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Head Coaching Motivation of Millennial Generation Female Assistant Coaches

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HEAD COACHING MOTIVATION OF MILLENNIAL GENERATION FEMALE
ASSISTANT COACHES

A Thesis
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Parks, Recreation, and Tourism Management

by
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Accepted by:
Dr. Skye Arthur-Banning, Committee Chair
Dr. Denise Anderson
Dr. Robert Barcelona

ABSTRACT

Title IX facilitated an increase in the number of female athletes in the United States. However, the rate of female coaches of women's teams has declined since Title IX's passage in 1972, currently only 43% of women's teams are coached by women. Previous research has explored barriers to coaching for women, but limited research has looked at women's intent to coach. The purpose of this study was to examine what influences millennial generation, Division I Football Bowl Subdivision, female assistant coaches' decision to pursue careers as head coaches.

This study was grounded in feminist standpoint theory as the goal was to hear the experiences of female coaches in the male dominated field of coaching. Semi-structured interviews were conducted with 10 coaches (1 basketball, 5 rowing, 4 soccer). The millennial generation (born after 1980) was chosen as they are second generation Title IX beneficiaries and women from this generation had unprecedented levels of participation in sports. While coaches could come from any sport, they were limited to Division I, Football Bowl Subdivision schools to standardize the sample.

The interviews were analyzed based on constructivist grounded theory practices. Three main themes emerged from the data analysis: the coaches overall optimism about women in sport; family obligations as the only potential barrier to their career goals; and networking and mentoring, particularly with other women, as the most useful strategies in accomplishing career goals. These findings should encourage sport associations and athletic departments to create more women's only networking and mentoring opportunities to facilitate communication amongst female coaches.

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CHAPTER ONE

INTRODUCTION

Girls began playing sports at unprecedented levels after the passage of Title IX in 1972. However, while the number of female athletes and women's teams increased exponentially, the percentage of teams coached by women plummeted. In 1972, women coached 90% of women's teams and roughly 2-3% of men's teams at the collegiate level. In 2012, women coached about 43% of women's teams at the collegiate level and the rate of coaching men's teams remained unchanged (Acosta & Carpenter, 2012). This lack of female coaches has implications for women who are interested in coaching as well as on female athletes who do not have female role models and mentors to look up to.

Coaches serve as role models and mentors to their athletes. The lack of female coaches means that female athletes do not have the opportunity to have a female coach to serve as a mentor or role model. Female coaches show athletes that coaching is a field that is open to women. Due to this, female athletes at the high school level with male coaches are less likely than those with female coaches to pursue a career as a head coach (Lirgg, DiBrezza, & Smith, 1994; Lough 2001). The lack of female coaches may also suggest to athletes that men are better coaches than women, which could create a barrier for women who want to coach.

There are many identified barriers to women entering and remaining in coaching. Sagas, Cunningham and Pastore (2006) looked at intent of assistant coaches of female teams in the NCAA to pursue a head-coaching career. They found that female coaches had less intent than male coaches to pursue a career in head coaching due to perceived

norms, the attitudes of the coaches, and perceived behavioral control. Commonly cited barriers to women's entry and participation in coaching careers include family commitment, time commitment, the old boys' club, lack of an old girls' club, salary, lack of career opportunities, burnout and administrators perception of a lack of qualified female candidates (Bracken, 2008; Cunningham & Sagas, 2003). Family and time commitment relate to the social construction of women's and men's roles in society. In many homes, women are still expected to carry the weight of the second shift, doing majority of the household and childcare labor, even while maintaining full time jobs in the paid labor force (Dixon & Bruening, 2007; Johnson & Johnson, 2008). This means that they are trying to juggle a coaching career, which is time consuming, especially during hours outside of the standard workday, while maintaining a family or outside social life. Many women say they struggle to find a good balance.

Another aspect of preparation to become a head coach is the time a person spends as an assistant or graduate assistant coach. It is at this point, as assistant coaches, that they truly learn what is required to succeed in coaching and the full impact of the barriers and benefits within the field. Assistant and graduate assistant coaches serve as one of the main pools for hiring future head coaches. An examination of assistant coaches allows for a unique perspective on the reasons women pursue a head coaching position (Borland & Bruening, 2010; Cunningham & Sagas, 2003; Sagas et al., 2006). However, there are gendered differences in coaches' perspectives of pursuing a career in head coaching. Sagas et al. (2006) found that the factors that influence a coach's intent to pursue or not

pursue a career in coaching differ by gender. One gender difference is in what factors impact coaching self-efficacy.

Self-efficacy in coaching has been found to increase a female assistant coach's intent to continue coaching. Sagas et al. (2006) showed that women with sufficient coaching education or the intent to receive more education in the next three years had higher coaching efficacy and were more likely to pursue a head coaching position. Female coaches with increased levels of coaching education are more likely to continue in a career in coaching than those who have received less coaching education. Sagas et al. (2006) suggested increasing the available educational opportunities as a way of retaining female coaches. Along with education, athletic experience has also been shown to improve coaching efficacy.

Previous playing experience has been explored as an indicator of coaching ability and desire to become a coach. Playing ability is regularly associated with coaching ability; athletes who perceive themselves as better athletes have higher levels of coaching efficacy and are more likely to pursue a career in coaching (Everhart & Chelladurai, 1998; Lirgg et al., 1994). An assistant coach's exposure to elite female athletes and coaches as an athlete may influence her coaching efficacy and her desire and intent to a become coach.

Mentorship may also be another source of encouragement for women to coach. Young coaches who have experienced female coaches as mentors and role models may help encourage young women to remain in the field. Mentorship helps show the new

coaches how to navigate the barriers in the field to become successful coaches (Cunningham, Sagas, & Ashley 2003).

Mentorship can foster more inclusive networks in a field that is currently heavily gendered. In athletics there is still a presence of the old boys' club, which is an informal network used for sharing information, tips about the profession, and referrals for job openings that is established through the men's experiences in all aspects of sport. Women find that they miss job opportunities and some informal knowledge that is passed through this informal network, especially since coaching is a field that relies heavily on networking for career movement (Stangl & Kane, 1991). While the old boys' club is still strong, there is an absence of an old girls' club, which would be a network similar to that of the old boys' club that would serve to include women in the sharing of professional information (Bracken, 2008; Coakley & Donnelly, 2009; Cunningham & Sagas, 2003). The creation and maintenance of an all-girls club would afford similar job opportunities and networking to women that male coaches currently have, as well as provide a resource for newer coaches to learn about the field and how to navigate barriers from women who have done so successfully. The old boys' club and lack of the old girls' club can relate to another commonly cited barrier, lack of career opportunities. Some women believe that they miss out on career opportunities because they are not part of the old boys' club and thus do not hear informally of jobs that they should apply for, rather only find out through formal job postings and have little possibility of having a personal link to the job (Cunningham & Sagas, 2003). This barrier also relates to the lack of opportunity that might be afforded to them as women in a male dominated field where men are

predominantly in the positions of power that do the hiring. Men might be more likely to hire men, which helps to maintain male dominance in the field. (Drago, Hennighausen, Rogers, Vescio & Staufer, 2005; Welch & Sigelman, 2007; Stangl & Kane, 1991).

Athletics, and coaching in particular, is a traditionally masculine field that remains that way, even as other fields become less gendered (Bickel et al., 2002; Kaye & Reddy, 2008). Within coaching, men hold the majority of the power. Most administrators are male; thus men control the hiring and firing of coaches (Acosta & Carpenter, 2012). Masculine traits of strength, power, and aggression are highly valued in the field by athletes, administrators and other coaches, forcing women to adapt to the masculine style in order to fit in and succeed in coaching (Dixon & Bruening, 2007; Sabo & Panepinto, 1990). This will influence a woman's experience as a coach and could cause that experience to vary drastically from that of a male coach's. Due to the gendered nature of the profession, it is important to look at the women's experiences in the field in order to get a true grasp of the factors that influence a woman's intent to pursue a career in head coaching. As such, Hartsock's (2004) feminist standpoint theory will serve as the framework for this study. Feminist standpoint theory asserts that women experience the world, particularly the workforce; in a different, gendered way from men and that the voices of the women must be heard in order to understand their point of view (Hartsock, 2004). In order to hear and understand the experiences of the women as is emphasized by feminist standpoint theory, qualitative interviews will be used to look at the factors that influence the women's intent to pursue a career as head coaches. The purpose of this

study is to look at what motivates millennial generation female assistant coaches to pursue a career as a head coach.

Several of the factors that have been shown to influence an assistant coach's intent to leave the profession include work-life balance, increased stress of head coaching, decreased personal time, intensity of the recruitment process, salary, lack of an inclusive work environment, and happy as an assistant coach (Bower, 2010; Pastore, 1991; Cunningham & Sagas 2003). This study is looking specifically at female coaches and some of these factors may substantially vary based on the gender of the coach. Work-life balance may be more challenging for women, who are socially expected to spend more time doing family and household related work. The feeling of the inclusivity of the work environment may also vary by gender since women are the minority in athletic departments, and the salary may also vary based on gender. However, many of the other factors may not substantially vary based on gender. Male coaches may have similar experiences in regards to the increased stress of head coaching, their contentment as assistant coaches, decreased personal time, and the intensity of the recruitment process in comparison to female coaches.

While research has quantitatively examined factors that contribute to assistant coaches' intentions to continue coaching, there is little qualitative data on why women, in particular, decide to pursue a career in coaching. A qualitative study is important to get a deeper understanding of the experiences and career expectations of female assistant coaches, particularly those who have grown up in a society more accepting of women playing sports. This information could be used to give athletic departments and sport

organizations recommendations on how to provide female coaches with more support and create an environment that will foster their continued participation in the field. The results could also be used to give new coaches strategies regarding how to successfully navigate the field as a female coach. Therefore, the purpose of this study is to look at what factors contribute to the current generation of young assistant coaches' decision to pursue a career as collegiate coaches and how those factors influenced their decision.

CHAPTER TWO

LITERATURE REVIEW

Title IX

Title IX of the Educational Amendment of 1972 was an important milestone for the education system in the United States. While commonly associated with sport, the Amendment is directly related to the entire public education system. Title IX of the Education Amendment of 1972 states that “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”. However, while the law was passed in 1972, guidelines for enforcement were not disseminated until 1975; at this time elementary schools were given one year to come into compliance, while high schools and colleges were given three years. These guidelines included specific requirements in regards to sport participation and funding. Further policy interpretations were released in 1979 (The National Coalition of Women and Girls in Education, 2002).

While sport is a strong application of Title IX, it has not always been legally applied to sports. In fact, a court case in 1984 (Grove City College v. Bell) severely limited Title IX’s application to intercollegiate sports until the Civil Rights Restoration Act in 1988 restored Title IX’s application to sport (The National Coalition of Women and Girls in Education, 2002). Title IX’s application to athletics primarily focuses on player participation, scholarships, and other benefits. A three-pronged test is used to measure compliance at a school: proportionality, history of progress, and accommodation

of interest. Schools must only comply with one of the prongs (Coakley & Donnelly, 2009). Proportionality relates to the number of athletic opportunities available in relation to the composition of the student body. The percentage of opportunities allocated to female athletes must be proportional to the percentage of female students in the school. The second prong, history of progress says that schools can show that while opportunities are not proportional, they are moving towards proportionality. For instance, schools can show progress by adding a women's teams, thus increasing the number of opportunities available to women and bringing them closer to proportionality. The final prong, accommodation of interest, means that the school must demonstrate that they have accommodated the interest of all the female students even though they do not have proportional numbers of opportunity (Coakley & Donnelly, 2009).

Huge gains in female participation rates at all levels of athletics have been seen since the passage of Title IX. In 1968, before Title IX, there were approximately 16,000 women playing intercollegiate athletics, in 2012, there were about 200,000 participating intercollegiately (Acosta & Carpenter, 2012). This increase in participation has also led to an increase in societal acceptance of female athletes. The United States is now in the second generation of Title IX beneficiaries (Acosta & Carpenter, 2012). Women have grown up with the initial benefits of Title IX and now expect those same benefits and more for their daughters. Although Title IX had immense implications for increased the participation by female athletes; it has not positively impacted the gendered make-up of the administrative side of athletics. Now the second generation of beneficiaries is reaching the age where they are no longer participating in scholastic or collegiate

athletics as players but may start transitioning into the coaching and administrative aspects of athletics.

