</p> |
| Relocation / Travel | <p>The financial side of it is definitely...restrictive...it has certainly narrowed the landscape of what I was able to look at because reality was, you could not up and move two kids for a [coaching] job...if you're single, yep, but certainly not as you progress and have a family unit. So that's a definite one...not so much when you're starting out - if you're single or you're at a certain stage of your career then you can go for it and you do make those sacrifices.</p> |
| Financial Partner | <p>Earlier on, there was times when I was working [as a coach] where if I didn't have a husband I wouldn't have had enough money to survive day by day.</p> |
| Childcare | <p>The [non-sport] work that I do pays well, but I also spend a lot on childcare. My children are supportive of my decision to coach because they know that I'm happy with it. They see me when I come home, "She's really engaged"...truth is, it's well worth it. I'm doing something that I like, and they appreciate it 'cause they've got good coaches and know the difference.</p> |
| Make ends meet | <p>...my swim school propped up my obsession for what I want to do [coaching], and obviously I've done some fairly prudent real estate to get to where I am now.</p> |

| | | |
|----------|------------------------|---|
| External | Friends / Community | The idea of being a head coach, in some ways, was to give me the control over when sessions would be scheduled, so I could fit it in. With the drought, we lost that because we have so few grounds. [...] But the support of the neighbours is good. I've coached their kids; they coach my kids. We make it all happen. I think that's the community's commitment to sport. |
| Self | Seek out own support | There isn't a support network. Our assistant coaches aren't paid – they volunteer, they all work full-time jobs, similar to all our other resources that we use – the strength and conditioning coach, the physiotherapist – they provide their services and get some sponsorship. We maximise what we can do with women and resources, so there probably isn't a structured support network, I think you just find ways to deal with whatever you've got to deal with. |
| | Personal indulgence | I've had constant offers to be a paid coach. At this stage in my children's life, if my children are involved, I'm willing to volunteer. If they're not involved, then I wanted to coach one team that was of the most benefit to the program. Not a [minor league] team because I got paid or because of the prestige. I really wanted to work on the development program for young girls. So I said to the [SSO], "I'll pick one thing that doesn't involve my children" and that's sort of my personal indulgence. |
| Work | Colleagues | I have a pretty good relationship, in the league there's two other female coaches, and I probably speak to one of them weekly, and the other coach I probably speak to, in season maybe weekly, out of season every month. There's sort of that – we've got a [small] girls' club. |

| | |
|-------------------------------------|--|
| Co-workers | I don't have to do all the early mornings. I've known [the assistant coach] since he was seven and he's now 28...we think fairly alike but we come from different places. He is obsessive about physiology and energy systems. I am obsessive about technique. [...] We have a planning session two hours a week...I allow his input in my groups, people think that's crazy but then I get [my input] in his and we just collaborate a lot. So he's able to do a group that will combine one morning, mine and his, so that's good. |
| Fulltime / Part-time position | The other thing for me is that coaching has always been a very, very good fit with parenting and being a mother. That's been a real positive experience because I've – the way women's [sport] is and that, I was able to be at home with my kids but still have coaching – be able to still have that part of coaching that was my own – that I excelled at. |
| Fulltime work / Boss | My boss is very good...there are [coaching courses, game travel] that I've done in school time that he has given his blessing to. He's someone who believes people should continue to educate themselves, because my role here isn't just [teaching], it's deputy principal, so I have other commitments. He's been terrific...he sees it as a leadership development. |
| Location | The intensity of it is amazing, it's one of the reasons I've moved to here, it's closer to my children so it's easier for them. My daughter lives here [with her] but two of the boys just nearby, the oldest lives in [another city]. It's very close to work so it's...three minutes to work and back. |

| | |
|-----------|---|
| Workplace | [Childminding]: We need to provide, certainly for athletes too, childminding services. Often at a women's practise you'll have someone's kid. When that happens in a men's practise the coach tells them "Mate, you can't bring them here". I think that's disgusting – that the male coach wouldn't allow it – sometimes you can't get a babysitter. We often have our little guy here at practise, and I say "Mate, it doesn't matter" – it's actually good for our team. He runs up and down and stretches with the girls and modelling them – I think that's great – a little boy role modelling female athletes – that's a huge statement. |
| Workplace | [Equity]: I suppose that's come with experience and maturity – with a club promoting men – when I finished with [Club A], I got approached by quite a few [minor league] teams to coach and [Club B] was a classic one where it was just clear their resources were far and above going to the men's program [over the] women's. There was no equality whatsoever and I just [said] I'm not interested whatsoever in that. Whereas when I went to [Club C], they said this is the situation; this is your budget, this is the men's budget...[and] it was equitable. Training times are the same, training venues are the same – everything. So that's fine, [but] the minute it stops being that – I'm gone. |

Appendix O: Officials' Pathway – Coding Tree Structure

| Stage 1: Pre-officiating Phase | | | |
|---|-----------------------------------|--|---|
| Childhood experiences | Competitive athlete | Post-secondary education | |
| Illness / Physical disability | Sub-elite level | Mature-age student | |
| Parent support | Played with boys | No post-secondary degree | |
| "Sport mad kid" | | TAFE / University degree | |
| "Sporty" family | | | |
| Stood out - Tomboy | | | |
| Stage 2: Getting Involved | | | |
| Intention to become an elite-level official | Initial experience (Athletics) | Initial experience (Basketball / Football) | Officiating accreditation |
| No initial elite-level intention | Allocated to events as needed | External encouragement | Course experience |
| | Enable children | Frustrated with league referees | Impetus |
| | Parents expected to help | Previous refereeing experience | Process |
| | | Part-time uni job | Requirement |
| Crossroads | | | |
| Committed to officiating | | | |
| Defining moment | | | |
| Stage 3a: Becoming More Strategic | | | |
| Emerging as an official | Additional officiating experience | Additional influences on progression | Keys to establishing oneself as an official |
| Long-term commitment | Club / Committee leadership roles | Family circumstances | ILOC |
| More strategic | Coached informally | Involved with friends | Male champion |
| New opportunities | Referee coach | Support: Peer Group / Colleagues | Mentor / Role Model (female) |
| Progressed over time / | See self as role model / mentor | Timing | Mentor / Role Model (informal) |
| Worked way up | | | |
| Progressed quickly / | Years of service | | Mentor / Role Model (male) |
| External encouragement | | | |
| Officiating scholarship | | | Too good to ignore |
| Officiating men's games | | | |
| Set / Accomplished goals | | | |
| Talent identification | | | |
| Visible | | | |

| <i>Stage 3b: Setbacks</i> | | | |
|--|--------------------------------|-------------------------|-----------------------|
| Delays | Discrimination | Hurdles | Forcing change |
| Age requirement | Hegemonic masculinity | Family circumstances | Trailblazer |
| Competing with males for selection | Intimidated by other officials | Politics / Appointments | Troublemaker |
| Expense (Athletics) | Sexism | | |
| Laughed at--accreditation course | | | |
| No clear pathway | | | |
| Part-time / Fulltime work (non-sport) | | | |
| <i>Stage 4: Officiating at the Elite Level</i> | | | |
| Elite-level experience | | Future goals | |
| Elite-level official | | Future goals | |
| Next step: Older generation | | Program development | |
| Next step: Referee coach (commissioner) | | | |

Appendix O-1: Officials' Pathway – Stage 1

| Themes | Repeating ideas | Quotes |
|-----------------------|-------------------------------|---|
| Childhood experiences | Illness / Physical disability | I have a disability and as I was growing up, that disability harmed me in a lot of ways. I made a promise to myself that when I found something I was good at, I was passionate about, and I really wanted to do, nothing was really ever going to stop me. |
| | Parent support | ...they would both come to watch, my father took me to training...my mother had played hockey and so the winter season before they started me in athletics, they started me in hockey. So they used to come to my hockey matches, too, they were very supportive of me playing sport. |
| | “Sport mad kid” | As a kid growing up I played basketball, I always got A pluses for sport at school...I was always a sporty person. Probably played a bit of softball...I swam when I was growing up; I played basketball, represented [my hometown] as a player. |
| | “Sporty” family | I grew up in a small country town and there's not a lot to do there so I just played every sport that was going, and I have two older brothers so they played sport as well, so we're a pretty sporty family. |
| | Stood out – Tomboy | I had to be different, I certainly am not a girly girl, I certainly am a tomboy and that sort of, it didn't help me or harm [me], I just was a bit different than a normal female referee around the place. |
| Competitive athlete | Sub-elite level | I was a player up until I was about, 20 or so...[but] never at the top level. I just started, regional sort of level, and then stopped playing when I got married. |
| | Played with boys | I played representative, for the boys' team, 'cause there was no girls' team back in that day. So I made the Under 14 boys rep side in my local town. |

| | | |
|--------------------------|--------------------------|--|
| Post-secondary education | Mature-age student | I've jumped ship – left the corporate world and become a full-time student. |
| | No post-secondary degree | No, Year 12...in hindsight I should've but I got to Year 12 and I was offered a job and study was the last thing I wanted to do again. |
| | TAFE / University degree | And then I moved down to [the city] to study, to do physio. |

Appendix O-2: Officials' Pathway – Stage 2

| Theme | Repeating ideas | Quotes |
|---|----------------------------------|--|
| Intention to become an elite-level official | No initial elite level intention | [I never] thought I would ever go anywhere with [officiating], I didn't even think about it other than helping out. I didn't really mind the menial tasks because I didn't want [to be] put in a position of making any great judgement about anything. [SGI] |
| Initial experience (Athletics) | Allocated to events as needed | Someone said to me, "We really need a wind gauge operator" so I did that for maybe eight years and then one day at inter-club they [asked] was anyone interested in learning to be a starter, and I thought, "Well, why not?" So I've been a starter ever since. |
| | Enable children | I joined the Athletic Club basically because my eldest daughter was a hurdler at school, and decided that she wanted to train at a club. As she was 15 and not driving, I was the driver appointed, used to drive her up for all the trainings and to the athletics. [SGI] |
| | Parents expected to help | Like most clubs, parents were really not, in those days, encouraged to sit and just watch because there was a great need for people to assist. So they were "calling all hands" and I think I started off judging number seven or eight on the track. [SGI] |
| Initial experience (Basketball / Football) | External encouragement | After I had my second child I was re-approached by the local association, was I interested in coming back, so I came back into the junior rep program and was coaching and refereeing at the junior level and from then on it was a whirlwind experience. |
| | Frustrated with league referees | There would be a few scuffles, and because we're "just girls", obviously we didn't deserve...to them [male officials] it was just a girls' game and the quicker the game could finish was the quicker they could get their money and go. That was just the attitude I felt being conveyed by them. |

| | | |
|------------------------|--------------------------------|--|
| | Previous refereeing experience | I used to go and play the women's game and then I'd always get changed and quickly ref the men's game. I had a bit of a refereeing background, but I still played. Now, it's not possible to do that because it's all rostered from your state body and at that particular level it's non-playing. |
| | Part-time university job | I was a poor uni student so I'd spend all day Sunday at the soccer field with my mates, watching soccer and drinking beers and thinking well, I could possibly earn some money, so I officially took up refereeing then. |
| Official accreditation | Course experience | It's primarily focused on your practical component, how you manage, and I think that's basically with any type of officiating. It's more about 'man management' because if you can get across what you believe is correct at the time, and if you sell it in the right manner, no one's going to question that judgment. I don't believe the actual theory component is so hard, and if you've got the right temperament then the practical will come. |
| | Impetus | There was this on-going judging, it was too difficult to just make judgements so I decided to start sitting exams [gain accreditation] because I didn't know anything about [applying the rules]. [SGI] |
| | Process | We...started off with C Grade...we had to do each discipline in the field, discipline by discipline...we did exams over the years. We couldn't do B Grade and A Grade exams the same year; we had to spread them out. [SGI] |
| | Requirement | We sat exams to do the jumps, individual jumps, you actually had to do everything, study by rote, to go to any of these competitions... [SGI] |
| Crossroads | Committed to being an official | I realised I was going to be a lot better as a referee than as a player...then decided to commit myself to refereeing. And...the rest is history. |

| | |
|-----------------|---|
| Defining moment | I suppose the sports I played I always achieved, but I think one defining moment in my life...as a player I decided that I could only be as good as my team but as a referee I could go as far as I wanted to, because I'm an individual person, and I think it was easier. |
|-----------------|---|

Appendix O-3a: Officials' Pathway – Stage 3a

| Themes | Repeating ideas | Quotes |
|-------------------------|---|--|
| Emerging as an official | Long term commitment | It's been a long road. It's been a long journey. And it still is...going to be a long journey. |
| | More strategic | They sent me to some talent identification camps...and I made a decision that I wanted [officiating] to be part of my life. So I canvassed all the state coaches for referees at the national championships and said "I'm going to finish uni[versity] in six months, what do you think I should do? Do you have a program for me? Can [you] help me to the next level?" A number agreed that [City] was the best place to go so I got a job there and got into the refereeing circles and then was nominated to the international list for the 2006 season. |
| | New opportunities | I wouldn't give it [international accreditation] back – to be honest I doubt I would've stayed [officiating] if I hadn't got that at 23. I keep looking back, because I was getting a bit jaded already, I was getting fed up with the system and having the [international] badge opened more doors. If I hadn't had the badge I probably would've walked away. |
| | Progressed over time / Worked way up | I can't give you a timeframe, probably within about six or seven years, I became the number one female referee in the country – widely acknowledged by everybody. |

| | |
|---|---|
| Progressed quickly / External encouragement | I did the [accreditation] course and after my second or third game someone recommended that I go to the state titles. There I met our state coach, [who asked], “How long you been refereeing?” I went, “This is my first year.” He says, “How many games?” “Three.” I refereed three games before I went away to this tournament! The look on his face was, “Oh shit”. So I seemed to impress the right people...I was invited to the Under 16 Nationals and then the Under 19 Nationals, and I also did an international at the end of that year. |
| Officiating scholarship | The government has 10 scholarships for women’s high performance officiating and coaching, they’re \$3,000 grants each year. My [local association] found out and they invited me to apply. It’s a really good system, I got it for last year and again for this year. |
| Officiating men's games | When I was on the National Youth League, which is a boy’s league, I was put on the panel as an assistant referee and then I moved onto it as a referee. |
| Set / Accomplished goals | ...there was a female referee in Australia when I first started coming to the system...and every year I started a season, I was determined to achieve something. This lady, she was the number one female referee in [the state]. I made an aim to bump her off number one position in [the state] before she retired, because she was a lot older than me, which I did. |
| Talent identification | You get asked, “Do you want to go up to a higher level” and then from there, “Are you interested in going to a national championship”; “Are you interested in doing this” and it’s just the opportunities and people asking you. |

| | | |
|-----------------------------------|-----------------------------------|---|
| | Visible | ...[Y]ou've got to be putting your name in front of people on a continual basis at that lower level. You've got to be prepared to do the hard yards and do the shitty jobs so that people realise that's what you will do. |
| Additional officiating experience | Club / Committee leadership roles | I've also been a delegate to the women's association, and on the regional committee that organises competitions, and I'm on the summer competition committee. The reason I joined that committee was because it was looking as if they were going to disband our region. A friend of mine was on the committee and she said come and join us and we'll see if we can keep our region going, which we did. |
| | Coached informally | I coached kids, I think I had a couple of grand finals but it really wasn't my thing. I'd rather coach referees than players – they frustrate me. |
| | Referee coach | I think at my age I've probably achieved all I'm going to...this season that we're in currently, I've made myself available to the league below me and I've been helping kids and refereeing actively on the floor with development. I'm doing that more, doing long road trips for some of them...a bit more referee coaching. |
| | See self as role model / Mentor | I don't have any formal mentoring relationships with anyone but equally I wouldn't mind if that was...but I'm starting to hear some of the juniors sort of talk about me and it's kind of interesting 'cause I'm on a cloud – I'm only 26 so I'm pretty young, but yeah, a little bit. |

| | | |
|--------------------------------------|----------------------------------|---|
| | Years of service | I never considered myself as a <i>female</i> ref, I considered myself <i>a</i> referee. I never let the guys try to treat me in a negative way. At the start it was hard because I wasn't accepted as a woman and I was a threat to the guys and they knew it. So I had to stay positive within myself...I had to say "Listen guys, I am here; I can referee; I'm not going to let you harm me; I'm as good as you". In my own mind I was and I had to prove it to them on the court, which I did. Of the 35 years that I've been refereeing that's the way I've been thinking. |
| Additional influences on progression | Family circumstances | All through my refereeing career I have been a very lucky person. What I've achieved...I was very lucky having two great parents coming down, looking after my three kids, because my husband's a bit of a workaholic and he was never, not that he didn't want to, but he wasn't able to look after the kids. My parents were very supportive of me in what I did in my [sport]. |
| | Involved with friends | I'm still confident at what I do and that makes me comfortable. I'm still very happy to have friends that I've [officiated with] all this time. They are very good friends and I think once you get a little bit older and you retire from work, it's another opportunity – it's another outlet for you – and I think it's very, very important to have it. [SGI] |
| | Support: Peer Group / Colleagues | I think that a mentoring program, if you can find a mentor that you can use as a sounding board, is extremely important, and to set even your own little group, you need the higher official as a mentor but you also need a peer group. I think that's really important. |

| | | |
|--|---------------------------------|--|
| Keys to establishing oneself as an official | Timing | I feel that we've been in the right to get there. With the Olympics, people wouldn't get that in your lifetime, but because we were in this country, we're in positions virtually at the right time for that to happen. [SGI] |
| | Internal locus of control | I work, I made it work. I found ways. |
| | Male champion | The state coach was someone I met at my very first national championships and he was just really understanding and very, very supportive and he knows the system and I would often, even now I ring him up and say "Hey, what's going on, can you help me out with this?" or whatever. So he would be the male that would do that. |
| | Mentor / Role model (female) | There was a female [international] assistant referee who was on the panel at the time. Initially we were just friends...as time developed, and especially once I got on to the [international] panel, she stepped off and I took her spot, and she really helped me through the first couple of years because I was pretty green and she still knew everyone, she still knew the system, so she could point me in the right direction, which was very good and we still have quite close contact even now. |

| | |
|-----------------------------------|--|
| Mentor / Role model (informal) | <p>I watched all these different officials that I believed had things they could offer me and I probably had about six or seven. I watched this person and maybe took something out of his game or her game...I wanted to referee in this way therefore I had to change one or two per cent of what I was doing...maybe I wasn't approachable enough so I had to change.</p> <p>There wasn't really one special person, I just watched how they handled situations, watching men's games more than anything because they're more aggressive and more fiery. In women's games I had no problems but I wanted to do men's games.</p> |
| Mentor / Role model (male) | <p>I had a fantastic group of men who helped train me as a starter. Fabulous – fantastic, a couple were nearing retirement so they were wanting to train someone and another one was just very supportive and really helped me, but interestingly, they were all men.</p> |
| Too good to ignore | <p>I was just always there. Every year—I was always there. And I was always improving. So they could not ignore me.</p> |

Appendix O-3b: Officials' Pathway – Stage 3b

| Themes | Repeating ideas | Quotes |
|--------|---------------------------------------|---|
| Delays | Age requirement | [Describing the delay between being nominated to the national panel and being nominated to the international panel] ...quite a few years later, because...to be an [international] official, in the middle, you have to be 25 years of age. |
| | Competing with males for selection | There have been a number of males that have expected to be in their positions...the males still seem to be the ones that were moving around in the next echelon. I don't mean that in a nasty way, it was just that their assumption was that that's where they were going to be. [SGI] |
| | Expense (Athletics) | Even now, to go interstate, you still have to pay your own [air]fares, you get a proportion of your accommodation, but three days out of four, and all your food you pay for yourself. [SGI] |
| | Laughed at – accreditation course | When I was about 16 I tried to do a referee's course and I basically got laughed at, when I was 16. |
| | No clear pathway | Look there's no career path. There's no career path, there's no development, there's no on-going assessment, there's no uniformity across the board with evaluations, from...from the educators. |
| | Part-time / Fulltime work (non-sport) | I: What was your fulltime work while you were... Everything...administration, office administration. All that sort of stuff. I: So general corporate, commercial stuff? Not necessarily related to sport? Nothing related to sport. Sport doesn't pay well enough. Corporate world pays. |

| | | |
|----------------|--------------------------------|--|
| Discrimination | Hegemonic masculinity | Absolutely...I knew that I would never achieve that goal [international badge] if I followed the defined progression. You needed to referee men's games, at the elite level, to do that. It really was a boys' club. It still is a boys' club. |
| | Intimidated by other officials | I was, to put it bluntly, I was scared stiff of some of the other officials who were very, very...bossy? And officious? [SGI] |
| | Sexism | They told me I couldn't; when I [relocated] I went through the battle to referee elite men, being female, refereeing elite men... "Oh, you can't do that." "Well, why? Why can't I do that?" "Because you're a woman." Well, that's not a good answer. Really sorry. |
| Hurdles | Family circumstances | He said, the terms and conditions [getting married]...I'm going to continue my [officiating] career. Yeah, OK, that's fine. When it came to the crunch, he didn't [support me]. So that was the end of it [the marriage]. |
| | Politics / Appointments | [SGI 1] ...we knew that if we put one thought wrong or one foot wrong or didn't get in that pit, that you might not be there [selected for the Olympics] when you were available. [SGI 2] If you irk somebody, mistakenly, that was a power play, there was a chance that you'd have little black marks against you...and that still continues. |
| Forcing change | Trailblazer | I did get an interesting job that certainly broke the male feeling with the APS, the Association of Public Schools, of very elite schools...I used to know a couple of people who are involved with it and one [asked] me...to be the starter for the boys. It really shocked a lot of the parents and teachers to have a female starter. They had three starters so I was only one of three but there I was – a female starter – and I started them for quite a number of years...and I'm still there. That was really breaking – that feeling. |

| | |
|--------------|---|
| Troublemaker | [When asked if she sees herself as a role model or mentor]: Absolutely. Absolutely. But they don't consider me to be one. I'm a troublemaker. |
|--------------|---|

Appendix O-4: Officials' Pathway – Stage 4

| Themes | Repeating ideas | Quotes |
|------------------------|--|--|
| Elite-level experience | Elite-level Official | I've officiated at Victorian championships, Australian championships, Pacific School Games, Deaf Olympics, World Masters, World Veterans, the Olympics, the Paralympics. |
| | Next step: Older generation | There's a lot of responsibility at the very highest level. I don't think that I'm of an age that I should...I think that challenge has passed me. [SGI; Note—this participant was an official at the Sydney 2000 Olympic Games. Her comments are in reference to a commissioner role.] |
| | Next step: Referee coach (commissioner) | So refereeing [women's national league] is gone; still doing wheelchair games; I'm going to Beijing as a referee commissioner for the Paralympics; I've refereed two Paralympics—once in Athens and once in Sydney. So I'm not completely going to walk away but it's time to put back in, that's the way I feel. |
| Future goals | Future goals | [League] teams get together and do a tournament and some teams outside [the league] are invited to it. From there, hopefully they are looking for referees to be invited to the Olympics, the Women's Under 17s and the Women's Under 20s World Cup. So, to do well and to hopefully be invited to something later on this year. |
| | Program development | My business is going to be referee and coach development. Grassroots coaching. 'Cause we do the same with our coaches as we do with our referees. We put them through a 10 or 20-hour theory course and throw them to the wolves. |

Appendix P: Officials' Challenges – Coding Tree Structure

| <i>Societal</i> | | |
|--|---|--|
| Male sport culture | Minimal control | Minority experience |
| Boys' club | Biological female differences | Enormous barriers |
| Discrimination / Marginalisation | Cop flack / Fan behaviour | Few female role models / mentors |
| Harassment | Lack of commitment (Athletics) | Fishbowl |
| Homologous reproduction | Limited control | Misconceptions |
| Intimidation by male coaches | Local standard | Older generation: Pushing oneself |
| Lack of respect | Taunting and verbal abuse | Older generation: Societal change |
| Male sport culture | | Older generation: Change in technology |
| Men / Tunnel vision | | Traditionalist females |
| Poor leadership | | |
| Sexism | | |
| Sexual favours | | |
| <i>Organisational</i> | | |
| Demanding work conditions (sport) | Frustrations with SSO / NSO: General | Frustrations with SSO / NSO: Leadership |
| Intense time commitment | Poor retention rates | Bad experience |
| Rigidity of fitness requirements | Poor support | Discrimination / Marginalisation |
| Travel schedule | Apathy among officials | Lack of consideration / Understanding (A) |
| | Rostering system (Athletics) | Lack of information / Poor communication |
| | Wasted talent | Lack of professionalism |
| | | No competitive experience (SSO/NSO staff) |
| | | Token appointments |
| Frustrations with SSO / NSO: Policy | Hypocrisy | Lack of funding |
| Accreditation system / Age requirements | Better is equal | Cover own expenses (Athletics) |
| Appointment / Selection process | Double standards | Limited opportunities- development / participation |
| Female game = Female official | Prove ability | Minimal pay (Basketball / Football) |
| Junior competition (A) | Reverse discrimination | No career opportunity |
| No clear pathway | Troublemaker | Poorly resourced |
| Officiating not developing | | Requires financial support from partner (Athletics) |
| Politics | | |
| Poor organisation | | |
| Poor training / Pushed too quickly | | |
| Quantitative focus— not qualitative | | |

| <i>Organisational (cont.)</i> | | |
|---|---|--|
| Limited opportunities | Minimal control | Officials not working together |
| Disadvantaged internationally No women's national league | No reliable assessment system Pecking order Relocation | Animosity among officials Co-worker betrayal Personality clashes |
| <i>Familial</i> | | |
| Lack of support | Raising children | |
| Parents Partner | Childcare Family responsibilities Single mum Time away from children | |
| <i>Personal</i> | | |
| Hurting one's own chances | Minimal control | |
| Low self confidence Rattled by verbal abuse | Maternity Physical disability | |

Appendix P-1: Officials' Challenges – Societal

| Themes | Repeating ideas | Quotes |
|--------------------|----------------------------------|---|
| Male sport culture | Boys' club | I knew very early in the piece that I will never be able to be a starter for something like the Olympics or the Paralympics because it was a men's – a boys' club – it still is a boys' club. |
| | Discrimination / Marginalisation | Being a female has its own obstacles. When I first made it into the men's national panel, purely being a female and being accepted was extremely difficult. It was so few and far between and I still don't believe that even in this day and age the old boys' club accepts females into the ranks. So that's the biggest obstacle, and just gaining credibility. People look for an excuse as to why a female's there to start with. It's not that you have enough talent, it's that "we're trying to promote females" so that's the only reason you're there, or location...there just seems to be an excuse, it's never [because] you can do the job. |
| | Harassment | When I was at the Women's Under 19s, there was a French girl – very, very attractive – and one of our instructors was very touchy-feely towards her, which made her very, very uncomfortable. You could tell straight away she was uncomfortable by it. I don't think she referees anymore. So...it does happen...you get it from coaches and players and all that sort. |

| | |
|------------------------------|---|
| Homologous reproduction | <p>[SGI 1] If you were aimed to be a referee, and there were people already in that position, you weren't going to be given the chance to be a substitute. So you started as an umpire. And then you moved forward, which I did, and I am a referee at our local level. Not really at interstate or state championships, that's still a little hard to break into.</p> <p>[SGI 2] That's very definitely ruled by men.</p> <p>[SGI 1] Yes.</p> <p>[SGI 2] She is being polite about that. It's very – both state and interstate.</p> |
| Intimidation by male coaches | <p>[Note—these comments are specific to the position of referee, not to officiating in general; both of these women officiated in other roles at the Olympic level.]</p> <p>I don't think males understand...about the physicality of it because if you've got a male coach standing over the top of you carrying on like a pork chop and you're a female, you're obviously intimidated and they know that. So that sort of stuff I think has to be controlled as well...and male coaches know.</p> |
| Lack of respect | <p>One of the problems that females have at times is the males aren't keen to listen to a female. I don't think it's as bad as it was...the whole society is changing but...[as] an example, my mentor and I, we've been wind gauge [operators] for years and we should've been the authorities. An older, grey-haired man joined us, he hadn't done it for long, he'd do things wrong but people would go to him for advice and if he told them something and I said, "That's not right, this is what you actually have to do" – "Oh, but he said..." It's so frustrating and it was all because he was this older, grey-haired man that they were going to listen to him regardless of what we said. It's so infuriating at times and we'd say, "No, that's wrong – that's not the case".</p> |

| | |
|---------------------|---|
| Male sport culture | The men on the field and also the men in the change rooms, the topic of conversations we have in the change rooms are sometimes not above the gutter but I find it much easier to talk like the blokes – that gets you a lot more respect than trying to just sit in the corner and be quiet – that doesn't work. |
| Men / Tunnel vision | [SGI 1, concerning a male official who was not rotating officials through different events] I think he is, he is a basic creature of habit... [SGI 2] But then, let's face it: Life is—men are like that, aren't they? [SGI 1] They are tunnel vision... |
| Poor leadership | [SGI 1, concerning frustrations with a male head official] I know he is very busy, but...I think – [SGI 2, interrupts] But he's not delegating is he? [SGI 1] No, he's not. No! He's not! |
| Sexism | There was players telling me "Go back to the kitchen" and "Go home and do the ironing" and "This is not netball" and not only do I have to prove it to myself and the other referees – I had to prove it to the players. |
| Sexual favours | I was reffing a finals series. I refereed the semi-final game...and prior to the [grand final] game, the technical advisor at the tournament invited me back to his room...later that night [after the semi-final game]. I didn't go [back to his room; she was then not appointed to the grand final game]. Anyway, I just wanted to know, 'cause the coaches, the players, everyone wanted to know why I didn't get [appointed to the grand final] game...[so] I asked a reasonable question and I said, "What do I need to do to get to that point where I get that selection?" And you know what he said? "Get your sex life in order." |

| | | |
|-----------------|--------------------------------|---|
| Minimal control | Biological female differences | There's absolutely nothing you can do about it, [but] the physicality of a woman, compared to a man, trying to break into the men's league...we're not as fast; we're not as strong; we can't run as far. Then when you're given a small consideration with fitness testing, it's thrown in your face: "You don't run like we do, you don't have to do it as tough as we do". They don't understand it's comparative to same amount for our body strength as for their's, so you're getting that sort of resistance as well...[and] there's always hormones that are running rave – guys don't understand that. |
| | Cop flack / Fan behaviour | I had to call the foul...it was pretty obvious, and...it was a penalty...then I had their coach barrage me after the game. We were out in the middle of the [playing area] surrounded by officials for five to ten minutes until the crowd...started to simmer down...and I had a convoy to escort me off...around to the referee's room. Getting called all sorts of wonderful things. An old woman come running at me calling me an "Argentinean whore." The only reason I remember it was because she was this old, biddy woman just running at me. I'm going, "What the? Argentinean?" |
| | Lack of commitment (Athletics) | But they're still not...one person...who will go...fit into the officiating. Because the husband and wife are sharing, which is a lovely thing to do, but there's not that commitment to the sport. [SGI] |
| | Limited control | ...unfortunately there's so much that you can't control. The only thing that you can control, as an official, is the job that you do on the floor each time that you walk onto the court. What happens off the court with appointments and panels and games that you're given, is out of your control because you have no input into any of that. The only thing that you can control as a referee is the game you're given to do. |

| | | |
|---------------------|----------------------------------|---|
| | Local standard | I travel twice a month to [officiate] because the standard of football here is not good enough. I do the [State] premier league men's because there is no way in [home city] I could achieve what I want. |
| | Taunting and verbal abuse | ...often I still find some of the toughest games for me to referee are out in the sticks with the Division 3 - 4 men who don't appreciate – I have an [international] badge but for men I'm just some young woman running around and they will just ride you for the whole game. |
| Minority experience | Enormous barriers | However, the barriers, the barriers were enormous. They continue to be enormous. |
| | Few female role models / Mentors | ...not really because when you're at this sort of level there isn't anyone above you as such...it's extremely difficult. |
| | Fishbowl | Let's use the expression "sleep your way to the top" – you don't need that. I don't think anybody has ever said that about me and I think that really helped my representation of Australia overseas on many occasions. I've never had that tag, I was always professional, polite, quiet when I had to be, never brought attention to myself, never wore those sorts of clothes, always early, always turns up on time, was always respectful to my peers, always did the right thing, always whatever. If you don't accept that's the way you got to be off the court, don't even try it, it ain't gonna happen, even if you can referee or not. That's fairly important, that's probably the most important thing. |

| | |
|---|--|
| Misconceptions | They say, “The best view is from where the spectators sit.” ‘Cause you see everything! Everything! But none of them are putting their hands up to take a referee’s course. They’ve got a high opinion of what they think they know about the game, but won’t do anything. We lose so much, so many numbers every year but people keep on playing. I think there’s a thousand games played in [City] every weekend. We’ve got about 200 referees. |
| Older generation: Pushing oneself | ...you have to nominate [for] the position you want. I’m not in the habit of nominating myself as a referee because it seems to be pushing myself which I don’t want to do. So I normally just nominate as an umpire [lower position] and that’s the job I get. [SGI] |
| Older generation: Societal change | But then I think, I’m getting older, and you’ve got to work with the times. You can’t be called an old “foggy” because you think that’s the way it should be. It isn’t. [SGI] |
| Older generation: Change in technology | [An official who began as a timer with a stopwatch]: I progressed because...it wasn’t a personal judge; it was from a camera. Therefore, you were going to be redundant. So you must decide if you’re going to do another – progress – or give it away. So progressing, next thing was to an umpire. There were more numbers needed as umpires. So you started there. [SGI] |
| Traditionalist females | The whole societal thing is underpinned by a bunch of traditional, I’m not going to say they’re not ambitious - they have different ambitions - traditional females who undermine females trying to progress. So they’re giving their sons and their daughters that same message. |