Millennial Generation

The Millennial Generation, which is also known as Generation Y, describes people born in or after 1980. This is the first generation to come of age in the new millennium (Taylor & Keeter, 2010). As mentioned earlier, this is the second generation of Title IX beneficiaries. Implementation of Title IX should have been complete by the time this generation was born. The parents of this generation were partial beneficiaries of the amendment and expected their children to receive the benefits of Title IX. Millennials grew up in an environment that was more accepting of women in sport than previous generations and had more opportunities available to them thanks to Title IX (Acosta & Carpenter, 2012). Millennials were also exposed to more women at the elite levels of sport than previous generations as they were teenagers and pre-teens when the WNBA was formed in 1996 and when the U.S. Women's National Soccer Team won the Women's World Cup in 1999. Women from this generation had the opportunity and encouragement to play sports and be athletic, from their family, their school, and society as a whole at levels that previous generations did not (Acosta & Carpenter, 2012).

Lack of Female Coaches

Girls began playing sports at unprecedented levels after the passage of Title IX in 1972. While the number of female athletes and women's teams increased exponentially, the percentage of teams coached by women plummeted. In 1972, women coached 90% of women's teams and 2-3% of men's teams at the collegiate level. Currently, there are over

9000 intercollegiate women's teams but only 43% of those teams are coached by women and the rate of women coaching men's teams remained unchanged at 2-3%. (Acosta & Carpenter, 2012). This lack of female coaches has implications for athletes as well as women who are interested in coaching.

Barriers to Female Coaches

Women face many barriers in the coaching profession. The NCAA conducted a study examining the perceived barriers to gender equity in college coaching. They found that the most common barriers to entering or remaining in coaching careers, as cited by female coaches, were family commitments, time commitments, salary, job availability and gender discrimination against female coaches (Bracken, 2009). Other studies have found similar results and have cited barriers including family commitment, time commitment (Dixon & Bruening, 2007; Kamphoff, 2010; Pastore, 1991; Weiss & Stevens, 1993), the old boys' club, lack of an old girls' club, gendered organizations (Claringbould & Knoppers, 2008; Kamphoff, 2010; Stangl & Kane, 1991), salary, lack of opportunities (Weiss & Stevens, 1993), lack of mentors, burnout, and administrators perception of a lack of qualified female candidate (Everhart & Chelladurai, 1998).

Most of these barriers are either institutional or related to social norms. Institutional barriers are problematic as they may dissuade women from a career as a head coach because they make it difficult to succeed within the organizational structure; an organizational shift is required to create a more accepting culture. Most collegiate athletic departments are highly gendered organizations, in fact, many are considered skewed (85:15 men to women) or tilted (65:35 men to women) organizations (Acosta &

Carpenter, 2012; Kane & Stangl, 1991). A skewed workplace is one where the majority group (men) hold 85% of the positions and the minority group (women) hold only 15% of the positions. When a workplace is skewed, members of the minority group are considered tokens, which allows the dominant group to retain the status quo. It also generally means that the minority group must conform to the norms and actions of the majority group in order to be accepted into the organization. Minority groups are less likely to enter an organization or stay in it if they are perceived as tokens (Claringbould & Knoppers, 2008).

Sport organizations tend to be skewed or tilted places of work with coaching usually falling into the skewed category. As such, women become tokens and are expected to play by the rules of and work in a manner that was created by men and for men. Since members of the token group are less likely to enter or to remain in a skewed organization, this could contribute to the low rate of female coaches (Claringbould & Knoppers, 2008; Kane & Stangl, 1991). Dixon and Bruening (2007) found that women struggled in these male dominated environments due to organizational and social constraints caused by the institutional culture. Women are expected to coach in the same style and work in a similar manner as the male norm of the profession. Many of the issues that stem from this structure relate to social barriers such as negotiating family responsibilities, which is not generally seen as quite as big of a social responsibility of male coaches based on the expected role differences of men and women in society. If women do not feel accepted in the department because they are seen as tokens, it is unlikely that they will stay in the field.

While athletic departments are gendered as a whole, the position of athletic director in particular is skewed. This factor has been cited as a barrier to women in coaching (Stangl & Kane, 1991). Prior to Title IX, universities had separate athletic departments for male and female athletics; most of the athletic directors for the women's programs were female. However, after Title IX, most schools combined programs, retaining the male director. Currently, only about 20% of intercollegiate athletic departments have female athletic directors and only 9% at the Division I level (Acosta & Carpenter, 2012). This has been cited as creating a bias toward hiring male coaches. Stangl and Kane (1991) discussed the idea of homologous reproduction – the dominant system works to reproduce itself in the context of athletic administration. The majority will work to keep themselves in power by hiring those similar to themselves. Thus, a male administrator may be more likely to hire male coaches, and less likely to hire female coaches. Departments with male athletic directors at the Division I level hire 9% fewer female coaches than male coaches in comparison to departments with female athletic directors (Drago et al., 2005; Welch & Sigelman, 2007). While the atmosphere of the department is important in the hiring of female coaches, so are the networks that are formed by coaches with each other over the years.

The success of the old boys' club and the absence of the old girls' club have been cited as a reason for the lack of female head coaches (Stangl & Kane, 1991). Networking is a key component to coach career development as many job openings are discussed in informal networking circles. Since men hold most positions of power, they utilize their networks in the hiring process, disadvantaging women. While the old boy's network has

succeeded, women have failed to create functional networks to help each other (Coakley & Donnelly, 2009; Demers, 2007; Greenhill, Auld, Cuskelly, & Hooper, 2009; Knoppers, 1987). The networking of coach's and the gendered make-up of the organization impact a coach's experience, but the overall environment that coaches experience within an organization is also important for the acceptance and success of female coaches.

Some organizations, due to their culture and job requirements, are seen as unfriendly to women. Many coaches cite time and family as major barriers to coaching careers, which can be seen through both an institutional and a social lens. On the institutional side, there are factors that create a more or a less friendly environment for women, especially those with children. Institutions that require large amounts of face time are seen as less friendly. Many aspects of a coaching position, besides time spent with the team, can be done from home, allowing a coach to be more flexible with family obligations. But, if a department requires large amounts of in-office time and is not welcoming of children in the office, this can create an unfriendly environment for coaching mothers (Bracken, 2009; Dixon & Bruening, 2007). Many of the issues of time and family constraints however are a result of social norms and ideals.

Family is a huge barrier that many female coaches must find a way to navigate. While not all female coaches are married, have a partner or have children, those who do cite family obligations as a significant barrier. Despite the progress in society of accepting women into the workforce, they still perform a majority of the weight of housework and child rearing tasks, bearing most of the weight of the second shift. The second shift is the presence of women participating in the paid workforce, which is

occurring at unprecedented levels, and being expected to do the majority of the unpaid household labor. Women still do 70% of the house and childcare, meaning after they come home from a day of paid labor to the second shift of taking care of all of the household labor as well (Johnson & Johnson, 2008). However, the gap between men's and women's unpaid work is shrinking and much of the gap is accounted for in the difference in paid hours (Bianchi, Robinson, & Milkie, 2006). Men tend to work slightly more in the paid labor force which balances out the slightly higher hours of unpaid labor performed by women. As women's time in the paid labor force has increased, their housework time as decreased a similar amount. This decrease in recent years in unpaid work was mostly accomplished through doing less housework; women have been more resistant to shedding child-care hours. At this same time, men have also increased the time they spend doing child-care work. The second shift was most prominent in dual earner couples with children under six years old. Although, even in that setting, the time differential was smaller than most literature on the second shift suggests (Bianchi et al., 2006). Many coaching mothers have partners who work full time as well, thus the women have to take care of their families and their careers. At the same time, many male coaches rely on their partners, many of who do not work full time in the paid labor force, to take care of the family obligations (Drago et al., 2005; Dixon & Bruening, 2007). Some departments, generally including the ones run by female athletic directors, are seen as more family friendly than others. These departments allow flexible time in the office, are supportive of having children at work, and have employees and administrators who work together to make sure that the coaches have the support and resources available to them

to manage their family obligations as well as their careers. Female coaches have commented on the necessity of having a supportive organization in order to feel accepted and to succeed in their careers (Dixon & Bruening, 2007; Drago et al., 2005). Beyond the family and time constraints that many female coaches deal with, there is the bigger picture of the gendered norms present in athletics.

While there are high levels of women and girls playing sports currently, athletics are still viewed as a male domain. Males are seen as the superior athletes and the personality traits generally associated with coaching, competitive, firm, and aggressive, are generally considered masculine traits. This supports the view of coaching as a male domain and masculine profession. Many athletes believe that while men can successfully coach female athletes and teams, women should not coach male athletes and teams. Even for women's teams, many people have a preference for a male coach; many female athletes and the majority of male athletes prefer a male coach (Coakley & Donnelly, 2009; Fasting & Pfister, 2000; LeDrew & Zimmerman, 1994). LeDrew and Zimmerman (1994) found that while 82% of their respondents thought women could be good coaches and the majority thought men could coach women and women could coach men, 49% of females and 66% of males said they always wanted a male coach and 28% of males said they never wanted to be coached by a woman. While athletes acknowledged that women were capable of coaching, they still heavily preferred male coaches.

Meanwhile, Fasting and Pfister (2000) took into account elite female soccer players experience with a female coach and found that players who had had a good experience with a female coach were more likely than those who had only had male

coaches or who had not liked their female coach to accept a female coach in the future. However, if there is a low rate of female coaches it is unlikely that athletes will have this positive experience. These barriers all influence the small number of female coaches and could influence an individual's decision to enter or to stay in coaching; however it is also important to look at factors that can encourage women to coach.

Factors Influencing Intent to Coach

While there are many barriers to women entering the field of coaching, there are also several factors that may increase the intent of women to become head coaches. Weiss and Stevens (1993) used social exchange theory to analyze the intent of female coaches to remain in or to leave the field. They attempted to predict the behavior of female coaches based on the costs and benefits of coaching and the levels of satisfaction in their jobs. The study found that love of sports and providing athletes with good role models were the main reasons women decided to coach. The benefits to coaching were enjoyment of working with the athletes, watching the athletes achieve a goal and learn a new skill, encouraging teamwork, and personal success. The costs included family time conflict, workload, hours, and lack of program support, all barriers that have been found elsewhere. However, they did not find full support for using cost-benefit analysis to predict coaching intent. They used current and former coaches to conduct this study (Weiss & Stevens, 1993), as assistant coaches are one of the largest pools from which head coaches are hired.

Assistant coaching.

Another aspect that is important in looking at female coaches is a coach's time as an assistant coach. Assistant coaching is seen as the stepping-stone to head coaching, as assistant coaches are the biggest pool from which head coaches are hired. This is why several studies have used assistant coaches to assess intent to pursue a career in coaching. Their experiences as assistant coaches are important to their intent to continue their career in coaching. Using the theory of planned behavior, Sagas et al. (2006) surveyed assistant coaches to look at how assistant coaches' attitudes, subjective norms, and perceived control about the field could be used to predict intentions to pursue a head-coaching career. Female assistant coaches were less likely than male assistant coaches to pursue a head coaching position. Female coaches had lower attitudes regarding social norms that affect intent to coach, which could be due to organizational factors, support, and social gender norms (Sagas et al., 2006).

The main factors that influence a woman's decision to enter the field of coaching include a desire to stay involved in athletics, to work with high-level athletes, to be a role model and to help female athletes improve. Pastore (1991) looked at Division I coaches of women's teams and reason that they entered the coaching profession. In this study, female coaches had a stronger desire than male coaches to help female athletes and to be role models for female athletes. This shows that female coaches might be more aware of the need for role models for female athletes, especially with the diminishing number of female coaches and feel an obligation to help the next generation of athletes. To add to Pastore's findings, Bower (2010) studied female assistant basketball coaches and four

factors emerged that increased their intent to become a head coach: the job itself, the ability to mentor, the promotional opportunities, and self-efficacy. Women enter the field in order to mentor athletes, stay in sports, and help current athletes. They are more likely to stay in the field and advance to head coaching positions if they are enjoying the job, have the opportunity available to do so and believe in their abilities. For women, the interaction with the athletes and giving back to female athletics is important in their pursuit of coaching. They feel that it is important to give the current generation of girls the opportunities that they had as well as give them role models that the coaches may or may not have had. If they feel they are making an impact on the lives of the girls they are coaching and they are enjoying their time coaching, the women are more likely to pursue higher positions in coaching (Bower, 2010; Pastore, 1991). Their time as assistant coaches is important in building this self-efficacy and creating networks through which they can find opportunities to move up the ladder.

Assistant coaches are the intermediaries between the coaching and the student-athlete worlds and have insight into both worlds; they also have experience in administration and are on the next step to a head coaching position. Black, female assistant coaches sought out more support both from within their own department and from other coaches and organizations as their main strategies to advance their progression to becoming a head coach (Borland & Bruening, 2010). Female coaches need support from their organization to increase their chance of progressing in the field. Similar to the support and mentorship that female coaches seek to provide for their athletes, they want

this same support from their department to navigate the barriers and to move up in the field of coaching.

Mentoring has been looked at as a way to help athletes become coaches and to help coaches succeed in navigating barriers to careers as head coaches. Coaches can encourage their athletes to make a contribution to their sport by empowering and encouraging them to progress from an athlete to a coach (Lough, 2001). Female coaches can serve as role models and mentors to encourage female athletes to give back to their sport and become leaders and coaches. Researchers have found that coaching aspirations of athletes differ according to the gender of the coach. Among high school athletes, girls with female coaches were more likely to want to become a head coach than girls with a male coach. Girls with male coaches saw an assistant coaching position as more desirable and attainable position rather than a head coaching position (Lirgg et al., 1994; Everhart & Chelladurai, 1998). Giving athletes' coaches who can serve as role models and mentors that they can relate to can make the field of coaching appear more open and accessible to the athlete, making them more willing to pursue a coaching career. This idea might translate into assistant coaching as well; if an assistant coach has had a mentor that they related well to, based on similar characteristics such as gender, the mentor may help the assistant coach to see the career as open to them.

From a coach-to-coach perspective, mentorship may help support assistant coaches in learning about the field and encourage them to pursue a career as a head coach. More experienced coaches may serve as mentors to develop new coaches and to pass on the skills and knowledge that will help the new coaches to reach their full

potential. Mentors can also help an assistant in developing a coaching style and technique. Some organizations have started mentoring programs specifically for female coaches, utilizing male and female mentors to help women navigate the field (Bloom, Durand-Bush, Schinke, & Salmela, 1998; Weiss, Barber, Sisley, & Ebbeck, 1991).

When looking at mentorship programs it has been shown that same-sex mentoring produces better psychosocial mentoring than mentor pairings of people of opposite sexes. Avery, Tonidandel, and Phillips (2008) looked at similarity factors in the usefulness of mentor-protégé relationships to see if protégés gained more from mentors with more similar characteristics than in relationships with mentors who were more different from themselves. They found that the sex of the mentor did matter and that career development and psychosocial development was more effective with same-sex mentoring. Female assistant coaches reported higher levels of career and psychosocial development with a female mentor than with a male mentor. Race similarity also influenced the relationship similarly. However, there was one exception, women, regardless of race, with white male mentors received similar levels of career development mentorship as those with female mentors, although, they received less psychosocial development with a white male coach than with a female coach (Avery et al., 2008). Mentorship is a process to help improve intent to coach through improving women's ability to coach and to navigate the profession. Aspects of what a coach learns through her/his mentor could improve her/his coaching self-efficacy, another important factor in increasing female coaches' intent to coach.

Self-efficacy.

Self-efficacy is often looked at in relation to coaching ability and intent to coach. Coaching and athletic self-efficacy have been studied as they influence coaching ability. Self-efficacy, according to Bandura (1986), is a person's perception of her/his ability to perform certain actions. Coaching self-efficacy is a person's belief in her/his coaching ability. Repeatedly, gender differences have been found when measuring the levels of coaching self-efficacy, (Cunningham et al., 2003; Marback, Short, Short, & Sullivan, 2005). Coaching self-efficacy is "defined as one's confidence in his or her capacity to perform the coaching tasks effectively" (Everhart & Chelladurai, 1998) and has been measured through self-reported levels of confidence in completing coaching related tasks including decision making, personnel management, and team management (Everhart & Chelladurai, 1998; Sagas et al., 2003). Sagas et al. (2006) found that women who believed they had sufficient coaching education or had the intent to receive more education in the next three years, had higher coaching self-efficacy and were more likely to pursue a head coaching position. Male assistant coaches had higher coaching-efficacy than female assistant coaches and male assistants desired a head coaching position more than female assistant coaches.

For both male and female coaches at the intercollegiate level, self-efficacy predicted intent to pursue a head coaching position. Those coaches who believed in their abilities as competent coaches were more likely to actively pursue head coaching positions than those with lower levels of self-efficacy (Cunningham et al., 2003). Meanwhile, female assistant coaches had higher occupational turnover intentions than

male assistant coaches. However, self-efficacy did not predict the turnover intentions of female assistant coaches and only slightly predicted turnover intent for male coaches. While high self-efficacy makes a coach more likely to pursue a head coaching position, low self-efficacy does not predict the likelihood that they will leave the field. Rather, there are probably other factors that may influence attrition more significantly such as time constraints, lack of support, salary, and stress (Cunningham et al., 2003). Beyond coaching efficacy, experience as an athlete can also influence the self-efficacy of a coach (Lough 2001).

The playing experience of female athletes affects their coaching self-efficacy as most coaches were athletes first and developed into coaches after their playing careers ended. Lough (2001) studied the coaching efficacy of high school female athletes based on the gender of their coach. Higher playing accomplishments led to higher levels of coaching self-efficacy in the high-school basketball players (Lough, 2001). If players believe that they are competent athletes in the sport, they are more likely to believe that they can be effective coaches.

Feminist Standpoint Theory

As this study will be looking at individual women's experiences as a minority group in coaching, it will be guided by feminist standpoint theory. Feminist methodology was started out of a realization that the experiences of women were missing from socio-cultural research and these experiences could have an impact on many social structures including education and policy, as well as social life in general. It recognized that women should have more of a say in the administration of educational and other knowledge

building institutions and that this should come in the form of women telling their experiences themselves to affect change in the institution (Harding, 1987). Standpoint theory in research began with feminist researchers questioning the status quo of patriarchy within the research and social worlds and was formed as a way to answer questions about topics beyond the scope of or subverting this patriarchal dominance (Harding, 1987). There was also recognition that women's experiences are plural in nature; there is no one singular woman's experience. Because of the difference in experience that women have may vary based on their race, class culture, and other variables, multiple women's experiences must be taken into account (Harding, 1987). This feminist methodology that sought to look at women's experiences to give them a voice in the administration of institutions was the social foundation from which feminist standpoint theory was created.

Feminist standpoint theory is based on the idea that social interactions and beliefs are different depending on how people experience life through their social positions. It is founded on Marx's idea of proletariat standpoint; that the working class experiences life differently from the other classes. Feminist standpoint theory asserts that women experience life differently than men due to their standing in society as a less privileged group (Hartsock, 2004). Women experience life in a world based in male power. Thus women experience the labor force in a different and gendered way from men, as 'the other' in society, particularly in highly gender segregated careers (Hartsock, 2004; Hill-Collins, 1986). Feminist standpoint theory, in looking at the different experiences of women in male dominated society, takes an outsiders-within perspective (Hill-Collins,

1986). Women are insiders in an organization in that they know the nature and functioning of the organization but are outsiders as part of their minority status within the organization and the pressure they receive to assimilate to the male norms of working. This gives a perspective that allows a researcher to look critically at the functioning of an organization based on hearing insider information from a member of a minority group in that setting (Hill-Collins, 1986).

There have been objections to the use of feminist standpoint theory in research due to the personal values (such as the belief that women should have equal opportunity in management positions as men) inherent in the research. Feminist researchers have defended it by arguing that the biases are clearly presented in these studies for readers to be aware of (Messner, 1990). By acknowledging the bias, feminist standpoint theory can be utilized to explore the experiences of women in the athletic labor force in depth.

In Borland and Bruening's (2010) study of black female assistant basketball coaches, the authors used black feminist theory to frame their research as black women face intersecting oppression and are usually found in subordinate positions in athletic administrations. Within Division I Women's basketball head coaching positions 53.7% of the positions are held by white women and only 10.7% are held by black women, even though 50% of the student athletes are black, and the rest of the positions are held by males. Black feminist theory allows for discourse around the experiences from the perspective of intersecting forms of oppression. A feminist standpoint is especially important due to the gendered nature of the field.

Athletics, and coaching in particular, is a traditionally masculine field that still remains very gendered even as many other fields become more open and less gendered. Law and medicine, two other traditionally male fields, are seeing increases in the number of women in the field. Law schools are graduating classes with 50% women and the number of female lawyers at all levels within law firms, while still not equal, has increased significantly between 1988 and 2007. In 2007, women held 16% of equity partner positions, 26% of nonequity partner positions, and 30% of “of counsel” positions, and almost half of entry level positions, up from less than 8% of female partners and about 40% of women in entry level positions in 1988 (Kaye & Reddy, 2008). Similarly women make up over 40% of medical school classes and are holding faculty positions in academic medicine at the highest rates in history. However, they are still well behind men in attaining the highest rankings, full professor and department chair, within their field, but progress is being made (Bickel et al., 2002).

Meanwhile, within athletics, men still hold the majority of the power and there is no sign of women increasing their presence in athletic departments. Most administrations are male dominated, as such, men control the hiring and firing of coaches, and the majority of collegiate coaches are male. Masculine traits of strength, power, and aggression are highly valued in the field by the athletes, administrators and other coaches, forcing women to adapt to the masculine style in order to fit in and to succeed in coaching (Sabo & Panepinto, 1990). This will influence a woman’s experience as a coach and could cause that experience to vary drastically from that of a male coach. Due to this, feminist standpoint theory’s assertion that a difference of experience exists in all of

society should be particularly applicable and evident in collegiate coaching. While some authors have based their studies in social exchange theory, self-efficacy, and role-modeling to see what motivates a coach's intentions to become a head coach or leave the field, with a feminist perspective it is important to hear what the participants view as the main factors that influence their intent to coach.

However, alternative explanations that have nothing to do with the gendered nature of coaching may be found in regards to the assistant coaches' career intentions. The assistant coaches may also perceive too many barriers in the field and as a result, the participants may not intend to pursue a career head coaching. The factors influencing their decision to coach are irrelevant if they do not plan to pursue a career in coaching. Women may not desire a head coaching position for a variety of social and institutional reasons such as family obligations and organizational structures.

While there has been some research that looks quantitatively at factors that contribute to assistant coaches' intentions to continue coaching, there is little in depth data on why women, in particular, decide to pursue a career as a head coach. Hearing from women what they believe are the important factors that motivate them to coach and help them succeed with regard to why those factors are important to them is a necessary step in increasing women's representation in collegiate head coaching. The study seeks to elicit information about barriers that still exist and what factors are in place to encourage and enable the women to pursue a head coaching position. This information could lead to recommendations on how to change the culture within organizations or what programs might be implemented to make the field more open, supportive and welcoming to female

coaches, possibly leading to an increase in participation by women in the field. Therefore, the purpose of this study is to discover what factors contribute to the millennial generation of young assistant coaches' motivation to pursue a career as collegiate head coaches.

CHAPTER THREE
HEAD COACHING MOTIVATION OF MILLENNIAL GENERATION FEMALE
ASSISTANT COACHES

Abstract

While Title IX facilitated the increase of the number of female athletes in the United States, the rate of female coaches has declined since 1972. Previous research explored constraints to women in coaching, but limited research has looked at women's intent to coach. The purpose of this study is to examine the factors that influence millennial generation female assistant coaches' decision to pursue careers as head coaches.

Qualitative interviews were conducted with 10 Division I female assistant coaches. Three main themes emerged: optimism about the state of women in coaching, family obligations as a constraint, and networking and mentoring, particularly with other women, as the most useful strategy for pursuing career goals. Sport associations should create more women's only networking opportunities to foster the sharing of knowledge regarding overcoming constraints, career advancement, and the formation of an old girls club.

Girls began playing sports at unprecedented levels after the passage of Title IX in 1972. While the number of female athletes and women's teams increased exponentially, the percentage of women's teams coached by women plummeted from 90% in 1972 to 43% in 2012. Meanwhile, the rate of women coaching men's teams remained constant at 2-3% over those 40 years (Acosta & Carpenter, 2012). This lack of female coaches has implications for women who are interested in coaching as well as on female athletes who do not have female role models and mentors.