Appendix P-2: Officials' Challenges – Organisational

| Themes | Repeating ideas | Quotes |
|--------------------------------------|----------------------------------|--|
| Demanding work conditions (sport) | Intense time commitment | Obviously the other thing is just trying balance work and officiating...that's always hard. I: Some people call it work-life balance but really it's work-life-sport balance? Yes it is, and I wouldn't say, I don't have the life bit – I've got the work-sport bit. |
| | Rigidity of fitness requirements | You're nominated once a year, for the following year. They expect you to sit a fitness test. It's always been, if you can't sit a fitness test around that time, because you're sick or pregnant or something like that... I: Then you miss out for the whole year? Pretty much. That's the way it's been. |
| | Travel schedule | I have six days saved up holiday leave and I'm very excited about that! I came to a breaking point last year where I'd been overseas eight times. I had one long-weekend holiday – that was it. By December I was ready to kill someone. I had just had enough of everything. So this year I've promised myself just to have long weekends off. Work can't afford me to be away, because I'm taking so long to go off and referee. |
| Frustrations with SSO / NSO: General | Poor retention rates | At inter-club level we have some newbies that are rostered on from their clubs...they tend not to stay. So week-by-week, we're sort of teaching new people. I think we're attempting to make them welcome – it just gets a little tiring when it's one after the other. [SGI] |

| | |
|---------------------------------|--|
| Poor support | <p>I had the female person off the court; there was a referee coach that I often would ring. Me and [another official] have used each other as sounding boards for quite a long time, but as far as formal, people to bitch to, there isn't really anyone. I believe a lot of the time if you make too many waves, you're looked upon as a troublemaker. So you've got to be very careful in setting up your personal network.</p> |
| Apathy among officials | <p>The referees just don't care. They're not well educated. They're not at all motivated. They're aggressive. They don't involve themselves in the management of any sport, and they don't control the game so that people are safe to play.</p> |
| Rostering system (Athletics) | <p>[SGI 1] Just doing field events, it used to take us three to four hours to do three days, on Friday afternoon, to get all these things sorted out. [Officials] didn't want to be in [an event] one day and [the same event] the next day. You need to adjust them.</p> <p>[SGI 2] And you're doubling up on people – <i>[SGI 3] Yes.</i></p> <p>[SGI 2] – you've got to be careful that you're not doubling-up people. <i>[SGI 3] And the track people aren't being taken out of jumps people.</i></p> <p>[SGI 1] Oh, Christ! I think perhaps that rostering system is the only frustration I can see...I know it's hard, very hard for field events.</p> |
| Wasted talent | <p>I still don't understand why we don't recruit players who are interested in officiating. Cannot for the life of me understand why we don't do it...there was a point in time about 15 or 20 years ago where they actually accelerated ex-players through the referee development program. They haven't done that for years.</p> |

| | | |
|--|--|--|
| Frustrations with SSO / NSO: Leadership | Bad experience | ...it nearly broke my heart at the time. I wasn't selected for the [2006] Commonwealth Games although I'd fulfilled all the requirements. So I wrote a letter to the man in charge. I made sure it wasn't abusive; I believe many people wrote abusive ones. I just said "I want to enquire about why I wasn't selected and could you give me some feedback please". He wrote back after a long time and said "There were people who were better qualified than you". I knew there weren't; I knew that was just a stock answer... so I tossed up [quitting] – I thought it wouldn't be fair for me to not officiate any longer – that would show a great weakness of character. I enjoy officiating, I want to officiate, why let that stop me? I might as well continue. So I continued. |
| | Discrimination / Marginalisation | Fortunately I had a Level 4 ranking at that point in time, before I [relocated]...but they were, in [regional league] and [national league] and state championships, especially the men's competitions, they were appointing Level 3 and [Level] 2 referees ahead of me continuously. |
| | Lack of consideration / Understanding (Athletics) | ...the working hours, from a field events point of view, is suddenly so overwhelming that the hours can be from 10 o'clock in the morning until 8 o'clock at night without any significant break. I think in their rush for [participants]...they've got little concern for those who are officiating. I think that would be nice. These are the paid [SSO] people who really don't have any understanding of athletics although they're working in the field of athletics. I think that probably disappoints me more than anything. [SGI] |

| | |
|--|---|
| Lack of information / Poor communication | Unless I go to an event or I get appointed to a game, I don't know what's going on, I don't know who else is going – even within Australia, I don't know if other girls from Australia are going, or who's going from Asia. So what tends to happen is if you're [selected] you find out if you're not [appointed] you just don't hear anything so you assume you're not going. Then...you find out Joe Bloggs is going and you can make up a thousand reasons and they're always incorrect but sometimes it doesn't hurt for someone to pick up the phone and say "Sorry, you weren't selected to go but X, Y, and Z are going; this is why". So I find the lack of information is really frustrating. |
| Lack of professionalism | When I was about 16 I tried to do a referee's course and I basically got laughed at, when I was 16. |
| No competitive experience (SSO / NSO staff) | [SGI 1] The Board [SSO Board of Directors]. [SGI 2] The Board. [SGI 1] Probably. But they're all Board. <i>[SGI 3] Well the Board leave a lot to be desired, too. The Board, from my point of view, was all about "fun and games" stuff, and many of them have...very little experience in terms of [the sport].</i> |
| Token appointments | It's a token thing...[women] still don't get games in the [men's national league] and you certainly don't see women refereeing men's games at Olympics or World Championships. Stuff like that, but you see lots of blokes refereeing the women's games. |

| | | |
|-------------------------------------|---|--|
| Frustrations with SSO / NSO: Policy | Accreditation system / Age requirements | <p>It's a very small opening. [International badges] are offered, their ideal range is between 30 and 35, that's generally when women have children these days. By the time they come back, they are viewed as too old – that's what happened to me. I struggle with that...I went to the [NSO officials] camp and I think there were probably only two things that two of the girls beat me in but in all the sprints and everything else I was still beating all of them and I'm 45 this week. I struggle with the age barrier – I believe it should be purely on testing and ability. I don't think the age should come into it but that's just their policy. Once you turn 50, they retire you. So that in itself is a huge barrier for women to obtain their [international badge].</p> |
| | Appointment / Selection process | <p>It's all a lot of, in the back, behind closed doors, you're not really sure who is making the decisions. It's not an open process. It's not open for the men either, it's just unfortunately the way the system works at the moment, it's not open within Australia, the national director of referees doesn't explain his decisions, but it's not open in [international competitions] either; you either get appointed or you don't.</p> |
| | Female game = Female official | <p>It's not politically correct to say, but there was always an expectation that women should officiate women...I need to be officiating men's [games] to be ready to officiate women at an international level. Running around refereeing [state level] women is not a standard I need to do but there's always this perception – it's the women's game, it should be woman officials – which is frustrating. I just want to be seen on merit – there with the boys – if I'm the best assistant referee in [City] then I should have the best game.</p> |

| | |
|----------------------------|--|
| Junior competition | <p>[SGI 1] That's the stage where [junior competition] have worn the kids out.</p> <p>[SGI 2] They've worn the parents out.</p> <p>[SGI 1] And worn the parents out.</p> |
| No clear pathway | <p>...it's too hard for them, even for the developing female official in [the sport], you couldn't say there was a clear pathway for them.</p> |
| Officiating not developing | <p>Sport became professional [at the] 1988 Olympics in Seoul, right? Since then, money has gone through the roof for coaches and players; officials are still recreational. In Australia they're still deemed to be volunteers. Now that's crap. Until they resource it appropriately, and pay [officials] the same sort of money they pay players and coaches, refereeing won't progress, in any way, shape, or form, in any sport. They've got to clean it right out. There's no career path. There's no development path. There's no competency-based assessment. There's no management taught. There's no conflict resolution taught. I can go on.</p> |
| Politics | <p>[Regarding the selection of officials for the Sydney Olympics]: We had a very successful state group of officials and we were better than all the other states. It turned out that each of the top [NSO] people were from the different states. So they were given an allocation of numbers of officials, regardless of their skills and abilities. Unfortunately, [SSO], they'd all been working so hard, and did wonderful, [they] missed out. That was probably the most devastating blow, we got in, but it was not fair...it wasn't according to skill at all. It was favouritism, or numbers. [SGI]</p> |

| | | |
|-----------|--------------------------------------|---|
| | Poor organisation | <p>[SGI 1] Some of those forms get lost [by SSO staff]. How many times have you said, “I had my name down for this?” “Oh, well, I haven’t received anything, I can’t find anything.” So where does the form go to? There’s a loss somewhere in the system, this big, black hole...</p> <p>[SGI 2] People would argue and say, “Mine was in,” but you know darn well – we’ve looked and they’re not in there.</p> |
| | Poor training / Pushed too quickly | <p>I know, as far as what defined me as a referee, was when I was on the [League], which is a boy’s league, I was put on the panel as an assistant referee and then I moved onto it as a referee. I was green. I was being pushed.</p> |
| | Quantitative focus – not qualitative | <p>The administration at state level leaves...quite a bit to be desired. They work darn hard. They work a lot of hours and from that point of view, I’ve got nothing but admiration. Yet when it comes to understanding the rules of competition for which we are the judgement, and the programming for a major competition, they leave the programming to the last minute because they’re trying to bring in as much money as they possibly can. I think it’s all money-orientated rather than anything else.</p> |
| Hypocrisy | Better is equal | <p>It was definitely hard but I realised that on my way up, refereeing [sport]...I had to be better than the men to be identified.</p> |

| | |
|------------------------|--|
| Double standards | <p>The second year I was on the men's panel, there was a Level One [official] flown in to the game. Didn't make the comment to me, but I'd said a swear word in a pre-game situation, even though the boys were doing all of that anyway, that wasn't viewed upon lightly. It came back to us, as female, we should never ask for special circumstances. So that was extremely hypocritical, that you were expected to be powerful and pull your weight [officiating] – but [don't] say a swear word and don't expect special privileges, as a female, and ask for your own change room or own toilet. Every Level One was different, so trying to work out where their heads were at as to what you could say, couldn't say; could do, couldn't do.</p> |
| Prove ability | <p>I had to stay positive within myself and not let them knock me down, sort of had to get in there and build up my credibility. I had to say "Well listen guys - I am here; I can referee; I'm not going to let you harm me in any way; I'm as good as you". In my own mind I was and if I believed that, I had to prove it to them on the court, which I did.</p> |
| Reverse discrimination | <p>It's more a case of reverse discrimination now, than a case of actual genuinely accrediting females with ability. It's a numbers game right now. I think there's a number of women who've been promoted to the elite level who really don't deserve it.</p> |
| Troublemaker | <p>I've been suspended, because I challenged my, not officially [not by the SSO or NSO], I challenged my local association.</p> |

| | | |
|-----------------|---|---|
| Lack of funding | Cover own expenses (Athletics) | It has been <i>totally</i> voluntary. There's been no money passing hands whatsoever. Every expense was our own expense. Within the state, and interstate – for the nationals – we still had to pay our own way. We had to pay our [air]fares. We had to pay our accommodation for X number of days, pay for our uniform. [SGI] |
| | Limited opportunities: Development / Participation | I would like to continue officiating. My goal is to do one national championship per year instead of two, so I cut it down to one a couple of years ago because you pay for your airfares, you get a bit for accommodation, but then you need food, and I lose my sick days [at her fulltime work]. |
| | Minimal pay (Basketball / Football) | Challenging, I suppose, is financially. We don't get paid a lot of money to do this. What I do get paid is just under what I earn salary-wise and that doesn't...we're required to be a certain fitness; that doesn't include fitness training fees, supplements and diet, dieticians, physiotherapy, sports massages, and everything like that to keep your body in the condition that they are requesting it – [that all] comes out of my pocket. I do this for the love of the sport, not because I'm getting rich off it. |
| | No career opportunity | There's no referees in Australia that can be referees and be a career. It's not financially self-sustaining. There's certainly no opportunity for, referee development people because they don't get paid. It really, really needs to change. |
| | Poorly resourced | Quite frankly, until sport, across the board, all sports, get their shit together and pay [officials] properly, it's not going to work. They will continue to be abused. There will continue to be low retention rates. There will continue to be lots of negativity. They'll always be the necessary evil. |

| | | |
|-----------------------|---|--|
| | Requires financial support from partner (Athletics) | From my point of view, financial. Because I couldn't have done it without, I'm...intermittently employed. I wouldn't have been able to take time off. When I wasn't [working], it was out of our joint account for all these, you start totalling up all the <i>hundreds</i> of dollars, thousands of dollars, it really is – over thirty-something years. [SGI] |
| Limited opportunities | Disadvantaged internationally | All the elite female officials around the world, Asians and Europeans, they all do elite men's [games]. If you want to be the best in the women's game, you need to be doing the men's [games]. The top referees in Germany do the [league name] at division two – so it's not really a matter of I need to do that to be with the men – I need to do that to be with the elite women. Not being on the [men's national league] panel...all my competitors are getting a jump because they're all doing top men's [games]. I've got to get that jump so internationally I can mix it with the best. |
| | No women's national league | I mean there's been no women's national league for us so a lot of my male, because like in [City] there's two other assistant [international] male officials so I spend a lot of time with them... |
| Minimal control | No reliable assessment system | I find it really hard to get people to nitpick on the things that matter now, because everyone thinks "You've got an [international] badge – you're pretty good at what you do" which is frustrating. We get minimal video feedback and it's the difference from not quite being at the elite level, I don't see video of my game so I can't critique myself or go "That decision was correct" and "That one was wrong". If I was just at that next level, at that [national league] level, where things are televised, that would make such a difference because you would get that automatic feedback. |

| | | |
|--------------------------------|---------------------------|--|
| | Pecking order | There's a pecking order. It's just, as much as you think you may be a better referee than the other two, you've just got to keep on going. |
| | Relocation | When I started refereeing it was just get paid \$2.50 down the back courts of [Hometown]. Nothing to achieve, nothing to go for but then I got invited down to [the City] – I forget what it was – but there's a few bigwigs saying "Jesus where'd she come from" or maybe "She's a bit different, I might keep an eye on her". So that's where it started and someone said to me, "Hey, you're not a bad referee, are you going to continue?" |
| Officials not working together | Animosity among officials | Not to be put off, I suppose, and often it's the older women who make you feel uncomfortable. I don't wish to generalise but it does tend to be the older officials who can put the newer ones off. |
| | Co-worker betrayal | [Upon making an error at a critical point in the game]: And my assistant referee didn't correct me on that either. He dropped me in the poo as well. |
| | Personality clashes | [SGI 1] It is pure cattiness and it's got nothing to do with...but I'm very upset with [Name] at the moment, because he [appoints] the same people time and time and time and time again [SGI 2 echoes]. |

Appendix P-3: Officials' Challenges – Familial

| Themes | Repeating ideas | Quotes |
|------------------|-------------------------|--|
| Lack of support | Parents | <p>A lot of men...are very non-accepting because their mothers have taught them that women don't do these things. A lot of men [are] very un-accepting of women pursuing personal goals.</p> <p>I: Did you have that experience? Did your mother tell you that?</p> <p>Oh absolutely.</p> <p>I: Told you that you shouldn't be doing what you're doing because it's a man's thing?</p> <p>Yeah.</p> |
| | Partner | <p>He's an idiot. That's why I'm not there anymore...I mean, he said, the conditions, terms and conditions...I'm going to continue my basketball career. Yeah, OK, that's fine. When it came to the crunch, he didn't. So that was the end of it...that was...15 years ago.</p> |
| Raising children | Childcare | <p>I would never have had the opportunity to have been an official at the Olympic Games if it hadn't been that [home city] hosted the Australian Championships for three or four years leading up to selection. I would never have [gone] interstate because I would have to have the boys looked after. I did go interstate for [one major event] because that's only a weekend and so I did do that two or three times but I never felt that I could go away for the Australian Championships.</p> |
| | Family responsibilities | <p>I had three kids, my son was captain of cricket team, [and I was] driving the school team to the football, or whatever else. The younger one was into callisthenics and gymnastics and sort of grew the hair and sewed the clothes and [was] delivered to wherever else. And then the oldest was into this hurdling, running, jumping. So it was a question of [balancing all] that and then sort of being asked to make the time to officiate as well.</p> |

| | |
|-------------------------|--|
| Single mum | It's an enormous issue and officially there's only one of you and the father's not having them. I think it would be different if he was prepared to have them, that would have made life really simple but he had just cut off contact by then. |
| Time away from children | [My parents] were always there for me [to provide childcare] and I was just very lucky and it was hard sometimes, hop on an aeroplane and going overseas for three and a half weeks with the [national team] to America and not seeing my kids for three and a half weeks. It was tough in those days, they were five, six, seven – now they're older and they don't live at home anymore. |

Appendix P-4: Officials' Challenges – Personal

| Themes | Repeating ideas | Quotes |
|---------------------------|-------------------------|--|
| Hurting one's own chances | Low-self confidence | Try not to be too intimidated by people. When I first started I was intimidated by everyone, I was terrified of everyone. Gradually I had to gain confidence and once I gained that confidence I was fine but initially... |
| | Rattled by verbal abuse | [Gave a penalty], ran up the [playing ground], and then realised my error in judgement but play had been restarted so...there's nothing I can do at that point in time. The coach went past me, says, "That should have been a goal." I apologised, I said to him, "I had a brain explosion." I knew there was something in law, but because I'd been badgered so much [by male players]...[but] that made me stronger. I was never going to cop that amount of abuse again. If I was wrong in law, take a deep breath, go over to my assistant referee, and say, "Help me out here". |
| Minimal control | Maternity | If you're a male and you haven't had children...you're basically looking at 12 months of the year that you've lost, through your pregnancy and your rehabilitation. I didn't have my first child until I was 30 so that opportunity been and gone but there's nothing you can - as I said you can't control that so you can't do anything about it. But yeah, you've got to be in the right place at the right time at the right level at the right age. It's all these factors but if you're a man, you're not losing those couple of years with your body functions, you know, like it's hard. A guy doesn't lose the nine months with pregnancy, he doesn't then have to stay home and breastfeed if that's what they choose to do. They can still pack up and go and do all this sort of other stuff. I don't believe that's taken into consideration. |

Physical disability I've got a disability and...I was really, really worried when I was growing up, especially when I started reaching the top level—I didn't want to tell anybody but now I don't care. Now they can't say well, you can't do it because of whatever...I have done it.