Coaches serve as role models and mentors to their athletes. The lack of female coaches can lead to a shortage of female athletic role models to young athletes and of mentors for girls who might be interested in coaching. Female athletes at the high school level who have male coaches are less likely than those who have female coaches to see a career as a head coach as an option (Lirgg, DiBrezza, & Smith, 1994; Lough 2001). However, much of the research on the lack of female coaches has focused on barriers and what holds women back in coaching rather than on reasons why women do coach and what helps them succeed in the field. Commonly cited barriers to women's participation in coaching include family commitment, time commitment, (Bracken, 2009; Dixon & Bruening, 2010; Kamphoff, 2010; Weiss & Stevens, 1993) the old boy's club, lack of an old girls' club (Claringbould & Knoppers, 2008; Stangl & Kane, 1991), salary, lack of career opportunities (Bracken, 2009; Weiss & Stevens, 1993), burnout, and administrators' perception of the lack of qualified female coaches (Bracken, 2009; Everhart & Chelladurai, 1998).

Athletics, and coaching in particular, remains a heavily male dominated field, even as other fields, including law and medicine, gradually become less gendered (Bickel et al., 2002; Kay & Reddy, 2008). Men hold the majority of the power in athletics, both as administrators and as head coaches. Masculine traits of strength, power, and aggression are highly valued in the field by athletes, coaches and administrators, encouraging women to adapt to the masculine style in order to fit in and succeed (Dixon & Bruening, 2007; Sabo & Panepinto, 1990). The gendered nature of coaching can make it a hostile field for women, however there are strategies that can help women succeed in coaching.

Assistant coaching is seen as a stepping stone to a career as a head coach. Assistant coaching positions provide coaches the time to learn what is required to succeed at the next level and gives them the experience required to move up to a head coaching position. Assistant coaches serve as one of the main pools for hiring head coaches. However, factors that influence an assistant coach's intent to pursue or not pursue a career in coaching differ by gender. As such, an examination of assistant coaches allows for a unique perspective on the reasons for, as well as intent of, women to pursue a head coaching position (Borland & Bruening, 2010; Cunningham & Sagas, 2003; Sagas, Cunningham, & Pastore, 2006).

While there has been limited research that looks at factors that contribute to assistant coaches' intent to continue coaching, there is little in depth data on why women, in particular, decide to pursue a career in coaching. Previous studies have specifically encouraged a more thorough look at coaching intent of women (Cunningham & Sagas,

2003; Cunningham, Sagas, & Pastore, 2006). Through qualitative interviews with female assistant coaches this study seeks to gain a deeper understanding of their experiences and how those experiences relate to career expectations and head coaching intent. The millennial generation (born after 1980) is of particular interest as they are second generation beneficiaries of Title IX. They were raised in an era with unprecedented acceptance and opportunity for women to participate in athletics (Acosta & Carpenter, 2012; Taylor & Keeter, 2010). Therefore, the purpose of this study is to look at what the millennial generation female assistant coaches believe contributes to their decision to pursue a career as a head coach and what, if any, barriers they may still perceive to be in their way.

Literature Review

Title IX's passage in 1972 led to a drastic increase in participation by women in athletics. In 1970, there were approximately 16,000 intercollegiate female athletes; in 2012 there were approximately 200,000 (Acosta & Carpenter, 2012). Women who grew up with the initial benefits of Title IX expect the full benefits of the law for their daughters who are, in general, part of the Millennial Generation. Members of the millennial generation were born after 1980 and were the first generation to come of age in the new millennium (Taylor & Keeter, 2010). Millennials were second generation Title IX beneficiaries as implementation was to be completed by 1978 and the parents of this generation were partial beneficiaries of the amendment. Millennials grew up in an environment that was more accepting of women in sport than previous generations and thus they had more opportunities available to them (Acosta & Carpenter, 2012).

Millennials were also exposed to more women at the elite levels of sport. For example, they were teenagers and preteens when the WNBA was formed in 1996 and when the U.S. Women's National Soccer Team won the Women's World Cup in 1999. While women from this generation had the opportunity and the encouragement to play sports and to be athletic at unprecedented levels, the percentage of teams coached by women plummeted post Title IX (Acosta & Carpenter, 2012). This lack of female coaches has implications for athletes as well as for women who are interested in coaching.

Feminist Standpoint Theory

As this study is looking at individual women's experiences as a minority group in coaching, it is guided by feminist standpoint theory. Feminist standpoint theory comes from feminist methodology that seeks to look at women's experiences in order to give them a voice in the administration of institutions (Harding, 1987). Feminist standpoint theory is based on the idea that social interactions and beliefs are different depending on a person's social position. It asserts that women experience life differently than men due to their standing in society as a less privileged group (Hartsock, 2004). Women experience life in a world that is based in male power. Women experience the labor force in a different, gendered way from men as they are 'the other' in society, particularly in highly gendered careers (Hartsock, 2004; Hill-Collins, 1986). Feminist standpoint theory takes an outsiders-within perspective; women are insiders as a member of an organization but are outsiders due to their minority status in the organization and, as such, face pressure to assimilate to male norms (Hill-Collins, 1986). Due to the highly gendered environment that persists in athletics, and coaching in particular, feminist standpoint

theory's assertion that a difference of experience that exists in all of society should be applicable and evident in collegiate coaching and how women perceive themselves in the field.

Barriers to Female coaches

Women face many barriers in the coaching profession. A study conducted by the NCAA found that the most commonly identified barriers to women entering and remaining in the field included family commitments, time commitments, salary, job availability, and gender discrimination against female coaches (Bracken, 2009). Other studies have found similar results and have cited barriers including family commitment, time commitment (Dixon & Bruening, 2007; Kamphoff, 2010; Pastore, 1991; Weiss & Stevens, 1993), the old boys' club, lack of an old girls club, gendered organizations (Claringbould & Knoppers, 2008; Kamphoff, 2010; Stangl & Kane, 1991), salary, lack of opportunities (Weiss & Stevens, 1993), lack of mentors, burnout, and administrators perception of a lack of qualified female candidates (Everhart & Chelladurai, 1998).

Time and family commitments are common barriers for female coaches. While not all female coaches are married, have a partner, or have children, those who do cite family obligations as a significant barrier (Bracken, 2009; Dixon & Bruening, 2007). Despite the progress of society in accepting women into the workforce, they still perform a majority of the weight of the house-work and child rearing tasks, bearing the weight of the second shift. The second shift is the presence of women participating in the paid workforce at unprecedented levels, yet still being expected to do the majority of the unpaid household labor as well (Johnson & Johnson, 2008). However, this gap seems to

be shrinking. Men are spending more time doing childcare related labor and women are finding ways to reduce their time doing unpaid labor as they increase their time in the paid labor force (Bianchi, Robinson, & Milkie, 2006). Much of the remaining gap is accounted for through men still spending more time in the paid labor force, relatively proportionally to women's extra time in the unpaid labor force. Women are cutting back on their time doing unpaid labor through reducing their time doing housework, however, many are unwilling to reduce the time that they spend on childcare tasks (Bianchi et al., 2006). Many coaching mothers have partners who work full time as well, thus the women are expected to take care of their families and their careers. In contrast, many male coaches rely on their partners to take care of the family obligations (Drago et al., 2005; Dixon & Bruening, 2007).

Some departments are seen as more family friendly than others due to strategies that they implement to help lessen the challenges of balancing parenting with coaching. These departments tend to allow flexible time in the office, support having children at work, and have employees and administrators who work together to ensure that the coaches have the support and resources needed to balance their family obligations with their careers. Female coaches have commented on the necessity of having a supportive organization in order to feel accepted and to succeed in their careers (Borland & Bruening, 2010; Drago et al., 2005). Beyond family and time constraints, female coaches must contend with the bigger picture of the gendered norms of athletics.

While women and girls are currently playing sports at the highest level in history, athletics are still viewed as a male domain. Many athletes believe that while men can

coach female athletes and teams, women cannot successfully coach male athletes and teams. The majority of male athletes prefer a male coach. In addition, female athletes prefer a male coach as well, even for women's teams (Coakley & Donnelly, 2009; Fasting & Pfister, 2001; LeDrew & Zimmerman, 1994). However, experience with female coaches influenced this preference. Elite female soccer players who have had a good experience with a female coach were more likely than those who had only had male coaches, or who had not liked their female coach, to accept a female coach in the future (Fasting & Pfister, 2001). Perhaps the gendered atmosphere that the players experience starts with coaching and moves up into administration as well.

In 2012, 80% of all athletic departments had male athletic directors, however at the Division I level it is 90%, and 95% of athletic directors are male at the Football Bowl Subdivision (Acosta & Carpenter, 2012) The Football Bowl Subdivision is the most competitive level of college football, it is comprised of Division I teams that compete in the post season Bowl Series. This may create a bias toward hiring male coaches. Division I programs with male athletic directors hired 9% fewer female coaches than programs with female athletic directors (Drago et al., 2005; Stangl & Kane, 1991; Welch & Sigelman, 2007). Beyond the low number of female athletic directors, athletic departments have tended to be highly gendered organizations overall with many considered skewed (85:15 men to women) or tilted (65:35 men to women) (Acosta & Carpenter, 2012; Kane & Stangl, 1991). When organizations are skewed, members of the minority group are considered tokens and must conform to the norms and actions of the majority group in order to be accepted. Minority groups are less likely to enter or stay in

an organization if they are perceived as tokens (Claringbould & Knoppers, 2008). Sport organizations have tended to be skewed or tilted places of work, with coaching usually falling into the skewed category, making female coaches' tokens; this could have contributed to the low rate of women in coaching (Claringbould & Knoppers, 2008; Kane & Stangl, 1991). This gendering of the organization can make it difficult for the minority group to connect to others within their field and feel welcome.

In this gendered field of athletics networking is important for career advancement. This could disadvantage the minority group in a skewed workplace. The success of the old boys' club and the absence of the old girls' club have been cited as barriers to women succeeding in the coaching field as it causes women to miss out on networking and job opportunities (Coakley & Donnelly, 2009; Demers, 2007; Greenhill, Auld, Cuskelly, & Hooper, 2009; Knoppers, 1987). The barriers, including time and family commitment, the old boys' club, the gendered nature of athletic departments, the lack of female mentors, all influence the low rate of women in coaching and could influence an individual's decision to enter or stay in coaching. However, it is also important to look at factors that can encourage women to coach.

Factors Influencing Intent to Coach

While there have been many barriers cited to women entering the field of coaching, there have been several factors related to women becoming head coaches. Time spent as an assistant coach, mentorship opportunities, and self-efficacy have all been found to positively influence women's intent to coach (Borland & Bruening, 2010; Everhart & Chelladurai, 1998; Sagas et al., 2006). Assistant coaching has been seen as a

stepping stone to head coaching as assistant coaches are the biggest pool from which head coaches are hired. Sagas et al. (2006) looked at coaching intentions of male and female assistant coaches at the NCAA Division I and Division III levels through the lens of the theory of planned behavior. Female assistant coaches were less likely than male assistant coaches to want to pursue a head coaching career and the head coaches of the female participants played a crucial role in shaping the assistant coaches intent to pursue a head coaching career (Sagas et al., 2006). Female coaches' decisions to enter the field of coaching are influenced by a desire to stay involved in athletics, work with high level athletes, be a role model, and help female athletes improve (Bower, 2010; Pastore, 1991). Many women believe that it is important for them to give back to the sport that has given them so much in life and to help the new generation of female athletes succeed. They enjoy helping their athletes, whether that is by helping them become better athletes, or helping them get through a personal problem. Assistant coaches are able to maintain this relationship as they are seen as the intermediaries between the coaching and the student-athlete worlds. While they serve as role models to the athletes, they also look up the ladder for their own support and progress.

Coaches want to serve as role models to their athletes. As role models, coaches can help facilitate an athlete's transition from player to coach. The presence of a female head coach provides a role model to encourage female athletes that coaching is a career possibility for them. High school girls with female coaches were more likely to want to become a head coach than girls with a male coach. Girls with male coaches saw an

assistant coaching position as desirable and attainable rather than a head coaching position (Lirgg et al., 1994; Everhart & Chelladurai, 1998).

However, it is also important for coaches to have mentors themselves. Coaches seek out support, both from within their own department and from other coaches and organizations, as their main strategy is to advance towards becoming a head coach (Borland & Bruening, 2010). More experienced coaches may serve as mentors in order to pass on the skills and knowledge that will help the new coaches to reach their full potential and to develop their own styles and techniques (Bloom, Durand-Bush, Schinke, & Salmela, 1998; Weiss, Barber, Sisley & Ebbeck, 1991). Some organizations have started mentoring programs specifically for female coaches, utilizing male and female mentors to help women navigate the field. Examples include the Women's Basketball Coaches Association "So You Want to be a Coach" program and the NCAA Women's Coaches Academy. However, same-sex mentoring may produce better psychosocial outcomes than opposite-sex pairings. Female assistant coaches report higher levels of career development with a female rather than a male mentor (Avery, Tonidandel, & Phillips, 2008). While all mentoring connections are important and useful, the more similar the coaches are to one another, the more the coaches can learn from one another. Therefore, mentorship pairings should strive to match females whenever possible to achieve maximum value.

While time as an assistant coach and mentoring relationships can help women in coaching, their playing experience also may influence their career intention. High school female athletes with higher levels of playing accomplishments had higher levels of coach

self-efficacy (Lough, 2001). Playing experience has been used to measure coaching self-efficacy which is a person's belief in her coaching ability (Everhart & Chelladurai, 1998). This relates to whether she thinks she is a good coach and if she thinks she is successful. It can influence whether the female coaches think she will be successful at a higher level of coaching. Gender differences have repeatedly been found in measuring coaching self-efficacy; women tend to have lower coach self-efficacy than men (Cunningham et al., 2003; Marback, Short, Short, & Sullivan, 2005). Players were more likely to believe that they could succeed as coaches if they were competent athletes in their sport. Playing experience significantly influenced the self-efficacy of men; however education was also important for women. Women who believed that they had sufficient coaching education or the intent to receive more education in the next three years had higher coaching self-efficacy and were more likely to pursue a head coaching position than those without sufficient education (Sagas et al., 2006). Essentially, it was important for women to not only be good athletes, but to have also learned about the game and about coaching. Coaching self-efficacy helped predict intent to pursue a head coaching position. For example, those coaches who believed in their abilities as competent coaches were more likely to actively pursue head coaching positions than those with lower levels of self-efficacy (Cunningham, Sagas, & Ashley, 2003). Building women's confidence about their athletic as well as their coaching abilities helps them believe that they can be successful coaches and thus stay in the field. While there are many factors, both positive and negative, that could influence a woman's career decisions in coaching; it is important

for the coaches to discuss the factors that impact them the most from their own perspectives.

Previous research has looked at social exchange theory, self-efficacy, and role-modeling to see what motivates a coach's intentions to become a head coach or to leave the profession. By using a feminist perspective, this study seeks to gain a deeper understanding of what the participants' view as the main factors that influence their motivation to coach without imposing prior beliefs on the participants' answers. There is little in-depth data on why women in particular decide to pursue a career as a head coach and what could help them succeed in a heavily gendered profession. Hearing from women about what they believe to be the important factors in regards to why they coach and stay in coaching is a necessary step towards increasing women's representation in collegiate head coaching. These findings could lead to recommendations on how to change the culture within athletics or what programs might be implemented to make the field more welcoming to female coaches and subsequently increase the participation of women in head coaching positions. Therefore, the purpose of this study was to discover factors motivate the millennial generation of young assistant coaches' to pursue a career as a collegiate head coach.

Methods

This study sought to understand the experiences of female assistant coaches and their intent to pursue a coaching career. Qualitative interviews were conducted with millennial generation, Division I, female assistant coaches in the winter of 2011-2012 to

elicit information regarding the factors influencing their intent to pursue a head coaching career.

Sample

The participants were female assistant coaches of women's teams at NCAA Division I schools. The participants were from athletic conferences across the country; however, in order to maintain consistency in the type and the size of athletic department, only coaches from Division I Football Bowl Subdivision (FBS) schools were invited to participate. The coaches were all from the millennial generation (born after 1980) meaning that they were raised post Title IX. Lowry and Lovett (1997) found that the time period (immediately post Title IX, after Title IX was deemed to not include sport, and after sport was restored as part of Title IX compliance) during which a coach left the field resulted in differences in the reasons why she left the field. The Millennial generation is entering the field at a time when beliefs about women in sport and society are significantly different from previous generations and, as such, may view the field of coaching differently than previous generations.

There were 10 coaches in total. The coaches could come from any NCAA sponsored sport; however the participants in this study were from three sports: basketball (1), rowing (5), and soccer (4). The sport of the coach quoted will be noted throughout the results with a (B), (R), or (S) for the three sports respectively. The coaches ranged in age from 23 to 31 years old and had anywhere from less than a year to nine years of collegiate coaching experience (See Table 1).

Table 1			
<i>Coach Demographics</i>			
Coach name	Sport	Age	Years as coach
Christine	Basketball	29	8
Rachel	Rowing	24	1.5
Blair	Rowing	28	6
Katie	Soccer	29	7
Robin	Soccer	31	9
Nicole	Rowing	23	1
Laura	Soccer	30	6
Kim	Rowing	31	6
Claire	Soccer	24	3
Emily	Rowing	28	4

Data Collection

Purposive snowball sampling was used for this study. Initial interviews were conducted with coaches at universities in the Southeast region of the United States who were identified from the university athletic department websites. Those coaches and all subsequent coaches were asked for recommendations of other coaches to be interviewed.

The researcher then checked that the recommended coaches fit the required demographics and contacted them via email to set up an interview.

The primary researcher, who is a woman from the millennial generation, served as the interviewer for all of the interviews. Semi-structured interviews were conducted with 10 coaches; demographic information was collected prior to the interview. The interviews were constructed based on an adaptation of Seidman's (2006) concept of a three part interview. The interviews began with a focused life history concerning the participant's experiences as athletes, followed by their current experiences and intentions in coaching, and ended with the meaning that they find in their experiences as coaches. The questions were grounded in previous literature. The interviews ranged in length from 25 to 70 minutes and were digitally recorded with the consent of the participants. Two of the interviews were conducted in person while eight were conducted over the telephone. After the conclusion of each interview, the researcher took notes regarding the important points, emerging research ideas and commonalities and differences that the researcher noticed. This allowed the researcher to easily compare the main ideas in each interview during the data collection process (Creswell, 2007). While the intent of the interviews was to document the experiences of coaches in their own words, the researcher's notes served as a summary and perspective of what she was hearing during the interviews. The researcher transcribed the interviews verbatim. All of the participant names were changed to pseudonyms and other identifying characteristics were dropped to protect the confidentiality of the participants.

Data Analysis

Once data saturation was reached and transcription was complete, member checks were performed to assure that the researcher had properly represented the thoughts of the participants and to allow the coaches a chance to add on to their comments if they chose to do so. The interviews were entered into MAXqda 10 software for coding. This software uses hierarchical coding and allows open codes to be grouped together under broader categories and themes. All coding was completed by the primary researcher. Coding procedures were adapted from Charmaz's (2006) constructivist grounded theory which focuses on the meanings and experiences of the participants during the coding process. Constructivist grounded theory was chosen due to its focus on the participants in the analysis process which aligns with the ideas of feminist standpoint theory of listening to the perspective of women. Within constructivist grounded theory "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" (Charmaz, 2006, p. 10). The interviews were read for initial ideas that emerged across the data. Focused coding then sought to identify the most important codes. This was followed by the axial coding phase where codes were regrouped into three major themes (Charmaz, 2006). Axial coding revealed three emerging themes: the view of women in coaching, constraints that are present for female coaches in pursuing a head coaching career, and what helps women succeed in coaching. Selective coding was then utilized to choose quotations that best represented the three main themes.

An outside researcher independently coded 10% of the data to assure intercoder reliability. The outside coder coded the same passages as the primary researcher. There was an 89% agreement between the primary researcher and the outside researcher. According to Creswell (2007), 80% agreement is recommended.

Results

Three main themes emerged from the data analysis: how the participants' view of women in coaching, constraints to coaching, and strategies that help them succeed in coaching. When asked about their career goals, as well as in their discussion regarding constraints and intent, the coaches repeatedly shared their views of the field of coaching and their perceptions of their career possibilities. The researcher asked about any barriers to pursuing their career goals which led to the constraints theme. The final theme, how to succeed, emerged from the coaches answers to questions regarding what helped them succeed as assistant coaches, what would help them succeed in pursuing a head coaching job, and what resources they believe are important to female coaches. The results are mostly comprised of quotes from the coaches, with a notation of which sport the coach comes from (B for basketball, R for rowing, S for soccer). The chosen quotes are representative of their experiences as female coaches and are meant to show their perspective of the field of coaching for women.

View of Coaching

When asked about their career goals, seven of the ten coaches explicitly wanted to become head coaches in their respective sports. Generally they were very upbeat about the prospect of becoming a head coach. Kim, a rowing coach with six years of

experience, said, “I think it would be a lot of fun to be in charge of a program”. However, many recognized that the job comes with challenges and some questioned the type of school they would want to coach at due to these challenges and that it will take work to get to the Division I head coaching level. Nicole, a rowing coach in her first year of coaching, said in regards to becoming a head coach, “Down the line I would love to kinda work my way into it, even if that meant to go to D-III first or D-II.” However, some coaches were not committed to becoming head coaches

One coach, who was relatively new to the profession, did not know yet if she wanted to pursue a head coaching career. Two coaches had decided that they did not want to pursue a head coaching career, for different reasons. Laura, a soccer coach, believed that she could not have the personal life that she desired and stay in collegiate coaching.

I really don't have aspirations to be a head coach you know. As a female, it is hard you know, I'm looking to hopefully have a family sometime in the near future and I see other women, some that are coach friends of mine and it's very difficult, to kinda juggle that [...] My future goal is to actually become a teacher, preferably at the high school level, possibly coach a high school team.

Meanwhile, Blair, a rowing coach, was the novice coach for her program and had no intention of becoming a head coach. She believed, and had the encouragement of one of her coaches, that being a successful novice coach could be a rewarding career path. She said,

I'm very interested in coaching these new people and getting them to a point where they can row steadily for a little while and then hand them up [...] I guess

it goes back to my novice coach, I just responded immediately to what he was doing and I remember him saying he was never interested in being a head coach and that made me think about why and he loved that thrill of every year that slate is reset. You have your new people. You have a chance to influence the entire team from the bottom up. So I thought, I like novice coaching, I want to be a really good novice coach.

While two coaches did not want to become head coaches, the reasons were different. One coach did not want to stay in collegiate coaching, while the other was content with her position as an assistant coach.

However, across all of the coaches, regardless of whether or not they aspired to become head coaches, most had positive, often mentor-type, relationships with at least one of their high school or college coaches. Christine, a basketball coach, believed her college coach “is one of the most influential people in my life as far as my profession goes,” while Laura (S) said that one of her high school club coaches “was very influential to me, motivated me a lot, taught me a lot, somebody that I look back and I learned a lot as a person and I can relate to now a lot as a coach.” Most of these women also had at least one (often only one) female head coach at the high school and college levels. For some of the participants, their female coaches served as examples that it is possible for women to succeed in coaching. Claire, a soccer coach, stated about her college coach, “I had a female coach who has been there now for like 14 seasons and she has a family and she’s pretty much the reason I wanted to get into coaching, she was pretty much the biggest influence.” The coaches had good experiences with their own coaches as athletes.

Several of the coaches saw their own coaches as role models or evidence that women can succeed in coaching which helped them to be very optimistic about their own careers.

Optimism about coaching.

Most of the coaches were very optimistic both about their own careers as well as about the current state of women in coaching. They approached their careers with a belief that life would work out however it was meant to. This approach allowed them to deal with some of the challenges that they faced without dwelling on them. Emily, a rowing coach who fell into collegiate coaching when a position at her alma mater opened up said, “I would say for me personally, just like a lot of women, it’s just trying to figure out how you’re going to do it all.” The participants often used other female coaches that they had seen accomplish it all (job and family) as evidence that it is possible, but the coaches were still struggling to figure out how to achieve that for themselves. These women approached their careers with the idea that life would work out and thus they had a positive attitude about their future.

Helping this positive attitude about their futures was the coaches’ perceptions that it was a good time for women in coaching. Many of the coaches believed that competent female coaches were well positioned as athletic departments wanted to have more women on the staff of their women’s teams. Robin (S), who had nine years of coaching experience at several different universities, described this view:

I think females; we do have a little bit of a jump over the males in our profession because so many programs want female coaches. And whether they want female head coaches or whether a head coach needs a female on staff, I definitely think

we get, a good female coach gets a lot more opportunities than a good male coach just because of gender equity.