Appendix Q: Officials' Strategies – Coding Tree Structure

| Internal Locus of Control | | | |
|-----------------------------------|-----------------------------------|--|----------------------------------|
| Agent for change | Continual self-improvement | Mindset | Proactive |
| Address gaps | Develop natural ability | Adversity - Challenge - Hurdle | Embrace fitness requirements |
| Raise awareness | Develop over time / Progressively | Making a mistake | Finish on top |
| Trailblazer | Invest in self | Determination / Persistence | Make your intentions known |
| Diversify skill base | Learn from those around you | Focus on what can control | Opportunities (1): Seek out |
| | Long-term commitment / Investment | Look for solutions – not barriers | Opportunities (2): Create |
| | Seek out constructive criticism | Make it happen | Opportunities (3): Capitalise on |
| | Seek out knowledge / Information | Mental toughness | Opportunities (4): Maximise |
| Club leadership role | Watch and learn as athlete | Prove others wrong / Demonstrate ability | Too good to ignore |
| Qualifications | | | |
| Find a mentor | | | |
| Female role model / mentor | | | |
| Comfortable in Male Sport Culture | | | |
| Agent for change | Integration | Player management | Working with males |
| Challenge norms | Walk in both worlds | Humour | Better than the boys |
| Fight discrimination | | Rapport | Male champion |
| | | | Male mentors |
| | | | Trained with males |
| Intrinsic Motivation | | | |
| Know yourself | Make an investment | Older generation | Personality |
| Love the game | Be a role model / mentor | Adjust to change | Competitive / Driven |
| Participate with friends | Give back | Volunteer mindset | Goal orientation |
| Stand your ground | Sacrifice fulltime work | | Independent |
| True to self | Sacrifice participation (sport) | | Thick-skinned |
| | Sacrifice social life | | Trait profile |
| | Work ethic | | |

| Leadership Qualities | | | |
|----------------------------|-------------------------------------|---------------------------|-----------------------------|
| Be strategic | Character | Leadership skills | Moving between roles |
| Future goals | Confidence | Ask when don't understand | Balance / Avoid burnout |
| Game focus / Strategies | Honest with self | Embrace challenges | Family responsibilities |
| Keep it simple | Honour commitments / Be reliable | Only speak for yourself | Life outside of sport |
| Maximise strengths | Humility | Learn from mistakes | |
| Network | Professional | People skills | |
| Plan ahead | Put competitors first | Sense of humour | |
| Take calculated risks | Treat everyone fairly | Team-oriented | |
| Vision / Big picture | | Politically / Savvy | |
| Watch your back | | | |
| Support | | | |
| Family | External | Financial | Self |
| Childcare | Association / Club | Build FT position | Friend support |
| Children | Grants and scholarships | Cover own expenses | Personal indulgence |
| Family involvement | Peer support | | Relocation / Travel |
| Parents | | | |
| Partner support: Financial | Workplace (non-sport) | Workplace (sport) | Divine intervention |
| Partner support: General | Flexibility / Hours | Colleagues | Timing |
| | Travel / Time away | Co-workers | Fate / Good fortune |

Appendix Q-1: Officials' Strategies – Internal Locus of Control

| Themes | Repeating ideas | Quotes |
|----------------------------|-----------------------------------|--|
| Agent for change | Address gaps | I haven't been always been the referee boss. I think I've been the boss [at her local club] for the last 10, 12, 13 years, I think. I just worked there as a referee, got myself in as a senior referee, and then decided one day that I needed to change things because it wasn't happening for people. I decided to change it and went in for the job and yeah – I like a challenge. |
| | Raise awareness | [SGI 1] I went to the football [AFL] Saturday and there was, much to my delight, there was a lady umpire on the – [SGI 2] I've seen ladies at the goals! [SGI 3] Yes, in – yes. [Other group members murmur agreement, surprise, and satisfaction.] She was so agile. She was young and I thought, isn't that nice! So I pointed it out to a few people. |
| | Trailblazer | It's just a matter of just chipping away, and yeah, trailblazing. And look, there's no barrier that's insurmountable. |
| Continual self-improvement | Develop natural ability | I found over time that my accuracy with reaction time was clearly a second faster than most other people. It's just a natural thing. I trained myself mentally to do that, and I also became a student of the game. |
| | Develop over time / Progressively | I just kept on going, kept on going, kept on going – setting myself a goal gave me something to strive for, because I'm a very determined person and what I say – I'll do, that is in life and my [sport] career and I bring up my kids. |

| | |
|-----------------------------------|--|
| Invest in self | I always knew that ultimately I'd have to go to [City], if I wanted to do high level men then I'd have to go to [City], everyone that's come through [Home City], the men included, the other two [international badge] guys, are based season-to-season travelling to [City]. That doesn't bother me, I don't mind, because the [State] Premier League is really the step down from the [National League] so I'm willing to travel for good [sport], I have no qualms about that. |
| Learn from those around you | Try and find someone's style that you like or something about a person that you like and every now and again have a look, see how they officiate and especially, because there's usually one thing in a game that happens that's a little bit off the track, so it gives you a chance to look at how they handle things in relation to how you would've. |
| Long term commitment / Investment | Everything baby steps. You can't expect to leap through. There are reasons why certain things are in place, because you have to learn and grow as a referee. And certain games and certain experiences help you through that. |
| Seek out constructive criticism | ...people see when you've got an [international] badge, they think...the sun comes out of your bum, basically. They rose-colour things – everything...people aren't game to tell you the truth. With [colleague]...he just tells it to me straight...he's really the only honest person that will tell it to me straight. |
| Seek out knowledge / Information | It's very good that they run, I'm not sure all of the states do it, but [her state] runs an education program. They have a session every year and they talk about new rules and how you'd interpret them – things like that are really useful. |

| | | |
|----------------------|--------------------------------|--|
| | Watch and learn as athlete | As far as an official is concerned, I started even before I finished competing – just helping out. |
| Diversify skill base | Club leadership role | [SGI 1] We're all life members of our club. [SGI 2] And I'm vice-president of [Club name]. |
| | Qualifications | [After getting her A Grade qualification in one event]: Then I decided that I wanted to get my qualifications in throws and in jumps and so I've got a B in both of those – another women did say to me, who was very involved in [NSO], that you really need to be as versatile as you can if you want jobs...so I did both exams and I did those cards so I've got the three qualifications now. |
| Find a mentor | Female role model / Mentor | Not as far as an active official but I have someone that I still have quite a lot of contact, still referee coaches, [she's] available [even though] she moved to a country town, [she's] someone whose opinion I value. |
| Mindset | Adversity – Challenge – Hurdle | There've been a lot of challenges. Occasionally there have been tears, but very few. But that only makes, you know, what doesn't kill you just makes you stronger. |
| | Making a mistake | For me, I've just gone, it happened. Let's move on. I still had 20 minutes left to play and I was on top of the game because I went, "Yep, I got it wrong," and I had to let it go, and just continue on with the game. So even if you doubt yourself and your decision, you've just got to let it go and just move on...you can't have it in the back of your mind, because it will snowball, and the game will just get worse. |

| | |
|--|---|
| Determination / Persistence | I must admit I probably got a bit upset at the start but my determination and my drive and my will got me through and I didn't take any notice. The more they yelled and screamed at me the more determined I was. |
| Focus on what you can control | My philosophy in life, mate, is be in control of the things you can control. Change the things you can and don't worry about the other stuff because you can't fix it, I can't do nothing about it. |
| Look for solutions—not barriers | There's enormous barriers...[but] there was always a way around it. |
| Make it happen | Don't ever sit back and wait for things to happen – because you will be disappointed. |
| Mental toughness | [As a young official, following verbal abuse and taunting by male players]: I had no concept of being mentally tough or trying to stay focused on my game and a lot of those other sort of concepts, and acknowledging that they were doing that to try and get at me and that was just their strategy and I needed to have a strategy in return. |
| Prove others wrong / Demonstrate ability | I started refereeing and found that maybe I was good at it, I liked it, and I had to prove a point to myself and everybody else in the world...the kickers and the knockers and whatever...that yeah, I could do it. |

| | | |
|-----------|------------------------------|---|
| Proactive | Embrace fitness requirements | I'm really adamant about this and maybe that's 'cause I'm generally a fit person and I've never really struggled with fitness – fitness is something that I enjoy doing. I train really hard to be really fit but my attitude is if I want to referee at the elite men's level then I need to be able to pass the elite men's fitness test and I make no bones about it...I train with the guys and I ask no special consideration from them. |
| | Finish on top | I've been taking a bit of notice over a couple years, because I have been thinking about retiring, and the way people do it. I think walking away when you're at the top is a lot better than walking away and people think you're a "has been". |
| | Make your intentions known | When I first came, [an international official] – she was here and she knew that I was coming up...I just trained plus I did every game that was possible. I went to every training session just 'til people kind of knew me and that kind of got me in a bit. |
| | Opportunities (1): Seek | Do well in men's [sport], because it just makes women's [sport] so much easier to handle. Some of the girls do get pigeon-holed into women's [games], and they get tired of it because it's not challenging and they're doing the same thing and the same thing... |
| | Opportunities (2): Create | [Describing her decision to pursue formal accreditation as an official / judge]: Suddenly you were asked whether you would go onto a committee as a path and then there was this on-going, judging, it was too difficult to just make judgements so I decided to start sitting exams. |

| | |
|----------------------------------|---|
| Opportunities (3): Capitalise | I think that all through my refereeing, my active refereeing, I've always done the extra bit, did my certificate in referee coaching, because I knew that one day I wouldn't be refereeing at the elite level anymore and then I would've had to start, to go back and do all that stuff. So as I've been doing it, I've made time and made an effort to do that, so now I'm qualified to do so. |
| Opportunities (4): Maximise | The key is to take your opportunities and you're only as good as your last game, when you get a game or you get the opportunity, you've got to nail that game so everyone goes "Yep, you did a good job". If you give someone an excuse not to appoint you or not to give you a game, it will be used. "We gave you that men's game and you didn't quite step up, sorry, you're not ready yet." That's the key, just taking whatever opportunities come and just nailing them and working hard – you can't do more than that. |
| Too good to ignore | I kept chipping away and I just kept getting better than the guys. To the point where they had to seriously look at me. |

Appendix Q-2: Officials' Strategies – Comfortable in Male Sport Culture

| Themes | Repeating ideas | Quotes |
|-------------------|----------------------|--|
| Agent for change | Challenge norms | It's just...it's just...challenging the norm...and the norm's been around a lot longer than the challenge. |
| | Fight discrimination | After a number of conversations [regarding gender discrimination in the appointment of officials] I then kept stats for two or three years, on every game, in every competition, about who did what, took the case to Equal Opportunity, went to conciliation [and won]. |
| Integration | Walk in both worlds | I train very regularly with the other [international badge] guys and we have a great relationship and it's really good, it's really supportive, but it took a while – [I] kind of forget that sometimes. |
| Player management | Humour | ...with communicating with players, how to have a quiet joke and a quick word and be witty about things. The men really respond to that, they really like someone who can make a quick jibe, and be part of their joking. |
| | Rapport | I think in my belief it's not refereeing the basketball—that's the easy part. It's having rapport with the people, it's having the people skills, it's not adding fuel to the fire when something happens...you have common sense. |

| | | |
|-----------------------|----------------------|---|
| Working with males | Better than the boys | Getting onto the [men's national league panel] for me now – I've got to nail them – I've got to make it so that I'm the best assistant referee who is not on the panel so there is no excuse. That's the only way I see I can get on the panel – do I have to be as good as the men? I have to be better than the men so someone can't go "She didn't do that" or "She made that wrong decision". I have to make it so it's black-and-white that I'm the next assistant chosen because if it's a 50-50 decision I will lose out. |
| | Male champion | [The state referee coach] is quite supportive of advancing the girls through the ranks. He's been very pro-female. I think there's 63 active female referees in [the state], and throughout Australia, I think there's less than 100 – of active female referees. He's pretty proud of that. He has chunked me in the deep end on...quite a few times [pushed her development]. |
| | Male mentors | To help me improve as a referee, there are two people, who helped me along the way. Coming to watch my game, giving me advice. Not necessarily telling me – giving it to me in a way that I could work out how to [use] it myself, being a woman. Getting me to understand the game, and how I can apply that to me. They don't tell me how, 'cause it worked for them, [doesn't mean] it's going to for me. They just opened up my thoughts. So they've been really, really supportive. I've felt that I've progressed quicker compared to some other females who have...no one. |
| | Trained with males | I played up, I played representative, for the boys' team, 'cause there was no girls' team back in that day. I made the Under 14 boys rep[resentative] side in my local town. |

Appendix Q-3: Officials' Strategies – Intrinsic Motivation

| Themes | Repeating ideas | Quotes |
|--------------------|--------------------------|--|
| Know yourself | Love the game | [SGI 1] I can't complain, you know? I've really enjoyed the [sport]; I've loved the company – [SGI 2, interrupts] Yes. [SGI 1] – and I think that's why I've, I mean, I do it for my club. |
| | Participate with friends | Because if I'm involved, then I'm involved – there's no point in sitting back and not keeping going. Why not? I enjoy it. I made friends there and so it's nice to be involved and see your friends again. |
| | Stand your ground | I first experienced, 'cause I had two children [participating], my first experience with officiating was I wanted to do once a month. Then they said, "Oh no, at least once a week." Because I had five children, I said, "No, once a fortnight." [SGI] |
| | True to self | I was engaged when I was 21 and my partner did expect me to have babies but I made the decision that I wanted to reach certain goals. I couldn't see how having a baby would fit into those plans, because there is no supposed maternity leave and they expect you to...just get on with it, basically. I know some girls have just fallen on the wayside because they do have a family...so I suppose I made certain life choices...because...these are the goals that I want to achieve. I've never seen being able to have a family – being able to do that. |
| Make an investment | Be a role model / Mentor | I said to the girls, they go, "I just want to be like you". So I said, "No, I want you to be better than me, be what I am and be better". I said to her, "Aim higher. Aim as high as you can". |
| | Give back | If there's something that I can do to help somebody, I think it's the least – yes, some of my opportunities have been limited, but I've also been given, a good many opportunities so what I can do to put back into it, I'm more than happy to do. |

| | | |
|------------------|---------------------------------|---|
| | Sacrifice fulltime work | I made it very clear to my new boss where the priorities lie, at the moment [officiating] comes first over career, and that's a decision I've made and I'm willing to do that until [the next international competition] because I can [work] the next 20, 30 years of my life but I can't be a referee [forever]. So [sport] comes first and if that means I can't get leave and I have to quit my job, then I'll quit my job and I have absolutely no qualms about that whatsoever because I work in an industry where if I quit my job I know that I can walk back into the job. |
| | Sacrifice participation (sport) | I had to stop playing, that was made very clear to me that if you want to officiate, you have to stop playing, so I stopped playing. |
| | Sacrifice social life | I'm not in any relationship so I guess I've chosen, and I'm pretty aware of that that I've sort of chosen not to get too involved because of my other commitments. |
| | Work ethic | The first thing is you have to work hard, you don't get anywhere without working hard and I would make it very clear that you can't be an elite – you don't an [international] badge off the back of a cardboard box or out of a cereal packet. I don't think...a lot of people don't appreciate the work that goes into that. |
| Older generation | Adjust to change | As far as an official is concerned...if I ever sit back and say, "This is the way we used to do it, this is the way we should be doing it" – it's time I left. While I'm still saying "This is the way we're doing it now, okay let's do it" then I've still got a spot. So my goal is to continue that way. |
| | Volunteer mindset | I do the senior competitions at the, for [Club 1] and [Club 2], pole vault competitions, and they take \$5 off the children [others express disapproval], off the athletes, and they used to pay, and I said, "Give it to your club...you need poles" and all that. So I don't [take the money], but I do [the events] regularly. |

| | | |
|-------------|----------------------|---|
| Personality | Competitive / Driven | [After not being appointed as a paid official at a major international event, but still assisting as a volunteer]: ...every time I saw the man who was in charge of officials I made a point of saying, “Oh hello – how are you today”? And he ignored me every time. But now at the training championships or if there’s a meeting he’s involved with, I always say, “Oh, hello” and now he says, “Oh, hello”. You’re not getting me down! |
| | Goal orientation | It was all a starting point, trying to set myself a goal, I achieved a goal. I think I was very lucky in achieving those goals. Those goals didn’t harm me, they helped me along the way. |
| | Independent | At the time we had a rather domineering [laughs] official, [laughs again] I don’t know quite how to put it, who was very set in her ways. I was a bit...sort of...independent...and didn’t always agree with her decisions. [SGI] |
| | Thick-skinned | I suppose I’m the sort of person that when people criticise me, it makes me more determined, I don’t get offended. I don’t really take much notice of people and what they say. I really have developed a thick skin over the 35 years I’ve been refereeing. |
| | Trait profile | I’m sure most officials would fall into the same sort of...you’ve got to have a small amount of dominance about you, you’ve got to have a small amount of arrogance. You’ve also got to be quite thick-skinned, and we seem to have a very warped sense of humour because if someone’s to constantly throw abuse at you, for you not to worry about it or take it personally, it’s a special breed. |

Appendix Q-4: Officials' Strategies – Leadership Qualities

| Themes | Repeating ideas | Quotes |
|--------------|-------------------------|---|
| Be strategic | Future goals | For me it's the [national] League, no bones about that and then internationally I'd like to do one of the junior tournaments so the Under 17 and Under 20 Women's World Cup's later in the year. And then obviously I'm aiming for the 2011 Women's World Cup. |
| | Game focus / Strategies | You've got kids in there that think they're fantastic players and you just need to probably try and have a bit of a laugh and a bit of joke with them but get serious when you have to and they go "Oh goodness". That's the whole thing. |
| | Keep it simple | Doing the exam is just – that's a learning process; you've got to go out there – that's their test out there – run up and down and blow a whistle. I don't believe in making it too hard. |
| | Maximise strengths | [SGI 1] I think women officials are just as equal, if not some of them are better, than men officials. They can see more than just straight down the line. [SGI 2] Yes. Caring for the athletes, too. I think there are times when, on the field somebody is upset or agitated with a decision, the males have a bluntness about them that doesn't really smooth anything. It's not a question of giving the athlete any other points...but getting them prepared to concentrate on whatever else they have left, and they're [males] not really good at that. [Others murmur agreement.] |
| | Network | I talked – I talk a lot anyway – I talk a lot to the other people who are around [officials] and try to keep up to date. |
| | Plan ahead | My reason for going back to university is to get academic credibility to write a referee development program and a coach development program for grassroots to develop to the elite level. I've specifically gone back to university to do that. |

| | | |
|-----------|-------------------------------------|---|
| | Take calculated risks | It's better to be a big fish in a small pond than a small fish in a big pond. There's a lot less politics involved in [relocating to City], whereas [neighbouring state 1] is very intense and [neighbouring state 2] is a similar thing. So being in [City] was really good because it was a bit smaller, it's also – with the Institute of Sport here – there's a lot more games that come through of a high level. |
| | Vision / Big picture | ...chipping away. I mean, we're only a hundred and fifty years into [a] 20,000 year turnaround. So...give it time. |
| | Watch your back | You've got to work out very quickly who you can trust. |
| Character | Confidence | I believe [confidence] is extremely important because sometimes, even though real knowledge is important, a lot of the times it's in the sell. If you can put it across that you're confident in what you're doing and what you're calling then you're not going to get as much resistance from the coaching staff. |
| | Honest with self | Every now and again you've got to be honest. Every now and again, you'll hear comments that...you can't help but think, "Oh..." [that needs to be considered]. |
| | Honour commitments / Be reliable | I think one of the things, with new officials, they don't see that they should be there each time. I understand people have other things and I miss some weeks for various reasons, but you've got to commit yourself...to doing it and not be unreliable. Be reliable, turn up when there's a meeting. |
| | Humility | But as I said I'm very humble and I don't like receiving accolades for anything I do. I think it fools people – I don't believe I'm a good referee, I don't believe I'm a good official. There's so much for me to learn and so much more for me to do, the day I believe I'm a good official is the day I walk away and chuck my whistle in the bin and never blow it again. |

| | |
|-----------------------|--|
| Professional | Be very, very careful if you're going to be accepted at the elite level, or grooming to be accepted at the elite level, on your way up. Don't bring attention to yourself, don't wear clothes that would give an impression about yourself, don't go to a function and drink til everybody thinks you're drunk and make a spectacle of yourself. You just have to act professional the whole time...there's people from [the NSO] there who are looking at these girls on first impression. They're never going to say "We think we should send you away overseas representing our country looking like that". I think that would probably be the most important thing as a female official. |
| Put competitors first | The aim of major competition is that you provide an environment that is most conducive to the athlete performing at their best. You're not to be so dictatorial or so...anything else that...you see bias in many, many cases. [SGI] |
| Treat everyone fairly | You see a lot of things that are unfair. I've always said that you're there for every athlete. If you have to make a decision, a referee's decision that this person is in the wrong, it doesn't matter how much they plead to me, I wouldn't give in, because you're there for everybody. Everybody else is there doing the right thing. If one person does the wrong thing then they haven't got a leg to stand on. [SGI] |

| | | |
|-------------------|---------------------------|---|
| Leadership skills | Ask when don't understand | The other thing is just asking – asking when you're not sure. |
| | Embrace challenges | I'd like someone to challenge me for my spot. For the [next international competition], definitely. All four of us, obviously everyone wants to go to the [international championship] but I'm really keen not to turn it into a competition, [but rather] work together to get someone there. That's my personal perspective – what they think might be different. |

| | | |
|----------------------|----------------------------|--|
| | Only speak for yourself | I think everybody has their different reasons why they become referees. I think at the start, especially at my local – I can only talk about my local association because I'm there and I see it happening. |
| | Learn from mistakes | It was a little bit embarrassing but – it was a good mistake because I never made it again. Never made it again and whenever I'm on trial now, when someone shoots the ball and the siren goes off, I've never made that mistake again so it was a great mistake. |
| | People skills | [Concerning disagreeable athletes, coaches, or fans]: I say, "Can I help you?" if they're on to – if you always ask a question and treat them like they're family, they're taken back and they sort of...they can't get out what...they're going to do next. |
| | Sense of humour | Most of the time it's really quite humorous because most of the stuff that's said is so off track and so real-knowledge-not, that you just laugh. |
| | Team-oriented | It's like any sport, as females, there's not that many of us at the elite level. So it's better that we all get along than not – there's not [much] of a support base. I say to the girls, if you got any questions, ask me. |
| | Politically savvy | I've become much more astute politically over time. I know how to play the game, to some degree. |
| Moving between roles | Balance / Avoid burnout | You definitely have to have a balance – [sport and officiating] can't be everything, as much as you might want it to be at times. You have to work out what your priorities in life are and where this fits into your spectrum. Is it your first priority or is it really your career or your study or whatever, and then go from there. It's definitely very important to have things outside and you shouldn't sacrifice your friends for it either. |
| | Family responsibilities | I always made sure, if I was going out for an evening [competition], I'd have everything prepared for them. |

Life outside of
sport

Don't make refereeing your be all and end all. Don't make it your life...I tell [new officials], referee two nights a week and go out with your mates the other two nights or whatever. Don't referee five, six, seven times a week because you get jaded, you get sick of it, you do get sick of the abuse.

Appendix Q-5: Officials' Strategies – Support

| Themes | Repeating ideas | Quotes |
|----------|-------------------------|--|
| External | Association / Club | [SGI 1] We've all got good support—haven't we? We've got a good club. [SGI 2] Yes. [SGI 3] Yes, yes. |
| | Grants and scholarships | I'm fortunate – I have an officiating scholarship which gets me access to the [state] Academy of Sport, so I have access to the sport psychologist, the gym, the strength and conditioning coach, and the nutritionist that works out of there. |
| | Peer support | Recently it was [and elite-level official who was also a participant in the study] – me and [another official] – and still do to quite...a strong extent...use each other as sounding boards |
| Family | Childcare | You have to have a good family network – you have to. I've been extremely fortunate that when my marriage broke down – I owned a home and my mum owned a home so we sold those and bought a family home. Mum lives in a granny flat out the back so she's always been there for me. Things I wouldn't have had the luxury of being able to drop and do at the spur of the moment, she's been able to help out with the kids in [those] instances. So you have to have a good family network. |
| | Children | ...my kids are fantastic. They never got into trouble – and if something happened and I got stuck, I just took them with me. Not overseas but to games and lucky my three kids played [the sport]; both the boys are referees and they like doing what I did so that was easy. |
| | Family involvement | I had two young kids but at that stage...I said to the association it would have to be a family package – if I come away, you have to make consideration to the fact that I'd have to bring my husband and kids. |

| | | |
|-----------|-------------------------------|---|
| | Parents | My family's very supportive – mum's sometimes over supportive but...at least she's able to come in the time of crisis. |
| | Partner support: Financial | I'm lucky enough to be married to a person that's a bit of a workaholic and was never, we're pretty well off so it was just easier. |
| | Partner support: General | <p>[SGI 1] ...he was very supportive...he was really, I think they were proud of us – weren't your husbands proud of you?</p> <p>[SGI 2] Oh yes.</p> <p><i>[SGI 3] Proud?</i></p> <p>[SGI 1] Proud of you for doing what you've done, your [officiating]?</p> <p><i>[SGI 3] I think – yes.</i></p> |
| Financial | Build fulltime position | Refereeing was my job...I never did it for the money or anything...not that you got paid mega bucks for what I did, but being the referees' advisor over at [her club] is a part-time job and earning money as a referee was sort of a part-time job so that was my income. |
| | Cover own expenses | Even to apply to officiate at the Olympics or the Commonwealth Games, you had to have officiated at two national [events] within the [previous] 12 months so you had to fly yourself to those. It's only in recent years that they've been giving us \$50 a night towards our accommodation. You can be lucky and that can cover it or if you share a room, sometimes you had to put in \$20 a night, but if you end up in a single room, that's not half of it and then there are plane fares... |
| Self | Friend support | I've got a relatively close friendship group here, just sort of a bunch of people who work and went to uni [together], and we tend to catch up pretty regularly. |

| | | |
|-----------------------|---------------------|--|
| | Personal indulgence | That may have been one of the reasons that I wanted now to stay “injured”...I was working, I had the boys, so I also wanted something of my own, I suppose. |
| | Relocation / Travel | I wouldn’t have said I set out [to reach the elite level], not when I first started, not in 2000. By 2004 when I finished uni, I was like, if I want to take the next step then I’ll have to be in a capital city. I couldn’t stay in [regional city] and I couldn’t go to the country; it was just a matter of was it Sydney, Brisbane, Adelaide, Melbourne, or Canberra. So that’s when I made the decision. |
| Workplace (non-sport) | Flexibility / Hours | ...when I took the position that I’m in now, I had a number of long discussions with my boss regarding the fact that I was an international official and there was potential to travel on late notice – sometimes I get less than three weeks’ notice. I laid down my criteria, I said this is how it works, if you want me in the job then you need to bend a little bit. Thankfully I work in an industry where there’s significant under-employment, there’s heaps of jobs going, I was a skilled asset to them so they were willing to bend. |
| | Travel / Time away | I’ve been extremely fortunate, too; I’ve now fallen on my feet with my employer. I was given the opportunity to referee the [national team] and the Chinese Taipei game last Thursday and it was the 12 o’clock game. I asked him about that, he gave me four hours off work to go ref and come back to work. |
| Workplace (sport) | Colleagues | If it was in [City] then my mother was free so I could usually leave them with her. If they had to come, there was some very nice men who looked after [younger son] for me and got him to do bits and pieces to help and [older son] eventually [started to participate] himself and so he came with me. |

| | | |
|---------------------|------------------------|--|
| | Co-workers | ...we're finishing games, we'll finish around nine o'clock at night; by the time that you shower, do all your paperwork and everything, you're looking at about 10 o'clock. So we tend to get together as a group. |
| Divine intervention | Timing | I don't know – it just happened, it just happened, I think I was at the right place at the right time when female officials were starting to be accepted. |
| | Fate / Good fortune | I've been very, very lucky, in the right place at the right time and doing what I'm doing. |

Appendix R: Administrators' Pathway – Coding Tree Structure

| Stage 1: Pre-administrator Phase | | |
|---|---|--|
| Childhood experiences | Competitive athlete | Early role model and mentor influences |
| Limited opportunities Overcoming early challenges Parent support "Sporty" family "Sporty" kid | Domestic experience Elite-level experience (athlete) Elite-level experience (master's level) Passion | Family members Previous employer |
| Other experience | Post-secondary education | |
| Coaching Professional | Didn't finish high school Mature-age student Non-uni qualification Post-graduate degree University degree | |
| Stage 2: Getting Involved | | |
| Gateway | Initial experience | Motivation |
| External encouragement No initial elite level intention | Club committee Fulltime work (local level) Part-time work (club) Part-time work (SSO) | Career crossroads Children's participation Desire to work in sport |
| Stage 3a: Becoming More Strategic | | |
| Additional administrative experience | Additional influences on progression | Concurrent roles |
| Return to study See self as role model or mentor | Family circumstance Parent support Partner support | Coaching Officiating TAFE lecturer |
| Emerging as an administrator | Keys to establishing oneself | |
| Expansion of role More strategic Networking Timing | Internal locus of control Male champion Mentor(s) Diverse experience | |
| Stage 3b: Setbacks | | |
| Delays | Hurdles | |
| Few mentors available No formal role model or mentor No long-term plan Overcommitted | Family circumstances No university degree | |

| Stage 4: Elite-level Administrator | |
|------------------------------------|---------------------------------|
| Elite-level experience | Future goals |
| International level | Continue in same position |
| Length of service | Continue to progress (in sport) |
| National level | Retirement |
| Olympic level | |
| State level | |

Appendix R-1: Administrators' Pathway – Stage 1

| Theme | Repeating ideas | Quotes |
|-----------------------|-----------------------------|---|
| Childhood experiences | Limited opportunities | [My parents] were supportive but in the 70s there just weren't the same opportunities. I was a pretty scrawny kid and a late developer and sport finished very early when we were growing up so I wouldn't have probably reached my potential until my late teens, but there was no one in the sport at that stage. My parents also liked to go overseas at the end of every year so I was never around for state championships or anything like that so it just wasn't a priority. |
| | Overcoming early challenges | I grew up in the 60s where I was a Wog kid. Because in Australia you were a Dago or a Wog or a Greasy Greek. And it made you tough...I think that was the good part of life now—that's why I am who I am. |
| | Parent support | ...both my parents are very intelligent people. There was never a suggestion of barriers for me as being a female over a male...you can be an architect, you just be whatever you want to be—irrespective of gender. |
| | "Sporty" family | I've come from a very big sporting family. All my brothers have represented...the state...I had six brothers that played...[brother's name]...he played for Australia...so he's always been involved in sport and had a passion for the sport. |
| | "Sporty" kid | I'd always played sport as a girl. I did a lot of athletics, netball, and touch football. I was involved as an athlete for a long, long time...sport was something I really wanted to be in. I liked the atmosphere. I liked the camaraderie of sport. Whether it was an individual sport or a team sport, it was just sport and I enjoyed that. |

| | | |
|--|---|---|
| Competitive athlete | Domestic experience | [Following an injury], had a couple years off and then went back and competed socially. That was a bit hard, to go back to that social level. But really enjoyed it, really enjoyed the people, working with young kids in the squad, sort of a little bit of mentoring, I suppose everyone naturally needs a little bit. |
| | Elite level experience (athlete) | I represented Australia in a very small junior team. I actually went to the States when I was 15 in an Under 21 team. [Sport] was my life. |
| | Elite level experience (master's level) | I went back to competing at 30 and competed at the Oceania championship as a master's athlete, and won a medal at a World Championship as a masters athlete. |
| | Passion | My background was starting back in [sport] when I was about 13 in high school [even though] netball was the predominant sport for women or girls. So started a love of the game, played that right through until I was about—nearly 40—and had to give it away due to back injuries. |
| Early role model and mentor influences | Family member | I had a grandmother who was a working person and she was a role model in the sense of “you can do anything”—gender wasn’t an issue. So that was a role model which probably I wasn’t even taking notice of at the time but saw that she did that so therefore you could do those things. |
| | Previous employer | My [supervisor] was just a wonderful person. So giving and so positive and fresh and up. Her belief in me from day one when I started...I was 29 when I started in [previous employment]. That’s fairly young. She was just so supportive and I have to say she was a real role model just in the way she [approached her work], the way she dealt with challenges. |
| Other experience | Coaching | I’ve spent four years working in the women’s National Training Centre program, which is the elite women’s program. |

| | | |
|--------------------------|---------------------------|--|
| | Professional | I worked in a trade union for nine years, which was a really interesting area, and I guess that's why conflict management is something that I...think I'm OK at. I've lived a political life, now it's sport... |
| Post-secondary education | Didn't finish high school | Went to high school, got a scholarship to do a business course rather than doing Years 11 and 12, so I didn't [complete high school] and certainly didn't go to university. |
| | Mature-age student | [Worked] for two years, decided I wanted to be challenged a bit more, went back to uni for three years, studied a Bachelor of Commerce in Sport Management and while I was at uni, was lucky enough to work within [sport] at the Commonwealth Games and the World Champs. |
| | Non-uni qualification | I did a commercial course, did very well in it and I got a job in a bank. |
| | Post-graduate degree | When I graduated I was three-year trained with a diploma in teaching, but within three years of starting to teach, bit of an education revolution, and you had to be four-year trained...so I [decided] I'd do a graduate diploma in sport science and sports coaching. |
| | University degree | Finished school and followed in my father's footsteps and studied architecture. I did architecture for four years then transferred to interior design so I've got two undergraduate degrees with honours. |

Appendix R-2: Administrators' Pathway – Stage 2

| Theme | Repeating ideas | Quotes |
|--------------------|----------------------------------|--|
| Gateway | External encouragement | My husband...saw this job and he said, "You should go for it." I couldn't be bothered, thought "Won't get it," all that sort of thing. The next day he'd written up my CV and my letter. He goes, "I'm going to send it." So I said, "Well, if you're going to send it, we'd better make it...a little bit more...factual"...there was bits he'd missed out of my life; there was bits he'd shoved in that I said... "I didn't do that"! So...I went on the website and had a look. And it sounds like I was conned into going for the job but I was very content in what I was doing. |
| | No initial elite level intention | Never in my wildest dreams did I ever think I'd have this career. Never...thought that. Maybe that's been the reason I've been able to move through. |
| Initial experience | Club committee | But when I had my kids, I then got involved, they started playing locally and I got involved with the local committee. Then became a selector and was there for about six years and was president for the association for the last two. |
| | Fulltime work (local level) | I was involved as a player, a coach, and an administrator at quite a young age, in my mid-20s, and we were building a basketball stadium and I managed it through doing things at home, but being quite a flexible work place, I was able to look after my children and they played and I got babysitters when I needed them. |

| | | |
|------------|--------------------------------|---|
| | Part-time work (club level) | ...whilst I was doing volunteer work for my daughter's club I realised how passionate I was about this area and that for me it was very much an unfulfilled pathway. So I [tried to] get some work in this particular area [and] approached the club she was with at the time...but it didn't stack up financially so didn't go ahead with that and ended up getting a job at [SSO] where I am now. |
| | Part-time work (SSO) | Having university duties, and part-time work, [I started] working here casually and getting involved behind the scenes of the sport and then [when I'd] finished uni, found the full-time position...with that had the opportunity to go through some of the [coaching] courses and now have a senior license. |
| Motivation | Career crossroads | I had worked for 11 – 12 years with a major bank, in their training and marketing department, and I'd recently taken a redundancy package. My position was moved and I decided when I went on maternity leave I wasn't going to relocate. So I took 12 months, 18 months off...I was sort of in-between, [deciding] "What am I going to do? Shall I go back and study?" What was I to do with the transferable skills that I've got? Didn't really want to go back into banking and finance and traditional training... |

| | |
|--------------------------|---|
| Children's participation | By the time I was 30, my [two] children...decided they wanted to play sport. I'd been still playing competitive netball and competitive touch football at the state level, [but] I was getting older. The kids decided they wanted to do athletics and what can I say, I decided I'd go back to track and field and I thought I'd have a run again but I was obviously at masters' age. |
| Desire to work in sport | Just for the love of the sport, and the interest and wanting to see kids begin to play and develop, which is sort of pretty much what I'm doing now. |