This sentiment was expressed by many of the coaches, however several were aware of, and concerned about, the attrition of female coaches. Kim (R), who was very positive about the state of women in athletics, both playing and coaching, and planned to pursue a career as a head coach stated, “But even I have a bit of a negative outlook on it because I see the women who are having babies and they take a step back and the things do get a little less competitive.” Emily (R) was initially hesitant to become a coach because she believed that as a smart, capable woman, coaching was a cop-out career. She had since changed her view but still, at times, questioned her decision not to get an MBA. She echoed this view of women leaving the field when she said,

We definitely see a lot of female assistants leave coaching for whatever reason, like we had one that left for grad school, I know one who was very successful, she went to nursing school. You kinda scratch your head and wonder why and I think it’s a variety of factors, I think it’s competition for the best head coaching jobs is pretty fierce, I think that the pay is difficult, it’s disproportionate obviously to the amount of work you put in, so I think after a while that can be really frustrating for people.

The women were optimistic about their careers and the field in general, but they were concerned about the number of female coaches who were leaving the profession.

However, they loved their jobs and what they were able to do for the current generation of female athletes.

The coaches had various reasons why they coached, but the most common and most emphasized reasons related to the relationships that they developed with their athletes. These were the aspects of coaching that motivated them to stay in the field and helped them to enjoy their jobs. The coaches enjoyed the relationships that they built with their athletes; they saw it as building a family and connecting with the athletes.

According to Rachel (R), who had just recently transitioned from athlete to coach,

I think the personal relationships are what keep a lot of people going in the sport. It's like it's your teammates, it's the relationship that you have with the coaches, it's very much like a family. And I think it's one of the number one reasons why I enjoy coaching is just because I like having that relationship with the girls where they look up to you, they see you as a role model, they don't think you can do anything wrong.

Adding to that, Laura (S) took what she liked best about her coaches and tried to give her players a similar environment:

I think to give every student athlete a positive experience is certainly one [reason I like coaching] and to help them achieve their goal. You know I think that's part of the reason I got in. I enjoy giving back to those kids, for me you know, it meant the most to me when my coaches kinda went out of their way and really helped me and guided me so you know that's a big thing for me, helping each one of these kids fulfill their goals and see their potential and go after it.

These coaches placed a high value on the relationships with the athletes because they remembered how important those relationships were for them as athletes. It meant a lot to

them as athletes when their coaches took an interest in them and these coaches did their best to create that environment on their own teams.

The coaches also enjoyed, and were motivated to coach, by helping athletes grow both on and off of the field. Robin (S) demonstrated this through her statement, “I enjoy shaping, helping these kids shape their futures, helping teach them life lessons, and being around them.” Claire (S), who placed a lot of value on the relationship she had with her college coach, expanded on this idea,

I want to give them the chance that I was given and I want to help them grow into young adults and help them find what they want to do and I just want to be able to help them do what they want to do in life and soccer. I know it sounds corny, but it’s an avenue to help you achieve what you want.

It was important to the coaches to build relationships with and help their athletes succeed on and off the field. They remembered how much they appreciated coaches who cared about them personally as athletes and wanted to pass that connection on to current athletes. This connection to their athletes was part of what they love about their careers and motivated them to stay in coaching regardless of the challenges that they faced.

Constraints

The coaches were asked about barriers that they perceived. Barriers were considered anything that would get in the way of a coach pursuing her career. However, when asked about current or future barriers, very few were mentioned by the coaches. Relating back to the optimism of the coaches, when the coaches did discuss barriers, they described them more as challenges that could be overcome, but which they were

currently unsure of how to overcome: “I wouldn’t call it a barrier, it’s just kinda every now and then you know, how am I going to do it all” (Emily - R). As such, they are more similar to constraints rather than barriers. The leisure literature has come to use constraints as factors that may hinder participation in an activity but, with effort, can be negotiated by the participant. Constraints may not prevent participation in leisure but may alter how a person participates (Jackson, Crawford, & Godbey, 1993). The coaches repeatedly discussed family as a challenge, but as most believed they could find a way to coach and have a family, it is a constraint rather than a barrier to coaching. The coaches wondered how they could be a good partner now, a good mother in the future, and a successful head coach all at once.

While family constraints are present for women across many fields, especially traditionally male dominated professions, there are some aspects of coaching that make it a unique job and may add to the constraints coaches experience. Coaches have hectic schedules that are often outside of the normal 9-5 workday due to practice and game times that also require heavy travel for games and recruiting trips. Depending on the athletic department, coaches may not be able to bring their family on these trips, meaning more time away from a partner and children. Unlike many careers which have internal job ladders, in order to move up in the field, coaches often must move to a new program. This means uprooting their life (and their families if they have them), often multiple times in order to get higher level jobs which affects the family of the coach and might be challenging depending on a partner’s career. For many coaches, their job security depends on having a winning team; this is not completely in their hands as games rely on

the performance of college students. While coaching has some of the same issues, such as long hours and high stress of other male dominated fields, it has some unique characteristics that could add to the stress and constraints of being a female in the field.

The coaches all wanted to have healthy relationships with their partners but they worried that the time and demands of their job could threaten that, especially when the partner was not part of the sport community. Kim (R) described having this issue with her husband,

My husband, he's not in the rowing community, so he just knows from now until May, I cannot take a day off. He wants to be supportive but I can see how annoyed he can get sometimes. Well it's like, no I shouldn't feel guilty for not wanting to go on that trip because it's something I love, but I can definitely see how that affects him.

Beyond the time commitment away from family, the coaches recognized that while they wanted to switch programs in order to become better coaches, moving had to be done with consideration of their partner's needs. Rachel (R), a young coach who was trying to figure out the best way to advance her career said,

I think one of the difficult things, like I said earlier, is all the moving around. I have a boyfriend and he has a steady job here, it's like I'm not just going to be able to pick him up and move him every time you know. I think I'm probably willing to stay here longer for us than what I want to as far as my career.

These women were keenly aware of how coaching affected their partner's lives. They wanted to advance their careers but did not want to harm their relationships. They

struggled with how to juggle the idea that coaches must move out of a program in order to move up the ladder, while not wanting to constantly uproot their partners. For some, like Rachel, this meant altering how she pursued her goals. The coaches were highly ambitious and wanted to achieve their career goals, but were always conscious of how this affected their partners and tried to balance the two of them.

Beyond respect for their partnerships, many of the coaches wanted children in the future. This weighed heavily, especially on the older coaches who were 28-32 and had started considering children in the near future. They wanted children, but they also loved their jobs as coaches and appreciated the time and commitment that coaching took. They knew that while possible, it would be difficult to juggle being a mom and being a Division I head coach at the same time. The coaches discussed how they saw other women achieve this balance and how that gave them hope that they could also ‘do it all’; but many of the coaches still struggled to understand how exactly they would be able to achieve this balance. Kim (R) described her struggle with this issue,

My husband is a paramedic so he has really long hours as well so he would have to adjust and his schedule rotates so he doesn’t have a consistent schedule and I have a consistent schedule but it’s very busy. You know, early morning practices, sometimes evening stuff, so it kinda bounces all around, so in terms of balancing that family life. And I don’t make a lot of money, so in terms of day care, I don’t know how that would work.

Emily (R) also felt this stress:

I would say for me personally, just like a lot of women, it's just trying to figure out how you're going to do it all. As cheesy as it sounds, I definitely want to have a family and I want to have, I'm engaged so I'm getting married, I definitely want to have a good relationship and a good life but obviously the kind of hours that even an assistant puts in, much less you know a head coach, that can be tough, so I wouldn't call it a barrier, it's just kinda every now and then you know, how am I going to do it all. Like I can't even imagine how am I going to have a baby and go and be in the office from 7am to 8pm. How am I going to do that?

These women were all committed to their careers but they also wanted children and a healthy family life; juggling the two was a major concern for many of them. They were worried about raising their kids with hectic coaching schedules that regularly required them to be at work outside of a standard 9-5 work day. This concerned them as they pursued their goals but most believed they could make it work.

While most saw children as a challenge that could be overcome, for Laura (S) it was a major factor in her decision that collegiate coaching was not for her. She had a stay-at-home mom and was appreciative of her mom's ability to attend all of her sporting events and wanted to be able to give that to her children, which she did not think was possible as a college coach.

As a female it is hard you know, I'm looking to hopefully have a family sometime in the near future and I see other women, some that are coach friends of mine and it's very difficult to kinda juggle that, you're family and also the demands of the job. And when you're head coach, everything rides on you, all the decisions,

everything comes down to you. So it's just added stress and added pressure, on top of the stress and pressure of raising a family, so for me personally, I've come to the decision that it's not something that I want to do.

Many of the women had begun to ponder how they could achieve a balance between having a good home life while being a competitive, successful coach. A couple of the women mentioned that staying as an assistant coach, even though they wanted to become a head coach, might be one option; several others discussed the possibility of dropping down to a lower level of competition. They thought that maybe being a head coach at a smaller Division I or even a Division II or III program might lighten their job commitments and make achieving this balance easier. Robin (S) said,

I think at a certain level you can be a head coach and still be a wife and a mother. I think it's based on the level you are at, the conference you are in, the staff that you have, how old your kids are, and what your husband does for a living. I mean it just depends on numerous factors, I also think you can be an assistant at a very high level at the right program.

Overall the coaches saw few constraints to pursuing their career goals. They believed that they could achieve their dreams without much getting in their way. The one challenge they saw related to balancing work and family life which, partly due to role-models, they believed they could overcome. The women were acutely aware of the challenge that being a successful, competitive coach while balancing having children and a partner presents; they were trying to figure out how they could make it work. They had seen

other coaches succeed which helped many of them believe that they could accomplish this as well.

How to Succeed as a Female Coach

Several main concepts emerged in regards to what helped the coaches in this study succeed and what they thought would help them to continue to succeed. Leadership as athletes, education, and learning from other coaches were all strategies that the coaches saw as being beneficial to their career advancement.

Leadership as athletes.

Many of the coaches were leaders in their sports as athletes. They described how simply being strong athletes helped them to be recognized by other coaches as they transitioned into coaching. Claire (S) said,

I think just being a good player. I think coaches knew who I was when I played and if you're somewhat good then they kinda more respect you. This had effect, just because I am so young, I think that was my biggest plus when I started applying.

Several of the coaches talked about their leadership positions on teams when they were athletes as helping them transition from player to coach. Many were captains, coxswains, and point guards on their teams; they had to develop strong leadership and coaching skills as athletes in these positions. Several of the rowing coaches discussed their time as coxswains and how they were the coach on the water for their boat, which taught them the rudimentary elements of working with athletes. Nicole (R) described this:

I rowed in high school but in college I was a coxswain and coxswain are essentially, they kinda are a coach when a coach isn't there. We have a really big leadership role, we kinda have to take charge of the team, we have to make some decisions. We have to be able to correct the girls. If the coach isn't there we have to be able to say 'you need to do this, do that' so I kind of had a bridge into coaching because of cox'ing which has helped give me more confidence starting out as a new coach.

The coaches viewed their time as athletes, particularly time spent as leaders on their teams, as important to their coaching careers. They believed that it gave them visibility and recognition to other coaches. Some were hired by their alma mater or former coach and many felt that they gained respect from other coaches because those coaches knew them as strong athletes.

Education.

The coaches also talked about their education, both coaching specific education, such as coaching classes and certifications for their sport, as well as their college and graduate education, and its influence on their careers. Many of the coaches had been to coaching clinics and held sport specific coaching certifications. While several of them found that they could pick up a few tips about coaching at the clinics, many of them said that the clinics primarily served to enhance their resumes and to build their networks, but did not significantly help their actual coaching. Robin (S) stated that,

I have the highest license in the NSCAA, which is the premier, and then there are conventions every year, courses you can attend multiple times a year [...] I would

say they are all basic for resume builder. It's good for networking as well; you get to meet a lot of people in the profession. The early courses, when you're young, I think they help; but once you get older and into the upper classes, no, I think purely you need for your resume, you need for your job and you need to just have. You're not really getting anything out of it.

While they did not find the coaching classes to be very informative, many of the coaches discussed how their college education, whether it was specific courses or their overall degree, was useful in coaching.

The coaches found that aspects of their college education to be beneficial in becoming better coaches. Blair (R), a music education major, found that her degree helped her as she saw coaching similar to teaching and could apply many of the strategies taught in her education classes.

I would say in my music education classes I learned a lot about those kinds of formal types or ways of teaching and learning styles and things like that. It seems like its left field with the music part of it, but in the end you're still getting someone to work and enjoy it, enjoy what they're producing and all that with a group. So it's actually very similar.