Appendix R-3a: Administrators' Pathway – Stage 3a

| Theme | Repeating ideas | Quotes |
|--------------------------------------|----------------------------------|---|
| Additional administrative experience | Return to study | I am also studying sport management...prior to starting at [SSO] I decided that if I wanted to change professions I obviously need to gain some more skills and insights and credibility in that area. So I...started the masters' in Business and Sport Management and I'm almost finished the grad bit and then the masters' is quite a big chunk after that. |
| | See self as role model or mentor | I would hope so. Particularly female coaches, I guess. Any coaches starting out I think I've...been a bit of a mentor and a role model for some of our club coaches. But certainly for female coaches I'd like to hope I was...the same as I hope I'm a role model just for even the females in my squad...to see barriers as barriers to be knocked down. So I hope so. |
| Additional influences on progression | Family circumstances | I didn't have to worry about family...that holds a lot of women back. Their husband usually has the senior job—life's still like that unfortunately. They often have children later and I had mine really early and got them out of the way. I think for women that can't be mobile or can't put in the hours, they hesitate to put their hand up. |
| | Parent support | My mother, and my father, but my mother in a different way because she hates sport, can't stand sport, thinks it's the most ridiculous thing in the world that people would go out and get hot and sweaty. But she was terribly supportive when I went, amongst all of this [raising children, fulltime work, and elite masters competition], back and finished a degree...she was very supportive in that respect. I certainly believe that I needed to have formal qualifications to go to the next level of my career. |

| | | |
|------------------------------|-------------------|--|
| | Partner support | Obviously my husband's...I'm fortunate he's my soul mate, my life-long partner. But also just a real motivator and someone who has been to the top in his work and just kept telling me I could go to the club if I wanted to and if I believed in myself and that sort of thing. |
| Concurrent roles | Coaching | I always coached...I coach young athletes, I coached a lot of very young athletes....had athletes who've won National Championships as high school athletes. I had athlete who won an [International] Championship in [event] and one of the boys I currently coach was second at last year's National Championships. |
| | Officiating | [I] am still involved [as an] official... I think when you join a club you don't have any choice, you have to get out and rake the pits...but what I decided to do was to get grading. And in 2000 I was lucky enough to inspect at the Olympics, as an official at the Olympics, [and at] the Good Will Games. |
| | TAFE lecturer | I lecture at [TAFE] in Diploma of Sports Management so a marketing subject... |
| Emerging as an administrator | Expansion of role | When I first began I said...I'd [only] work 10:00 to 2:00 and of course 10:00 to 2:00 doesn't get a lot done. As the workload kept coming, that got spread out...I went 10:00 until 3:00 and [then] I started at 9:30—I actually still start at 9:30 and my two youngest are now Year 10 and Year 12 so they can get themselves to school each day...[so] that fits around me being a mum. |
| | More strategic | I used to contact everyone and say, "I want to commit one day a week indefinitely," and that's what I did with the World [Sport] Champs, fingers crossed that I got a job out of it. |

| | | |
|--|---------------------------|--|
| | Networking | I made 64 calls and then one day I got a phone call that said would I be interested in the CEO of [Organisation] and I said no—I just want to get on a board. I didn't want a day job. But out of that process of networking somebody knew about this job and had met me and made this suggestion and that's how I got the job. |
| | Timing | Purely opportunistic. When I finished with [first major event] the Olympics were on in Sydney. And so when I finished one event there was another one that just happened to come up at the right time. So opportunistic. |
| Keys to establishing oneself as an administrator | Internal locus of control | I made contact with the previous executive director and told him that I was interested, he said there was nothing available, I let that sit for 10 or 12 months before this role come up, watching things closely, knowing what was happening, and [then] was interviewed...the executive director phoned me about a week or so after and...offered me a job...and it all came together. |
| | Male champion | ...the general manager believed that he needed women in his senior management team. So he was ahead of his time for it. I didn't get the job I applied for, which was head sport, but he said, "I really like your experience; I really like you; I think culturally you're part of the team I'm building." He offered me a general manager's job—a bit lesser role, and probably lesser pay as well...and he said to us, "You're going to take management courses. You're going to take advantage of what the system offers." And he really, I have to say, it was a man who gave me the confidence and really—my career went in a different direction. |

| | |
|--------------------|--|
| Mentor(s) | There was a lady...she always was supportive of what I did. She talked to me a lot about keeping things in perspective and not letting one thing overtake your life. She was just...just a really good role model and somebody that I always felt...carried herself [well] and had the respect of her peers. She was part of, in those years I managed a lot of teams. I managed [State] teams and Australian teams. So [she] taught me skills, I believe, that I was able to use in any of the positions I've held. |
| Diverse experience | My title is Communications Coordinator and it brings together a lot of the design and graphics work that is within my skill set and a lot of my ability to write and articulate a message, in branding, strategic thinking, those sorts of elements, a cross-over of all the departments. I get a little bit of everything which is quite good. |

Appendix R-3b: Administrators' Pathway – Stage 3b

| Theme | Repeating ideas | Quotes |
|---------|--------------------------------|---|
| Delays | Few mentors available | It's [mentoring] something I'd be happy to get involved in. It's just hard to find someone, and at the moment time is a problem for me. |
| | No formal role model or mentor | I'm trying to find those people outside to get some of that. But I've never got into the formal mentoring. It hasn't been on offer in a lot of cases. |
| | No long-term plan | I don't know...I haven't got a five or a ten-year plan to say I want kids by this time, or I want to be earning this much money or doing this by this time. I don't know whether it's just the year I've grown up in [but] I haven't really thought... |
| | Overcommitted | I just had no time for myself with working in [the SSO] 40-50-60 hours a week and then trying to coach two nights a week, plus one day on the weekend. Just gave me no major social time. I was still studying full time in there as well. |
| Hurdles | Family circumstances | I'd done that [volunteer administration] a number of years when the position of executive director came up and, came up twice. First time I didn't apply because I had children who were still at school... I didn't apply the first time but when it came up probably about two years later, I decided to apply and I've now been in the job over three years. |
| | No university degree | I had no formal qualification, as in going to uni or doing any formal degree or anything like that, it was purely voluntary experience. |

Appendix R-4: Administrators' Pathway – Stage 4

| Theme | Repeating ideas | Quotes |
|------------------------|---------------------------------|--|
| Elite level experience | International level | The position I had at the World Championships, I was volunteering one day a week for about six months prior and that lead to them pretty much creating the role for me so that worked out pretty well. |
| | Length of service | Then from July 2001 I've worked with [NSO], so really...I've worked in the sport all my life which in itself is a little bit unusual. |
| | National level | It's a two-prong title—National [Event] Coach and also High Performance Youth. So it's the administration half. [Name] heads up the youth area of high performance and I'm basically her assistant. I sit in under her but the whole unit is High Performance and that includes [Name], who's our head of High Performance and he heads up the whole elite end of the sport. |
| | Olympic level | I was there [managing a professional team] until '98 and then was appointed to be the competition manager for the Sydney Olympics and the Sydney Paralympics and was there until end of 2000. |
| | State level | My title is Program Services Coordinator...so I started off with state squads and then took over coaching... |
| Future goals | Continue in same position | I'm enjoying what I'm doing here in [NSO], we're just having some changes and there will be some reviews of governance and so forth so there could be some changes in that regard...I'm happy doing what I am for the next few years. |
| | Continue to progress (in sport) | I have an ambition to be on an Olympic team or a World Championship team...I would like to work at the senior international level on a team. So either coaching coordinator or a team management role...if the opportunity came up to head this program if [supervisor] were to move on I'd probably throw my hat in the ring. |

| | |
|------------|---|
| Retirement | June next year I'll make a decision whether I am going to start spending six months [overseas] or not. And then I won't do any boards. So if I'm [overseas] I'd have to give that up, I'd have to give up everything. But if I got another really good board I might defer the six months [overseas] for a couple more years. |
|------------|---|

Appendix S: Administrators' Challenges – Coding Tree Structure

| Societal | | | |
|--|--|---|--|
| Male sport culture Double standards Gender stereotyping Homologous reproduction Male sport culture Media discrimination Women don't get a fair go | Minimal control Change is slow Limited interest | Minority experience Animosity among women Cultural barriers Few options for "working mums" General resistance Instil confidence | |
| Organisational | | | |
| Career prospects Education versus experience Fear of being pigeon-holed Limited opportunities to progress No pathway or career Politics at top are a turnoff | Demanding work conditions Burnout Intense workload Significant responsibilities Travel and irregular hours | Friction between organisations Lack of cooperation Usurping ideas and initiatives | Funding and resources Lack of accountability Spending scrutiny Unstable funding |
| Gender-based discrimination Boys' club Discrimination Marginalised and not respected Still glass ceiling and underrepresentation Wasted talent | Not-for-profit sport Abuses employee "passion" Lacking business acumen and efficiency Minimal funding limits growth and development Minimal pay | Role models and mentors Few available No formal mentor | Workplace frustrations Clashes with organisational management Disproportionate turnover Events cycle Minimal control Minimal support Misled: Job description Policy Repetitive work is not challenging Undervalued by organisation |
| Familial | | | |
| Interrupted career Commute Limited opportunities with young children Woman is primary | | Raising children Developmental challenges Mum guilt Struggle to maintain balance Time poor | |

| Personal | |
|----------------------------------|------------------------------|
| Hurting one's own chances | Minority experience |
| Attitude | Doubt own ability |
| Failing to compartmentalise | Hesitant to put self forward |
| Lack confidence | Imagine barriers |
| Overcommitted | Poor networking |

Appendix S-1: Administrators' Challenges – Societal

| Theme | Repeating ideas | Quotes |
|--------------------|-------------------------|--|
| Male sport culture | Double standards | ...men can be “bold” and men can be “strong” and “tough” [mocking tone; flexes her arm muscles like a gladiator]. But women are “ballsy”...or “butch”, and that’s not a fair indication of people. It’s really not fair on women to be treated that way. |
| | Gender stereotyping | Everyone’s still surprised that women are coaching...we’ve just had a tour with 14- and 15-year-old boys, and one of the assistant coaches was a female. The other two [females] on the tour were team managers...but the boys still seemed to just assume that all the girls were going to be team managers. And they were surprised when this other female was actually the assistant coach. So you come across those sorts of things at times. But that is something you can’t change personally. You can contribute to a change and counter-act that, and say, “No, she’s an assistant coach”. |
| | Homologous reproduction | The real societal stuff is just ingrained in some of how things have gone here. We’re experiencing a big change because the latest CEO has come from...a uni-sex sport. So he didn’t bring any biases or cultural history. Whereas...it has been that all the CEOs have been guys and...our voting system and all of that, it was entrenched in how [the sport] was organised in [the state]—that the prime men’s league had all the voting power. Which meant a couple of guys ran the game and they chose the CEO. And it became, corrupt’s not the word, but certainly jobs for the boys and very much ingrained. |

| | |
|---------------------------|---|
| Male sport culture | Maybe I've just landed in the right spot...there's 12 clubs in the comp[etition], and we would go to PD [professional development] sessions where you'd be with the other clubs or I was with the coaches and you'd look and you'd think...ick. That's rough. You'd hear some of the coaches say dirty jokes. Now I can handle a dirty joke, but often offensive and uncomfortable and that never ever happened in the environment I was in. |
| Media discrimination | Media is probably my biggest burden...the mainstay media are just so focused on male-dominated sport, that they continue to behave badly, put out the wrong message, not do the right thing by their clubs or society or the community, and yet we've got such great role models...and we still can't claw down a piece of media on a regular basis [pounds the table], that's frustrating, it's super, super frustrating. I write media releases so I talk to...whoever it might be from the [newspaper]...you have to be telling them something sensationally bad for them to pay attention....everything you do—fan support, spectators, corporate partnership program—all of that relies on exposure and profiling. |
| Women don't get a fair go | I really think that it's tough in sport for women. It's not an open playing field. So if I was to encourage any young woman to be a coach in the sport or to be an administrator, then that's great because we don't have enough of us around. |
| Minimal control | Change is slow I would have thought all of this was getting a lot easier and that women in their thirties and forties have a lot more freedom, but I just don't see enough changes that are going to be necessary for us to get more women to the top. |

| | | |
|---------------------|--------------------------------|--|
| | Limited interest | I've had the most awesome meeting with [an AFL team] about a strategic partnership and it revolves around the fact that we're not conflicting seasons, we've sold sponsor games to the [same organisation], we've got the same geographical footprint...they're a male-dominated sport, we're in a female-only league, there's lots of synergies...so we presented to their general manager of community development and marketing person...and they loved it, but it's not a priority. "You're not high enough fruit"—that was the term that someone said to me—"You're not high enough fruit". |
| Minority experience | Animosity among women | In terms of barriers...I'm not convinced that you can be broad and say men make it tough or women because I've known just as many women who weren't supportive of me doing well as I found men. |
| | Cultural barriers | I go to other countries that woman are sometimes not regarded terribly highly in. My example would be one country I went to, as a woman, I think there was no respect for me whatsoever. And...when I went there, I needed to be particularly strong. I didn't know what was going to happen. I wasn't sure if they were going to let me on the plane to go home. I had to run an AGM [annual general meeting] which was all men—it was quite intimidating because it was a cultural barrier. |
| | Few options for "working mums" | As I started an adult life and had kids quite early, I've seen that there's real barriers that are brought about because of your constraints, and wanting to be a mum and a person in a family is a hard balance. Some of it's internal and some of it's external and it's about trying to merge the two together. |

| | |
|--------------------|---|
| General resistance | I just don't believe that we are breaking through the glass ceiling. In fact I think we're going backwards and I can see that, doing a speech in New Zealand to about 200 women, I have an article from a paper there that on their sports board, the percentages are just shockingly low for women on boards, and in sport particularly, and I know it's the same here. |
| Instil confidence | You've heard me talk a lot today about self-esteem and assert yourself and I think it would be interesting to explore how we measure that or how we judge it or how we instil it in women. Because I think that is a fundamental issue and there's a sense of "Oh I don't think I could do that"...feeling they've got to know it all before they can take that step. And if we could just get women to say to themselves, "I am well-educated; I have good experience; I am a great person; I can still learn" then I'm sure we could get them to... |

Appendix S-2: Administrators' Challenges – Organisational

| Theme | Repeating ideas | Quotes |
|---------------------------|-----------------------------------|--|
| Career prospects | Education versus experience | One of my main challenges was taking the steps to go back to uni. As much as I knew that the sport industry was all about who you know...you still need that bit of paper to show that you're qualified and you've got that degree. |
| | Fear of being pigeon-holed | I'm concerned that I'll be pigeon-holed. You work at this level for a while, even though I've done some great things and I have gone into a national sport and achieved at that level, but longer than five years people tend to see you at that level and I don't want to be at that level. |
| | Limited opportunities to progress | There's obviously not much of a pyramid for progressing through the structure. It's very flat, organisation-wise. |
| | No pathway or career | I see myself having a few more jobs in sport but looking back and looking forward, I'm seeing that you have a job in sport for two or three years max and then you move to the next job and you need to re-establish yourself in that organisation and that industry or sport and then you'll move to the next job. So I'm actually looking at [other occupations]...I'm seeing sport just being job to job. |
| | Politics at top are a turnoff | But [in a hushed voice] there's such politics at the top [back to normal voice; laughs] I just don't know if I'd have the head space for it. I'm a pretty cut and dry sort of person and I just don't know if I could do that. |
| Demanding work conditions | Burnout | I was pretty busy and I just got to a major point and then just said, "I can't do this anymore"....just got to the point—was burnt out, no surprise. |

| | | |
|--------------------------------|--------------------------------|--|
| | Intense workload | My family as such, they don't really understand because they haven't worked in sport. They don't understand why you have to work all your weekends or why you're working to ten o'clock at night. |
| | Significant responsibilities | The guys that were here, even though most of the workload would come my way...people would say "Oh give it to [Name] because she can do it" and load me up but never recognition financially for that, which was probably typical. |
| | Travel and irregular hours | Probably last year I was home about 120 days...our major competitions are usually outside of Australia and I go to each of those. I do training with our federations so I would go to about three or four federations a year, and I help run their competitions at a local level and the national level. So I do travel extensively. Hence, when the job first came about and I had children who were dependent, I decided not to apply for it until after that. |
| Friction between organisations | Lack of cooperation | When we first got money for the women's program and [our SSO was] identified to get that money [a different SSO] said to us "We don't even know really why you got it because you are male and female sport and it's half and half". |
| | Usurping ideas and initiatives | We talked through a concept of having them involved in this possible [initiative]. But obviously it's our concept and we know the look and feel and how we'd want to drive it. When we started to get into details, they really wanted to take it over and wind it out state-wide...which we were saying we don't have a problem with, however, we want to maintain control...and to maintain the marketability and the promotion of the whole thing. Obviously they would be involved and they would have their geographical areas that they would target. But they don't want to do that. They want control... |

| | | |
|-----------------------------|------------------------|--|
| Funding and resources | Lack of accountability | Government, at the moment, supplies a lot of grant money to all state sporting associations. And they're trying to direct it at women's-based stuff. But governments are not-for-profit and their methodologies aren't sound even in making us report back where's it all gone or how's it gone. They're very much on the, the feel-good or the case study type stuff, rather than, "Where have you made some real changes?" |
| | Spending scrutiny | You're talking about a sport that has a declining membership and is not financially sound, and it's no secret because it's in the annual report that it's run at a deficit for three years, and then there starts to become a bit of "Why are you spending money on this and why aren't you spending it on that" and it's not a great setting. |
| | Unstable funding | Depending on how things are funded and what the new government does, they pretty much 90% fund our whole program—Sports Commission. So without them we'd be nothing. We'll see if the Labour government want to put as much into elite sport. Maybe they want to put it all into grassroots stuff, which I'm not against, philosophically. It's just the work I'm doing, we need money. |
| Gender-based discrimination | Boys' club | I don't think organisations are going to get the most out of themselves or provide the most to their membership if they've got everyone to saying "yes" behind a group of guys sitting around a boardroom table 'cause they've been there for 30 years and they're officials in the sport. |
| | Discrimination | The issue is the board as closed boys' club, a men's club. There are no females on the board which is not representative of our membership because our membership is probably about 50 per cent females. |

| | | |
|----------------------|--|---|
| | Marginalised and not respected | [I]t was just the very nature of the beast and my role at the [Event] where I did feel marginalised both at the event I was running and as a female, and did experience some bullying—and I was bold enough and mean enough to put up with it. |
| | Still glass ceiling and underrepresentation of women | I am the only female executive in any area association...there are no others. In terms of people in positions like mine, they are all men. So for instance I went to a meeting at the [international sport organisation] in November and I was the only female. Which is not unusual. I think it shows the imbalance of how...we can get. Which is quite interesting. |
| | Wasted talent | It is a waste. It takes a lot of money, effort, and investment to get somebody to a certain level that you're grooming to go on [who] then opts out...there are statistics that show a lot of women in middle management [are] choosing not to go on in senior management because of the work-life balance—stress. A lot are opting out to do their own businesses or working from home. So it's not just in sport. |
| Not-for-profit sport | Abuses employee "passion" | They seem to take advantage that people are doing it because it's a passion that is taken over. And tend to be, not necessarily consciously but subconsciously, using that to their advantage. And then people work and work and work because we're their passion, it's their hobby... |
| | Lacking business acumen and efficiency | Everything is done so manually because this not-for-profit mentality has a "can't spend money" attitude to it...everyone's so keen to do the right thing by the sport and develop the game but they can't get to that because they're so hamstrung in the very manual systems of registrations and touring and all of that. |