Laura (S) was able to apply what she learned as an exercise physiology major to her approach to coaching:

You know a large part of the game of soccer and any sport for that matter is fitness and you know I've been able to apply my knowledge in that, especially the different aerobic systems your body uses, energy systems. So I've been able to

apply that in running fitness programs in the off-season for our athletes and during the season. So they've certainly been of use to me.

The coaches found their college education to be helpful to them as coaches while they believed that certification clinics were mostly useful as networking opportunities. They believed that the clinics were too elementary, but they often applied concepts from their college coursework to coaching and working with athletes.

Coaching connections.

The coaches found that connecting with, and learning from, other coaches was an important aspect of being successful and they did this in several ways including working for multiple programs, having mentor relationships, and networking. The coaches repeatedly discussed the importance of learning from other coaches in order to gain knowledge of coaching styles and how to run a program as well as the importance of learning from other female coaches how to navigate the gendered aspects of the field. They did this by watching other coaches at events and by working at multiple programs. Many of the rowing coaches discussed how they learned from watching other coaches and their boats at events. According to Kim (R),

The best informal education that I get is when I get to ride the launch of a coach I admire or a very successful coach. You know I'll definitely go out to one of their practices and just kind of listen to how they say things, how they phrase things, or how they run practice all of that.

The majority of the coaches, from all three sports, discussed how important it was to change programs as they advanced their career. The coaches understood that climbing the

job ladder required moving to new programs. They saw this as a way to learn new styles and techniques from other coaches and to enhance their knowledge and their networks. In order to advance, Rachel (R) believed that,

I would have to go to many other programs and be an assistant coach because I'm the second assistant – I coach the freshman – the next step would probably to be first assistant coach. And go to many different programs, that way I could learn from other coaches, other head coaches, other assistant coaches, before I felt comfortable taking over a program.

These coaches found that learning from various other coaches was important. They did this primarily through watching other coaches at events and through moving programs every few years. However, beyond learning from multiple coaches, they believed that having a couple of strong mentor relationships was extremely important.

Most of the coaches had mentors who they saw as important to their coaching careers and to learning and progressing as coaches. Some of the mentors had been their coaches when they were athletes while others were coaches that they had worked with or were currently working with. There was a general feeling that having somebody who they could call about problems or ask questions about coaching was extremely important to the coaches feeling supported and like they were being set up to succeed. Blair (R) talked about her novice coach being a mentor, but also the desire for more mentoring opportunities:

My novice coach, I had a couple novice coaches, but one of them became a mentor and a co-worker at times and a pretty good friend [...] I still call my

novice coach from way back when, but I would like more time to be mentored. We are actually changing our schedules around a little bit so that I can actually mentor with my bosses who are the head coaches, because currently my practices have been at the same time. We're a little bit tinned in the situation here with time blocks, but I'm trying to make that happen.

While Blair (R) was trying to form a stronger relationship with her current head coach, Laura (S) discussed how the head coach at her current school saw it as part of his job to mentor and prepare his assistants to advance in coaching. Even though she planned on leaving collegiate coaching, she appreciated this view and saw how it has set up many of his previous assistants for successful head coaching careers.

I'm very fortunate, where my boss is, he feels as if it's part of his job as a head coach to get his assistant coaches the experience necessary to become a head coach if that's what they want. So he does on a regular basis ask 'what can I do for you, I know you've been doing this, this and this, x, y, and z; do you want to try to do a, b, and c to get some experience doing those things to help make you more well-rounded in case you want to be a head coach.

These coaches have found great value from the mentoring they have received from current and past coaches as it pertained to learning coaching related skills. All but a couple of the coaches had these types of relationships and believed they contributed to their success.

In addition to that, some of the coaches talked about the value of having female coaches as mentors and how these women could teach them not just about working with

athletes, but also how to navigate the field as female coaches. Katie (S) mentioned the first coach she worked with during an internship:

I had the lady that I did my internship under who was my strength coach my last two years in college, she was one of my big mentors. She just taught me a lot about life, and you know, being a female, being a coach, stuff like that that has stuck with me in being a coach.

Claire (S) expanded on this idea and talked about how it was her female college coach who allowed her to view coaching as a career option and that it was possible to ‘do it all.’

This coach continued to serve as her mentor as Claire pursued her coaching career:

I love my experience, I played at University and I had a female coach who has been there now for like 14 seasons and she has a family and she’s pretty much the reason I want to get into coaching. I saw that she was able to have a successful team and have a family as well so I know that that made me want to pursue my career. And she gave me an opportunity to play and kinda be the person I want to be and she’s pretty much the biggest influence [...] If I had a problem, I know I could call her and she’d give me her opinion and she’s one who, she always knew I wanted to do this and she’s been helping me ever since I knew I wanted to so she’s called coaches and gotten me interviews so yea, she’s been a part of my life still.

The coaches valued mentors in teaching them about coaching and working with athletes but also about life, being a female coach, and showing them how to navigate the challenges that are present for female coaches. They took value in learning how other

female coaches achieved work-life balance and having a connection with somebody who has had similar experiences to themselves.

While having strong mentors was important to these coaches, so was having strong networks, especially when it came to moving up in the field. The coaches believed that their experience as athletes, moving programs, and various coaching clinics and conferences, including women's only conferences, helped to build these networks that would help them get better jobs and achieve their career goals. Emily (R) exemplified all three of these aspects of networking in her description of how networking has helped her:

The one advantage that I think that I definitely have is that because I was a very successful international rower, just the relationships that you create, I know a lot of people when we go to the US Rowing Conference. I know just about everybody so I'm a very social person, I'm a very friendly person; I think that that has helped me a lot and I know that that is what brought me some of the opportunities, the opportunity that I was presented with this summer, you know a lot of it is just how you present yourself. It's not exactly formal but I think that just because I was a student athlete you know, I've been lots of places so I think that has just naturally created networks.

These networks have helped the coaches get jobs and advance their careers. All of the coaches reiterated the importance of networking in various ways as a key component to success in achieving their goals.

Several of the coaches talked more specifically about networking with other women, opportunities to meet other female coaches at conferences, and how those

networks were uniquely useful. Both the NCAA Female Leadership Academy and the Women's Coaches Academy were mentioned. Christine (B), who started pursuing coaching after her college coach suggested she attend a clinic called "So You Want To Be a Coach" which grooms minority athletes to become coaches, said, "I've also been part of the Women's Coaches Academy. Just women, strong networks and that has just been great." Meanwhile Emily (R) was looking forward to gaining this unique networking opportunity as she had seen the benefits it had for her coworkers:

Next summer I'm going to the NCAA Female Leadership Academy, so I'm doing that. It's a weekend long, I mean they run it twice a year and its symposiums. And it's more going to it you get certified as having attended the leadership conference. It's about promoting women within athletics and I think part of it, I think part of the goal is to keep females, especially assistants in coaching, and to really promote females being involved in female athletics. It's really cool, they usually do it in the spring and the winter and they bring in lots of coaches, guest speakers and it's a mixture of head coaches and assistant coaches. I'm very good friends with our assistant water polo coach and she went and met the head rowing coach at [University] who just happened to be at the same one. So it just kinda creates a network.

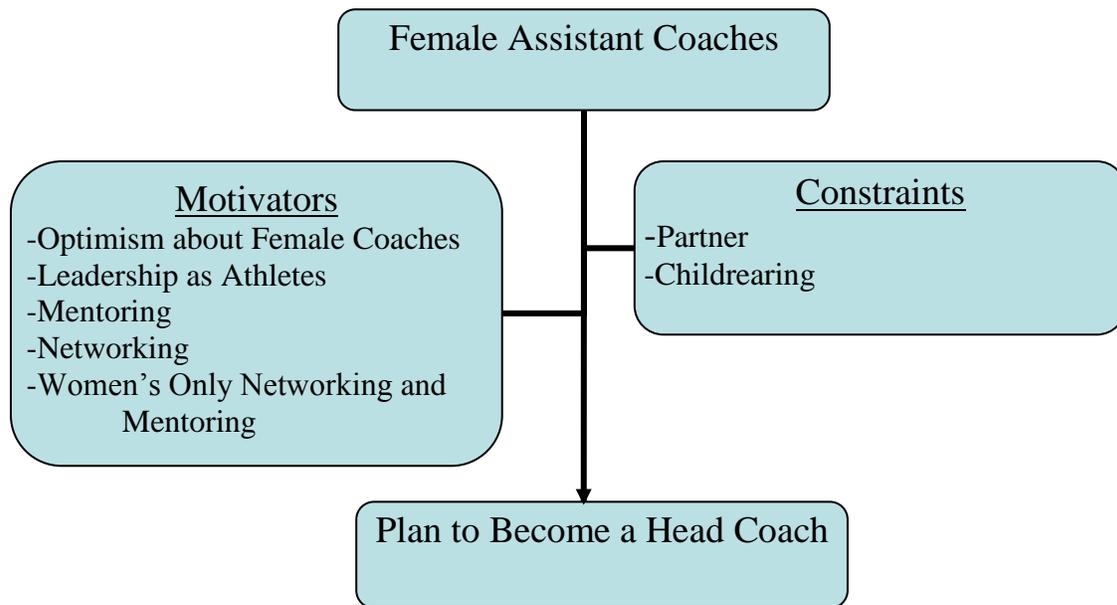
While the coaches valued all of the networking and mentoring opportunities they received, they seemed to put a particular emphasis on the opportunities and knowledge that they could gain from connecting with other female coaches. They saw it as an opportunity to link up with other coaches who may have had similar experiences, issues

and successes as they have encountered and a chance to learn from their predecessors how to be successful and how to 'do it all'. Kim (R) described her appreciation of the cohesiveness of these women's only networks,

I think my generation of peers, where a lot of us are assistant coaches all the same age, and as we are struggling through and try to develop our careers and what not, I think it's very positive to have that peer structure. Yea, I think it's positive and I'm excited for the sport of rowing and for female coaches.

Connecting with other coaches, particularly other female coaches, was extremely important for these coaches in learning how to become better coaches, overcoming barriers, and moving toward their career goals. They emphasized connecting with other coaches as the most important factor to their success and helped them to pursue their career goals.

Figure 1. Results



Discussion

The results of this study can help to better understand what motivates millennial generation female coaches to be in the field, what challenges they face, and what helps them to be successful in pursuing a career in coaching. Some of the results reinforced what previous studies found while others differed from past research; the results add current information to the coaching and sport management fields that can be used to encourage women to enter and stay in the field of collegiate coaching. The results can be viewed through the lens of feminist standpoint theory as the coaches perceive their experiences as being different from male coaches and the value that they place on interactions with other female coaches.

The coaches in this study confirmed the reasons why many women enjoy coaching and what they personally get out of the job. In previous literature it was reported that female coaches had a strong desire to be role models for female athletes and to give back to the current generation of female athletes. Coaches who were able to impact the lives of their athletes and enjoyed their jobs were more likely to pursue higher positions in coaching (Bower, 2010; Pastore, 1991). The most important reasons why women coach in this study were the relationships they build with their athletes and the desire to help their athletes grow both within sport and within life in general. It is important for female coaches to have the opportunity to build positive relationships with their athletes and to help their athletes succeed in sport and in life, in order to be satisfied with their jobs (Bower, 2010; Pastore, 1991). Those athletes who were strong leaders on their teams should be encouraged to give back to the sport through coaching and mentoring the next generation of athletes. The coaches wanted to give back and to give the next generation what they had when they were growing up, this should be used to the advantage of recruiting female coaches. If women are shown that they can help foster another generation of capable women and help create a positive environment for future athletes in their sport, they may be interested in pursuing that career track.