| | | |
|-------------------------|---|---|
| | Minimal funding limits growth and development | I certainly do have challenges in my current position and some of those challenges are similar to the challenges I had in my previous role at [SSO] so perhaps more organisational challenges as opposed to the specific job, but I think basically state sporting associations are underfunded and under-resourced and those sort of issues come about. |
| | Minimal pay | There are some large [sport] clubs that are needing business managers, general managers. I am in discussion with one at the moment [but] it would depend on what budget, they don't have a lot of surplus these places, they run off the smell of an oily rag, so to change professions by doing something that I love, it could be for half the salary of what I could've been on...I feel a bit disillusioned. |
| Role models and mentors | Few available | In the early days, nobody, I have to say, really—I just kind of went along myself, wasn't quite sure where I'd go but was prepared to take doors that opened. |
| | No formal mentor | You know, again, it's a generational thing. We did not have formal mentoring. |
| Workplace frustrations | Clashes with organisational management | I had a very heated discussion with my executive director where he demanded verbatim, "Unequivocal support to every decision that he or the board makes"...which I think is so well above and beyond what your job description is. He sees any, what I would call open and frank discussion and vibrant ideas, he sees that as undermining and challenging him. I've never come across that before and I find it very hard. |
| | Disproportionate turnover | Then you've got the inability to pay staff enough that they will stay and then you've got this attrition rate which is even more costly. |

| | |
|-------------------------|--|
| Events cycle | <p>The negative [of having to relocate every few years] is that you're always starting out again; you're always establishing yourself again. You're always finding the hairdresser or doctor and that circle of friends and that circle, as you get older, becomes diminished and gets smaller.</p> |
| Minimal control | <p>I've got some really big issues with some of the kids going on now. And they need someone to support them. I'm charged with keeping them in the sport and keeping them a success in the sport. So this has been such a critical time in their careers. Of my Under 19 squad now, I've got about 21 athletes, six of them have got really big injuries and two of them have got really big issues going on in their family lives. That's a massive number of kids that could just fall off.</p> |
| Minimal support | <p>Obviously the executive director is a support mechanism for staff. I find him a bit lacking in that area so I find it a bit of a challenge when I do bring up issues with him. He's just not on the ball...with his HR skills so it's just a token [assumption] that I'm supposed to put my hand up to him but I don't really feel that there's support here.</p> |
| Misled: Job description | <p>I'm the only person that works in the department, well I am the department [laughs], but I find there's a lot of confusion... a couple of influential people tell me I've got control over the department: "It's your baby; run with it, you manage every aspect of it". But then the executive director dabbles in [my area] without my knowledge so I'm trying to take back control and picking up certain aspects of the executive director doing things and just emphasising again and again and again and again that I need to be informed or this is actually me, why are you doing this...</p> |

| | |
|------------------------------------|--|
| Policy | In our organisation until recently, now it's under review, they had a policy that if we worked here, we weren't allowed to coach in a club because of potential conflicts of interest, and also perceptions of in-house jobs, you weren't allowed to hold the elite roles either. In my role, I'm supposed to be a coaching expert and providing education. So I had to go through a grievance process to get permission to coach at a club, regardless of women's or men's, or I can't stay licensed. I can't keep the qualification that keeps me in my job. |
| Repetitive work is not challenging | I think there's also a challenge [with] sports having a cycle in terms of the season and the work being very repetitive every 12 months. After 12 months, arguably, you're not going to learn anymore; you've reached that peak of learning so how do you challenge someone to stay in that role? |
| Undervalued by organisation | I don't think a lot of sporting organisations have, they're not very good on their work-life balance. Our employment contract says you're expected to work outside of hours and there's formally a "no time-in-lieu policy". So...it's really hard to get someone that really wants to come in and value their people. |

Appendix S-3: Administrators' Challenges – Familial

| Theme | Repeating ideas | Quotes |
|--------------------|---|--|
| Interrupted career | Commute | I travel an hour and a quarter to work every morning, so...I've got to be happy in my work to make that sort of sacrifice. |
| | Limited opportunities with young children | As a female, there's such a limitation on what jobs you can go for and a job on the outside looks a certain way and seems to be a certain thing but it's actually not...[it] might have some trappings of, "Yeah, sure, do a 0.8, pick up the kids from school" but then [depending on] how [the boss is] feeling, you can't. |
| | Woman is primary | I have to balance that with the time women have available. Because they still are the primary carers. And if they started their family late in life and at that period of time when they've got enough experience to be moving into senior positions and onto boards, in their early forties, they sometimes still have the responsibility of children. So that pushes them back a little bit later... |
| Raising children | Developmental challenges | ...very fortunately for us we have two children. But things get really hard when you're trying to have kids and our second child only started sleeping through when he was about four and a half years of age. |
| | Mum guilt | The family one was tricky. I had to justify to myself that it was OK not to be around at meal times, not to be around during some school holidays, I've missed both boys' grade six graduations. So for me, that was a family barrier and I had to overcome that for myself personally. |

| | |
|------------------------------|--|
| Struggle to maintain balance | When you've got children and you're working through the juggling act of keeping a house, being supportive for your children, I was studying at the same time, and playing sport, and I would never call children "barriers" or an obstacle but they were certainly a challenge because I was doing, in some respects, what women do in their 20s and 30s, I was doing in my 40s. So I had to become a manager in that respect. |
| Time poor | It's an internal thing of trying to balance my time, balancing being a mum and devoting myself to my family and sharing my children growing up and sharing my husband's individual life, as well as [being] a married couple. There's just not enough hours in the day to do everything. |

Appendix S-4: Administrators' Challenges – Personal

| Theme | Repeating ideas | Quotes |
|---------------------------|-----------------------------|--|
| Hurting one's own chances | Attitude | Because as women we often internalise everything and we take, we say it was our fault or “I should’ve done something differently”; we take the guilt, we take the responsibility. |
| | Failing to compartmentalise | I certainly enjoy my job but there are these challenges that get you down and play on your mind when you're having a shower, going to bed, doing all the other things, driving your car. There's always things that you think about outside of work, so as much as people say leave the job when you're at home, you never do. |
| | Lack confidence | I know from all my years of experience that men will look at a job and say “No worries. I can do 50 per cent of that—I could do that job.” A woman will look at the job and go “Oh, I can really only do 85 per cent—I don’t think I should apply.” I think that is really a fundamental difference in the way we think and the way that we are—our DNA. Somehow or other we’ve got to say to women, “Well get in there and give it a go because you will be able to do it.” |
| | Overcommitted | I probably would like more family and less work. It’s difficult, it’s one of those things, but I think I’m my own worst enemy. |
| Minority experience | Doubt own ability | I decided I would take on a position in a club, I went to an AGM [annual general meeting] and thought, they didn’t have a president and I’d only been there 12 months and I thought, “Oh, no, I couldn’t do that. I wouldn’t be bright enough to do that”...you had to know everything about the sport. But consequently nobody else put their hand up, so I was the only nomination and of course ended up the president of the local club. |

| | |
|------------------------------|---|
| Hesitant to put self forward | It's just about networking and actually getting out there and women will not always do that, they say, "I need to be asked"...that's the other thing—women want to be asked instead of saying "I'll have a go at that"—they won't speak up. Don't know why but perhaps confidence. |
| Imagine barriers | The first thing that a women says is "Oh I couldn't do that." And then you say "Well, why can't you do that?" And then all the reasons come out about why they can't. And some of those are real and some of those are imaginary. |
| Poor networking | That's how a lot of women do get on the board—because of who they know, or they are known to CEOs and chairmen. And in that respect women have to do a much better job of raising their own profile. They don't take credit where credit's due; they don't raise their profile in their sport so that they are known to the state or the national organisation. |

Appendix T: Administrators' Strategies – Coding Tree Structure

| Internal Locus of Control | | | |
|-----------------------------------|--------------------------------|---|--|
| Agent for change | Diversify skill base | Find a mentor | Continual self-improvement |
| Address gaps | Industry experience | Female role models and mentors | Continue to advance |
| Raise awareness | Variety of roles | Female role models and mentors (mother) | Develop over time |
| Trailblazer | Variety of skills | Informal mentor | Invest in self (PD) Learn from those around you Life-long learning Make a long-term commitment Open to advice University degree |
| Mindset | Proactive | | |
| Adversity - Challenge - Hurdle | Make your intentions known | | |
| Determination and persistence | Opportunistic 1: Seek out | | |
| Focus on what you can control | Opportunistic 2: Create | | |
| Look for solutions - not barriers | Opportunistic 3: Capitalise on | | |
| Make it happen | Opportunistic 4: Maximise | | |
| Comfortable in Male Sport Culture | | | |
| Integration | | Working with males | |
| Do both wo/men's sport | | Male champion | |
| Not intimidated by men | | Male role model or mentor | |
| Take off gender lens | | See yourself as equal | |
| Walk in both worlds | | | |
| Intrinsic Motivation | | | |
| Know yourself | Make an investment | Personality | |
| Do what you love - Passion | Be a role model or mentor | Competitive - Goal oriented | |
| Stand your ground | Desire to make a difference | Look for positives - Optimistic | |
| True to self | Volunteer mindset | Thick skinned - Resilient | |
| | Work ethic | | |
| Leadership Qualities | | | |
| Be strategic | Character | Leadership skills | Moving between roles |
| Networking | Be positive - Composure | Ask when you don't understand | Life outside of sport |
| Plan ahead: Career development | Confidence | Embrace challenges | Time management skills |
| Position yourself | Honest with self | Learn from mistakes and move on | Watch for burnout |
| Realistic expectations | Humility - Reflection | Management traits | |
| Resourceful | Quality product | Objectivity | |
| Take calculated risks | Treat people with respect | Only speak for what you know | |
| Transferable skills | Unconventional | People skills | |
| Vision - Big picture | | Sense of humour | |
| | | Team-oriented | |

| Support | | | |
|---------------------|------------------------|-----------------------|-------------------------------|
| Divine Intervention | Family and friends | Self | Workplace |
| Lucky | Childcare | Overcome mum guilt | Colleagues |
| Timing | Encouragement | Relocation and travel | Co-workers |
| | Example set by parents | | Family-friendly workplace |
| | Family active in sport | | Flexibility |
| | Friends | | Invest in technology |
| | No children or partner | | Location |
| | Partner | | Seek out supportive workplace |

Appendix T-1: Administrators' Strategies – Internal Locus of Control

| Theme | Repeating ideas | Quotes |
|----------------------------|---------------------|---|
| Agent for change | Address gaps | They should be saying, "We see potential in that young woman; she knows enough about the sport. Let's bring her onto the board". So we send her off to do a day course on corporate governance. Easy. Easy. Easily done—it's just attitude...[and] rattling some cages. |
| | Raise awareness | Other areas were committees. I decided that to have a voice I needed to be on a club committee. So I had to encourage a few other females to be on the committee so that we had a voice...just to show that we had some credibility and some nous and some interest and passion in the sport. No different to anybody else whether we're male or female, we had the same voice, but it was a female voice. |
| | Trailblazer | I've been labelled on a number of occasions an agent for change. And it's not particular to any gender or sport or whatever. I just hate to see people working unnecessarily or being really hammered. There's got to be better ways to do things...so I'm forever challenging the way things are done...not prepared to sit there and leave things the way they are. I have to know what it is I want and then create the path for me to get there rather than just taking a path that might have already been trodden by someone else. And that goes hand-in-hand with challenging the way things are done. |
| Continual self-improvement | Continue to advance | But it's been great; I've really enjoyed it—and I'm going to miss it [current board role]. But it's time to move on...you need fresh skills, a new entity, new direction. |

| | |
|---|---|
| Develop over time | I had to learn about business and money and not making emotional decisions, but being able to make business decisions, yet not take away my values of how you treat people. That was always very challenging but I think I coped with it and...I probably became a little more assertive but still didn't lose the values of how you treat with respect the people you deal with. |
| Invest in self (professional development) | But if you don't have the mentor, and you haven't been brought up with that sense of self, and self-esteem...I encourage a lot of women to read personal development books, they taught me a lot over the years. Then there's the management books...so self-learning and the setting of goals. |
| Learn from those around you | Working with my boss now, he's come from [a different sport] and has quite a different way of doing things. By being around him when we're on tour, and being able to sit in the stands and listen to him commentate on some of the games and what they're looking for and elite practices and things—it, it is coming through in that...I'm going to put myself in an environment where I can learn. |
| Life-long learning | I love the sport and I was lucky enough, through a lot of hard work, to get to the position that I'm in at the moment. So I took every opportunity, I listened, I listened to everybody. I became a sponge. Anything I could find out about my sport, about how to do things better, I made sure I did. |
| Make a long-term commitment | Don't think it's going to happen overnight. Be prepared to do a number of years and just try things. Put yourself out there...if you'd said to me 20 years ago I'd be working with a [sport] club I'd laugh. But I put myself out there...and enjoyed it, or shit, I wouldn't have stayed. |

| | | |
|----------------------|---------------------|---|
| | Open to advice | Listen. Listen to the people around you. Take advice. Always be prepared to take advice. Because if you're not prepared to take advice, you're never going to learn...I've listened to a lot people around me and that's probably why I, yeah. Nobody's advice is useless, or frivolous, I think. |
| | University degree | I think it'd be the same [advice] I would give to a male or a female...you've got to have an education. Doesn't matter how much experience you've got. I believe, unless you've got a degree behind you, and maybe even some higher ed[ucation], you're not going to get to that top level. |
| Diversify skill base | Industry experience | Get some really good solid experience. A lot of kids come out of uni with a sports degree and I encourage them to go back and get a business degree. And then some good experience and some mentoring. |
| | Variety of roles | My role within the program is very diverse...I do part of operations, I do the marketing, I do media and all that side to it. Sponsorship, very much like an administrative type role but with a real marketing skew. |
| | Variety of skills | I think coaching at any level gives you a whole host of skills in leadership—in communication and organisation. It's just a wonderful experience to be a coach even when you're coaching Little League or whatever—it's about commitment, it's about results, it's about setting goals as a team and working to those together. Coaching is a great foundation for leadership in any professional area. So those girls that we've got, that are in the coaching world now are one step ahead. |

| | | |
|---------------|---|---|
| Find a mentor | Female role models and mentors | [I had] a role model at uni[versity], sort of a mentor...she's just finished her PhD. Someone in first year uni, one of the solo teachers said to me, [Name] is a great role model, get to know her. I put my hand up to help with some writing of the articles for the alumni newsletter and just sort of linked my way with her as much as I could and she was a pretty good mentor. |
| | Female role models and mentors (mother) | ...certainly my mother losing her husband at 45. My youngest sister was only six so my mother had eight children, basically six to 20, so she had to go out to work and she managed doing that with so many children without really too much fuss. |
| | Informal mentor | Nothing formal but [when] I was only 18, sort of identified people that, oh my God, they've got a great job, and how do I get her job. So informally I've had those sort of people...as you know...sport is all about who you know and are in contact with, so I just identified those people and kept in touch with them. |
| Mindset | Adversity – Challenge – Hurdle | There was an interesting report I saw, that barriers are what you make them. You can chose to put one above you, and sometimes women undervalue their role, and [the] glass ceiling concept...but who put it there? As females, it may be there but we chose to leave it or not challenge it or sometimes we put it there ourselves. And barriers, it's a language thing, the word barrier almost seems...impenetrable. Whereas it can be avoidable, removable, you can destroy it, you can go around it...but when you ask someone to define it, it's something in the way and it seems impossible to remove. Whereas you can choose, OK, I've hit something, I'll go somewhere else. A lot of that comes to personal traits, I suppose...language is a real interesting choice. |

| | | |
|-----------|---------------------------------|--|
| | Determination and persistence | It's just a matter of, "That didn't work, I need to try something else, who could I ask and who could help me or who could I network with?" And I guess I've never been backward in coming forward so that's where I would see myself certainly. |
| | Focus on what you can control | The other thing too is not to bite off more than you can sort of handle...we might want to position ourselves as a first tier sport but the reality is we're never going to get there, we're never going to be that, unless a lot of attitudes and all of that, changes from a variety of community—from a whole cross section of community. So concentrate on what you can do in that market. |
| | Look for solutions—not barriers | I just don't think that you need to look for barriers. Just...treat yourself as an equal and...just try and move through the ranks as you can. |
| | Make it happen | I just sort of used the resources that I had and I suppose I could say, right at that point in time, never said no to anything, I was always very keen to do it or to find a way to do it, rather than using the fact that I had children and a family and I couldn't do something. |
| Proactive | Make your intentions known | When I was at high school, I contacted a few AFL clubs and sporting groups saying, "I want to get a job at your organisation, how do I do that?" A few people came back and suggested just to check out the AFL traineeship. So did some work experience with the actual group while I was in Year 12 and that lead to me being put forward to [SSO] who each 12 months get a traineeship. |
| | Opportunistic 1: Seek out | I would say to a young girl, make sure you're in a position to have the opportunities. And to explore every opportunity. Because if you don't give yourself the mechanisms to do that, you won't get the opportunities. |

| | |
|-----------------------------------|---|
| Opportunistic 2: Create | Whilst I've been quite, very successful, I have been more working in the people side, HR [human resources], operations, not the strategic side and so that's a challenge that I haven't really had—I wouldn't say the opportunity because you create your own opportunities. |
| Opportunistic 3: Capitalise on | I had just moved, I'd just finished the [previous] games and I was going to [an awards] dinner here. And the CEO and the board chair that night invited me to join the board. Hadn't even thought about it. I said, "Yeah, I'd love to". So I was just invited...and that happens. |
| Opportunistic 4: Maximise | ...because [her previous employer] encouraged professional development and allowed me freedom to go overseas with teams, I was able to sort of rapidly increase my knowledge and become a little further up in the coaching tree. So 12 months ago when [Name] offered me [an administrative] position here at [NSO], I'd also been a national...coach for two years. |

Appendix T-2: Administrators' Strategies – Comfortable in Male Sport Culture

| Theme | Repeating ideas | Quotes |
|-------------|---------------------------------|---|
| Integration | Do both women's and men's sport | Over the years, one thing that I've always tried to be very careful about, being a female, I wasn't just associated with female sports. I think most people would sort of tick the box and say yes, [Name] has been very fair to men...I've done probably more in the men's area than in the women's area but my international roles have been with the women. |
| | Not intimidated by men | I think that barriers, you have to show your own strength, and you have to...just be strong, and not be intimidated by what can be difficult situations. But still there are countries that I go to that I have that respect. I have no problem dealing with that. But they are culturally not sensitive to women. [So you] have to be aware that there may be some culture problems when you get there, and a lot of the island countries are like that. |
| | Take off gender lens | I get on very well with males. I don't have any problems, hence staying in [a male sport] for nine years. But I've never gone in with a chip on my shoulder or, "I'm afraid I'll never get through". |
| | Walk in both worlds | It's funny, going from [previous profession], which was, in my case 100% female...into [sport], it took me a little while to go, "What's different? Something's different? I'm working with blokes! And...it's great!" You know? They are different. They absolutely are. And they're great fun to bounce things off and if you stuff up—it's over. There are some terrific differences and it's lovely working in a multi-gender workforce. |

| | | |
|-----------------------|---------------------------------|--|
| Working with males | Male champion | I was very lucky to work with quite an amazing man in our organisation. He was the president for nearly 20 years and he went on to a group that ran the sport in the Olympics and he's now the president of [international sport organisation]...he's been influential in allowing me to develop, and always supportive. He's always been very supportive of the best people in the job regardless of gender and that's been without any sort of "you must be gender equity". It was just a natural thing and he's done that all through his life. |
| | Male role model or mentor | Certainly the person who [was] executive director two before me...he's certainly been terribly—incredibly supportive...of all the male...people in my group, he was the person who was the most supportive, who encouraged me to take the job, who still on a weekly basis I would have contact with just, somebody who I really feel would give me good advice and would lead me the right way. |
| | See yourself as equal | I think with men, you don't want to be seen as a competitor. I always see myself as equal; I think I'm equal to anyone, it might sound cocky, but I don't see myself as lower or anything because I'm less educated or whatever. I've always felt pretty self-confident in who I am and you don't want to be competing all the time. I guess competition is our whole world here, but I just think I've never really seen any barriers [working with males]... |

Appendix T-3: Administrators' Strategies – Intrinsic Motivation

| Theme | Repeating ideas | Quotes |
|--------------------|----------------------------|---|
| Know yourself | Do what you love – Passion | If you love the sport, what I'd say to anybody...if you've got an obsession, make it your profession, and you'll never work a day in your life. |
| | Stand your ground | I think it's just standing up for what you believe in, more than anything, and there's times when people will say "This is the way it's going to be" and I'll go "No, that's not right" and probably to be able to push that, but know that's supported as well. I suppose there is plenty of people out there that would get knocked back...and, "No, this is where the decision's made," but standing up for my staff, standing up for what I think, yeah. |
| | True to self | I knew I would never be a senior manager in the Olympics. I just knew the culture was never going to be the top three levels and it's never going to be a woman and I wasn't prepared to go from a CEO down to a general manager even on an event like that. |
| Make an investment | Be a role model or mentor | I would say 95%, including the CEO, come to me for advice. A lot of the young girls, I reckon they look to me as a mentor. I encourage their professional development...what do they want, what do they need, let's find it and push them along. One of the girls, I say to her she's my PA [personal assistant], I keep going "I can give this to you"—offload—I know she can deal with that. So she's built that up over the years she's been here, pretty switched on young kid, she's good. |

| | | |
|-------------|-----------------------------|---|
| | Desire to make a difference | I suppose there was more control in being an administrator—you could actually make a difference. That's what I like to think, in each of the areas I have been involved in—did I make a difference? So that's another thing I would say to young people—try in everything you do, whether it's basic or as you get more experienced, set your goals so that you walk away and say “I think I've made a difference” and I think that's important for your own self-esteem but also in people looking at you and saying you're a can-do person. |
| | Volunteer mindset | When we're recruiting or appointing people to positions, I always look at whether people do volunteer work. To me that's pretty important in a person's psyche, that they are not just motivated by the monetary awards, because volunteerism goes in peaks. When there's major events like the Olympics, everybody wants to jump on board. But everyday type stuff... |
| | Work ethic | I've always just done stuff that I liked. If you like something and you're passionate about it, I think you do work hard. And I've always worked really hard...but if you're passionate, it's not hard. |
| Personality | Competitive – Goal-oriented | I'm always so encouraged to see young people who are doing well and who want to have a career and who want to be...I don't like to come second. As an athlete I didn't like to come second. As an administrator I don't like to come second. I've been married for almost 30 years. I like to succeed at life and that means [in every] part of life. |

| | |
|------------------------------------|---|
| Look for positives – Optimistic | I actually think that every barrier can become a positive. So I don't dwell on the barriers. I don't dwell on negatives. When people talk to me, whether they're [an athlete], they're looking for careers, be positive. If you don't go into something with a positive view, you're always going to have a negative outcome. For every bad day you've had, you're going to have ten good days. So life's not about barriers, it's about positives. |
| Thick skinned – Resilient | So when the bad times come I expect to get through them. And I think that's what makes successful women. |

Appendix T-4: Administrators' Strategies – Leadership Qualities

| Theme | Repeating ideas | Quotes |
|--------------|--------------------------------------|--|
| Be strategic | Networking | When we had some the Women's Sports Package and meeting with some of the others...it's not even formal mentoring...sometimes you just talk, networking, networking's probably a better word for it. You get some really interesting ideas and you hear how other people are doing things. |
| | Plan ahead: Career development | I think the big thing's is to know what we want ourselves. Rather than going "this has to be my career path" and "I have to end up [working with the national team]"...where is it you actually want to be, or what is it that you want to achieve? |
| | Position yourself | Learn everything [you] possibly can about everything and not just the role you're doing. I source out and know what the other departments are doing...I would encourage...particularly if it's a young person, doesn't have a family so you might have time on your hands, still stay involved in your association because that's where you learn the workings of a sport...all the hiccups, all the good things, the mechanisms of the game...just learn it all. |
| | Realistic expectations | It would be naïve of me to say that sport isn't still a man's domain. It certainly is and certainly [her sport], probably more than any sport, has been dominated by men. It wasn't all that long ago that we had a women's association and a men's association. So when you look at those sorts of issues, where do we sit now...should we still be in the "Women's Knitting Club", and of course we shouldn't be. I think sport, just because of its nature, becomes a man's domain. I'm not in a female sport, I'm in a mixed sport...so it truly is a sport that has...well...men! |
| | Resourceful | I'm looking at structuring meetings with the other clubs and [the SSO] to look—do we pay for media? Do we actually pool our resources and try to pay for coverage—take out advertising and buy the editorial? |

| | |
|-------------------------|---|
| Take calculated risks | No matter how hard I tried, I couldn't be successful in that environment. That could be a challenge...I'll take on a challenge. Where I know there's a certain point that I can get in and make some difference. But if I go into the wrong environment, I set myself and everybody else, all the other girls that come after me, backwards...so I deliberately choose, I'm careful, that's not to say I'll only put myself in where I can be successful, but I won't deliberately put myself in where I have no chance of succeeding. |
| Transferable skills | But I also took my coaching skills into my management role, and I manage like I coach. I knew I needed people who could get "Kerrie" the ball, shoot the ball, dribble the ball—so I looked around and saw that there were people with better skills than I had. So I had some really good teams around me and it was a team, so I fell into that. |
| Vision – Big picture | I want to see these kids on, not just one or two—I want to see the core of them. They won't all make it but I want to see them make it. And it is exciting. Who knows how well they can go and be? To be part of their dream is...what I love about it. It wasn't something I could do; I wasn't talented enough. But I'm certainly passionate enough and to be part of that is brilliant. Some of these kids may not make it on the international stage as an athlete, and I want them to, 'cause that's my job, but big picture is, I don't care—I just want them to be well-rounded, happy people. |

| | | |
|-----------|-------------------------|---|
| Character | Be positive – Composure | I've made a dedicated effort to try not to react. When there is a difficult situation, I try to compose myself, to sit back and look at what they're thinking, [for example] that they were men feeling trapped in their own society where they certainly have a power base. You need to be sensitive to the people you're dealing with. Rather than me being aggressive...and inflaming the conflict, I was able to sit back and think...I understand that these people do have a problem because I am a female. I understand that traditionally they don't have to answer to a female. So how I am going to deal with this? |
| | Confidence | Spend the time doing it. Want to learn. And see yourself as an equal. There's no reason to not see yourself as an equal. Understand...that you haven't had the same experiences along the way <i>yet</i> , but, you just need a bit of confidence and you just got to back yourself. |
| | Honest with self | I went back into the school system as the manager of school sports but then realised that I really didn't think I was good in the classroom anymore. |
| | Humility – Reflection | ...to be able to say, "That didn't go very well did it?" and just move on. Because at the end of the day, that's where you need your female friends. That's where that night you go and have a drink and get it off your chest. You grind your teeth about the situation and women are usually very supportive. And you go in the next day and just deal with it. |
| | Quality product | We can still improve...nothing's perfect, especially the first time around. This was the first time with some of the Under 19s [junior athletes] this year...and I want to develop that a little bit more next year. There's a few things that I can see we can do better at, in terms of contact and...that's been a real big learning experience. And we'll build on that for next year. |

| | | |
|-------------------|---------------------------------|--|
| | Treat people with respect | You've just always got to treat people with respect. I think sometimes women aren't respected as much as they should be. So treat women with respect, treat men with respect, treat children with respect. And I've learnt over the years [the] person who's doing the security or sweeping the floors is just as important as the CEO. And I think that's why, in my job, I have the respect of people because I treat everybody the same, and I never ever ask anybody in life to do something I wouldn't do myself. |
| | Unconventional | I'm constantly looking for new opportunities—we started discussing with sister Chinese associations about having a player exchange program. So I'm not very conventional in how I go about business, I'm always looking at different strategic partnerships and how I can build our brands, grow our brand, because if you deal with your brand, obviously the fan base and supporters [and] the corporate dollars will come with that. |
| Leadership skills | Ask when you don't understand | I've done a lot of bluffing over the years but if I didn't know then I'd go and ask. I've never been too afraid to ask, I always tell young people that if you don't know it, don't be frightened to ask. But don't put yourself down, don't throw your arms up in the air and go, "I don't know"—go find out. |
| | Embrace challenges | I had the knowledge of what the organisation is like and these...challenges, I knew...what I was getting myself into...but I actually saw it as a bit of a challenge and...yeah, I can really make a difference here, I can change the way they do things and really get my teeth stuck into it. |
| | Learn from mistakes and move on | I graduated last year and went into a position that was definitely not for me. It was in a private sport marketing company...but you've got to take it as it comes and hindsight is a wonderful thing but you know, I don't really have any regrets or wish that I'd done something different. |

| | |
|------------------------------|--|
| Management traits | <p>P: I'm tough.</p> <p>I: "Thick-skinned" tough? Or...?</p> <p>P: No, I don't think I'm at all thick-skinned. I'm actually quite soft, I'm as soft as you can get. But I'm tough, I make decisions that are tough.</p> |
| Objectivity | <p>You never address the person; it's always the issue. And I try to remember that it's the issue at stake not the person. So not me and not the other person but the issue that we were having a challenge over, so try to de-personalise it.</p> |
| Only speak for what you know | <p>So in our sport, I can't talk for team sports because I think team sports work very much as a team so it's a bit different. But certainly in our sport, um, I think you do need to take that sort of ownership.</p> |
| People skills | <p>I believe a lot of the reasons for my success is my people skills. I figure I can just about win any turkey over eventually. I've got to call a spade a spade—often. And it means selecting teams and kids and I know I annoy people, when I pass up their [child] and that sort of stuff. But I think on the whole it's my people skills that have brought me through.</p> |
| Sense of humour | <p>First of all I don't think I've ever been a token and where I've had any thought that a male may have been thinking that, I very quickly tell them "I'm not here as a token woman". So you don't have to say it very often and sometimes it's said in a little bit of jest but I think they get the message.</p> |
| Team-oriented | <p>That's going to be an interesting challenge because I will go from having worked alone to working with a group of people, working as part of a team. I work as a team, although I work alone now, I look after 20 countries in the Pacific. So I feel like I work as part of a team.</p> |

| | | |
|----------------------------|------------------------------|---|
| Moving between roles | Life outside of sport | Make sure that you've made decisions that will allow you to have a life after sport....I don't ever want to be so busy that I can't do...everything! And, I mean, they'll put on my grave, "she died living". |
| | Time management skills | Somehow, I don't think we're great at it, but we all fit in our own exercise and I make it work. I [exercise] here three mornings a week then get dressed and go straight up to work and have breakfast and start work. Somehow my kids are getting an education and we seem to spend time together. It doesn't always work, we often get a bit stressed with each other, I think because we are under so much pressure. But look it does work. |
| | Watch for burnout | I really want to get this project up and running. I really want to get, would like to see these kids through 2012 and 2014. But I might be a bit worn out [after that]. We do an international trip a year and a number of camps and I'm not quite sure whether I'll have the energy to do it for the next six or eight years. |

Appendix T-5: Administrators' Strategies – Support

| Theme | Repeating ideas | Quotes |
|---------------------|------------------------|---|
| Divine intervention | Lucky | I think I probably landed on my feet in a good place with good people. And that's fortunate. [But] I wouldn't have hung around if they weren't good people. |
| | Timing | I was probably lucky to be at the time I was. I think sometimes that plays a part and I always say that I've been lucky...other people say, "You've worked hard to do that", and I think that is the balance...what I did—could you replicate that in the next 20 years—you couldn't, I think "life" might get in the way. So maybe what I've done was sort of one of those periods of time where...with all the other right ingredients, work ethic, courage, confidence, and so forth, but I also think luck, and the timing was right. |
| Family and friends | Childcare | When I first began [working at the SSO], my parents lived in an attached unit to our house, so that was a big consideration because I knew...when the kids were at primary school...they could walk home, but my dad used to pick them up after school. So I had that support and that made a big difference. |
| | Encouragement | I'm extremely fortunate, my husband so promoted me, "You can do anything" and "I support you to do anything. I'll support you as a masters athlete to train, and I'll support you to change professions and [to] go study". I have no barriers from my family, I have a lot of support, I feel a lot of responsibility, and I love my family. |
| | Example set by parents | [My] mum was quite career orientated and went back to work well before other people's mothers went back to work. I had pretty good modelling from her, that you can have a career. |

| | | |
|------|------------------------|---|
| | Family active in sport | [My husband] is sporty, he's very fit, we swim as a family with my little one, and he's pretty involved with my older daughter's club as well. I can't be on the committee because of conflict of interest so he is very involved, he team managed for the national age championship. |
| | Friends | My housemate gets a lot of it as well. When I go home I'll have a bitch to her and vice versa, she does that with me, so it's just people round here, you go out to dinner and someone says, "How is work going"? |
| | No children or partner | It would have been a barrier for me to continue my career if I had stayed married. Perhaps the career was the cause of the marriage breaking down—who will ever know—but I was a free agent. In that regard I didn't have any barriers. |
| | Partner | He was also involved in the sport and I coined the phrase very early, in response to my mother saying, "How is [he] going to cope?" I would say, "Well they're his children too, Mum, and if something happens to me, he would have to cope". So that's been our philosophy, of sharing...30 years ago males didn't do a lot of the normal female jobs and he didn't either. He didn't wash, he didn't iron, but he was very, very good in looking after the children and to me that was the major thing, the welfare of the children and making sure he was there when I was travelling or whatever... |
| Self | Overcome mum guilt | We have a laugh about it...it's sort of a societal...it used to make me feel a little guilty. I don't feel that bad leaving my family and, and doing what I do. |
| | Relocation and travel | [I] had to move to get jobs. I had to move around the country. By this stage in I was divorced...[so] you weigh up the positives with the negatives but I followed the journey of moving from state to state so I could manage to be a CEO of an international sporting event. |

| | | |
|-----------|---------------------------|---|
| Workplace | Colleagues | Outside of the office, you [have] particular people you know that work within [sport], people from clubs or coaches or particularly people that you get along well with day to day....former colleagues that worked in sport, that understand what you're going through...people you know through the industry that can sympathise and empathise. |
| | Co-workers | I think if you support yourself with people around you that are successful or want to be successful and that are happy for you...I've been very lucky to have a lot of supportive women around me. And strong women. |
| | Family-friendly workplace | I'm really fortunate that this is an incredibly family-friendly organisation...in my career development, having a family, [I was] offered a [job in a] male-dominated sport, probably impacted on me not wanting to pursue that [position] because I'm thinking, "How will they accommodate a 40-year-old with kids?"...so I have been mindful that other organisations may not accommodate my work-life balance—this organisation does incredibly. |
| | Flexibility | This organisation has been fantastic, they allow me to work at home two days a week...if they didn't do that I probably wouldn't be working here to be quite honest. |
| | Invest in technology | We've been trying to drive some technology solutions to change things in here and that's freed us up from doing some of the manual stuff to really moving into a planning and design phase...certainly within the elite-development department. |
| | Location | We try and make things as local as possible...we moved my daughter's club...we re-jigged everything and my husband always said it's a gift, you've got to make it easy for yourself, because the time factor, if I travelled 45 minutes each way I couldn't work a six and half hour day. I might only be able to offer a five hour day and that's not good enough for people. |

Seek out a
supportive
workplace

I am very careful about the environment I chose to put myself into...I'm only going to work with someone I think's got something to offer. So if there's not a boss there that I have some respect for, then I won't stay.