However, even when they were able to connect with their athletes, the coaches faced challenges to their careers. Barriers have been discussed at length in the literature, citing a myriad of items including family commitment, time commitment (Dixon & Bruening, 2007; Kamphoff, 2010; Pastore, 1991; Weiss & Stevens, 1993), the old boys' club, lack of an old girls' club, gendered organizations (Claringbould & Knoppers, 2008;

Kamphoff, 2010; Stangl & Kane, 1991), salary, lack of opportunities (Weiss & Stevens, 1993), lack of mentors, burnout, and administrators perception of a lack of qualified female candidates (Everhart & Chelladurai, 1998). Since the coaches believed they could overcome most of the challenges that they faced, this study sees these challenges as negotiable constraints, similar to those found in the leisure literature (Jackson et al., 1993), rather than barriers to coaching. The only constraint that was repeatedly discussed by coaches in this study was family – being aware of a partner in considering moving programs and the time commitment of coaching, as well as the challenge of having and raising a child as a head coach. This finding supports feminist standpoint theory as the women are highly concerned about maintaining work-life balance, which due to the second shift, is more prevalent for women than men. This creates a different experience and viewpoint of female coaches in comparison to male coaches. However, the participants views were more consistent with Bianchi et al.'s (2006) work that shows women spend less time on housework and other traditional aspects of the second shift, but still maintain high levels of child-care work while in the paid labor force since the main constraint to the coaches was about raising children specifically rather than an imbalance in unpaid housework in general. The coaches said that they were willing to alter where they moved to and the frequency of those moves to different programs due to their partners' jobs and families but they saw this as a consideration and an awareness of the needs of their partner. The discussion of children, while more concerning to the coaches than the needs of their partner, was still rarely described as a barrier; in fact many coaches challenged this vocabulary when used by the researcher. Rather, they saw

childrearing as a challenge that could be overcome once they figured out how to overcome it. Only one coach saw children as a reason to leave collegiate coaching completely. While the women saw family as a negotiable constraint, it was still a prominent concern for most of the coaches. This shows that the coaches did not have a good understanding of how they could deal with the challenge. While they were confident in their coaching ability and strategies to learn the requisite information about coaching techniques, they were unsure of how to deal with their personal lives. They need to be given more resources to learn how to balance their work and family lives in order to be successful and to help prevent women from leaving coaching because of family concerns.

Constraints were not a prominent concern for the coaches in this study, unlike previous studies which have found a plethora of factors that prevented women from coaching. It could be that these women, since they have been raised in the post Title IX atmosphere, are less aware of the past stereotypes and expectations of women in athletics that have been the roots of the previously cited barriers. These women have been accepted in sport at much higher levels than previous generations and have seen elite female athletes their whole lives. They were accepted as athletes without as much of a fight as the older female coaches endured; thus they might not perceive their gender as affecting their career in athletics as much as the women who grew up during and before Title IX. Even when they did talk about challenges to their career, they were very positive and optimistic, feeling the challenges could be overcome and that it was a good time to be a female coach. While previous literature cited a lack of opportunities (Weiss

& Stevens, 1993), a perception of a lack of qualified female candidates (Everhart & Chelladurai, 1998), and discrimination against female coaches of women's teams (Kamphoff, 20010). These coaches challenged these assumptions. They felt like women actually have more opportunities to be hired now and that departments are actively looking to hire female coaches. The coaches did not feel like they were discriminated upon within the department either, as suggested in Kamphoff's (2010) study exploring the experiences and decisions to leave the profession of former female collegiate coaches.

This positivity and passion for their sport was what drove their careers and helped them to believe that they could succeed. The coaches also talked about resources that they had access to and how those resources helped them to succeed. Previous research has suggested that mentoring, networking, developmental programs (Borland & Bruening, 2010), and coaching education (Sagas et al. 2006) are all strategies to help women enter and stay in coaching. In general, the coaches in this study reiterated the importance of mentoring and networking and they discussed the importance of being successful athletes and leaders on their college teams. However, they were ambivalent about the usefulness of coaching education opportunities. The coaches mostly viewed the coaching education classes as elementary and good for networking and building their resumes, rather than as actually useful in building coaching knowledge. Perhaps coaching education courses need to be rethought so that coaches find them to be more beneficial. The coaches seemed to gain sport and tactic specific knowledge from playing and learning from other coaches rather than clinics. One way clinics might benefit is from

being re-focused toward teaching methods and exercise science as these were the aspects of college coursework that the coaches found to be most useful to their careers.

Another way to reorganize the clinics would be to focus on the networking since the coaches find it to be an important piece in coaching. Lemyre, Trudel, and Durand-Bush (2007) suggest altering coaching education to foster a community of practice among coaches. A community of practice is a specific group of people, organized around a shared topic or concern, who share and construct knowledge through frequent interaction (Lemyre, et al., 2007). Facilitators are necessary for the community of practice to be maintained. As such, organized coaching clinics may be able to serve as the structure to facilitate the creation of this community. A community of practice can help encourage coaches to share knowledge with each other rather than seeing each other solely as competition (Lemyre et al., 2007). In relation to this study, creating a community of practice through coaching education could encourage more networking and sharing of knowledge amongst female coaches. This may make the coaching clinics more useful in the eyes of the coaches, while helping them to learn how to succeed and overcome constraints from other coaches with similar experiences. Until the clinics are reorganized, elite level coaches will not see them as useful beyond as a means for networking.

The coaches' success as athletes was important to them for networking reasons as well; coaches recognized them from their playing days and that helped them to connect with other coaches and to network. When they transitioned to coaching from playing, they already had name recognition as a respected athlete in their field. This gave them

some credibility when getting hired as new assistant coaches. Many also pointed to their time in leadership positions as athletes as easing the transition into coaching. This finding could be used in recruiting future coaches. Coaches should begin mentoring athletes to become coaches while they are still playing as suggested by Lirgg et al. (1994) and Lough (2001) and this finding suggests that the coaches should focus on team leaders and encourage them to look at coaching opportunities, events for new coaches, and help the athletes with networking opportunities while they are still playing. This could encourage athletes to look at coaching as a career before their playing time ends and prepare them for the transition. Coaches could encourage the athletes to take coursework relevant to coaching and teaching and start attending appropriate conferences. It would allow the coach to mentor the athletes towards the career and to help ease the transition from player to coach upon graduation.

Networking was one of the most important aspects, according to the coaches in this study, to succeeding in the field. The coaches discussed networking in respect to conferences, time as athletes, clinics, and time spent working for multiple programs. However, several talked about networking specifically with other female coaches of all ages. They really enjoyed developmental programs, such as the Women's Coaches Academy, that allowed them to network and learn from other female coaches both about how to be better coaches as well as how to overcome the challenges that are common to women in the field. This reinforced Borland and Bruening's (2010) finding that targeted developmental programs are important for minority coaches. These opportunities also help to create the old girl's club that previous studies have found to be absent from the

field (Bracken, 2009; Coakley & Donnelly, 2009; Cunningham & Sagas, 2003). The coaches were really excited to have peers to network and share resources and tools with. Building this network of women may help to spread knowledge of job opportunities to other women as well as to help overcome the barriers that the women do still encounter in the field as they can share their experiences with one another. This networking could be encouraged through increased programs such as the Women's Coaching Academy and forming networks for female coaches within the different sport's coaches' associations.

Another way that the coaches in this study learned about navigating the field and gaining knowledge about coaching was through mentoring relationships. This supports the previous literature that suggested that mentorship helped new coaches to navigate barriers in the field (Avery et al. 2008; Bloom et al., 1998). While the coaches had both male and female mentors that helped them get into the field and become better coaches, a few, including Christine and Claire focused on female mentors that they had and how these mentors not only helped them in the knowledge of the sport, but also in how to be a successful female in the field and showed them that it was possible to 'do it all': to be a successful coach and parent. The coaches in this study looked up to their female mentors to learn about coaching, and to learn about life as a woman in a male dominated field. This supported Avery et al.'s (2008) finding that same-sex mentor pairings led to higher levels of career development than opposite-sex mentor pairings. Previous literature has pointed to organizations starting mentoring programs specifically for female assistant coaches (Bloom et al., 1998; Weiss et al, 1991); these findings suggest that such programs should continue to be encouraged with a particular emphasis on finding more

female coaches to act as mentors. The focus that the coaches placed on female specific mentoring and networking shows the importance of programs that target women and where women are encouraged to learn from other women and create networks of their peers.

The importance that the coaches place on women's specific opportunities show that they believe that female coaches experience the field differently from male coaches as posited by feminist standpoint theory. Sport administrators should pay attention to this perceived difference and facilitate women learning from each other. Sport organizations could create mentorship programs for young coaches, with a focus on matching new female coaches with experienced female coaches so that they can have this experience and learn from their predecessors in the field. This could help retain more female coaches if they have mentors who can help them navigate the field. Sport organizations should also consider bringing experienced female coaches in to speak at their conventions so that younger coaches can learn from them how to be successful and 'do it all' as a female coach. By increasing networking and learning opportunities, women may be more likely to stay in the field because they will be able to see how they can succeed.

Limitations

A limitation to this study's design is that most of the coaches came from rowing and soccer rather than a cross section of NCAA sports. This is due to the snowball sampling procedure that relied on the networks of the coaches to identify participants. Coaches from other sports, such as individual sports or revenue generating sports, may

have varying experiences and different factors that influence their decisions to pursue careers in head coaching.

Conclusion

The results of the study support the premise of feminist standpoint theory. The coaches in this study experience coaching in different ways than they perceive men to experience the field. The biggest constraint they perceive is bearing and raising children. Due to social constructions of motherhood, women still perform more of the household labor even when they hold full time paid positions (Johnson & Johnson, 2008). Although the time gap is shrinking (Bianchi et al., 2006) this still gives women a different experience from men and requires them to truly consider the impact that children will have on their careers. Adding to the constraint that women experience in regards to motherhood, the coaches talked about the importance of women's only networking and mentorship opportunities. They value the insight learned from, and community built by, other female coaches who may have similar experience to themselves. This all reinforces the importance of hearing the experiences of women in coaching and how they truly view the field and their careers.

Millennial generation female assistant coaches seemed immensely optimistic about their futures as coaches. They recognize that balancing their personal lives with their professional lives will be a challenge for them. Kim (R) thought that the millennial generation could be very successful with the exception of "that whole baby thing, man!" The coaches believed that they could succeed as coaches, and many believed that they

could 'do it all,' but they were concerned about juggling family with their intense careers. They rely on mentors and networks to succeed, particularly other female coaches who may have already achieved success at 'doing it all' and their peers who are currently having similar issues and questions. Due to these sentiments, female only networking and mentoring opportunities should be promoted and increased at all levels of sports organizations. Female coaches should be encouraged to attend events such as the Women's Coaching Academy. Events such as the WCA provide space and time for female coaches to network with and learn from other female coaches. It also allows for women to share strategies regarding coaching as well as regarding overcoming challenges common to female coaches. Conferences at all levels, from NCAA wide, to sport specific, to individual athletic department should bring in older female coaches to talk who can share their experiences about how they managed to 'do it all'. They should also encourage female coaches to network with one another. The coaches in this study saw and looked up to female coaches who have succeeded in having a family and a successful career as examples that it is possible, but they were still curious how those coaches achieved that life. This discussion should be facilitated so that these younger coaches can begin to understand what strategies they might be able to use to achieve this balance. Creating these women's networking opportunities may help in the retention of female coaches as it will provide them with a support network to help each other feel comfortable in their careers and able to overcome the challenges that they face.

Based on the finding of this study, future studies should look at head coaches who have managed to have successful careers and have children and partners in order to

understand what barriers they have encountered and what strategies they use to achieve this success in order to give younger coaches some guidance in approaching this issue. Since several coaches mentioned moving to a lower level of competition to achieve this balance, female coaches with children at these levels should also be researched to see if that is an appropriate strategy for women to use.

CHAPTER FOUR

CONCLUSION

The results of this study add to the existing literature on female collegiate coaches. The coaches of in this study had overall positive outlooks on their careers and on the presence of women in coaching in general. However, they did seem to feel that they had different experiences from male coaches, supporting the premise of feminist standpoint theory that women will experience the work force and especially male dominated places of work, differently from the men (Hartsock, 2004). Most of the coaches did want to become head coaches and believed that with time and experience they would be able to reach that goal.

Interestingly, most of the participants thought that female coaches were well positioned, and actually in a better position than male coaches at times, to be hired as they thought athletic departments were looking to hire either female head coaches or female assistant coaches if the head coach was male. This challenged assumptions as previous barrier literature has pointed toward lack of opportunity for female coaches (Weiss & Stevens, 1993), an administrative perception of a lack of female coaches (Everhart & Chelladurai, 1998), and discrimination against female coaches (Kamphoff, 2010). This would seem to show that administrators are starting to realize that it is important for women to be coached by women and that female coaches can be highly competent and able to coach at the collegiate level. If administrators are looking to hire more female coaches, that may allow for a continued growth of women in coaching. As

more women are hired as coaches, more female athletes may see coaching as a career option for them, creating growing cycle of more women coaching.

Along with the increased desire to hire female coaches, the participants also perceived fewer barriers than previous literature suggested. The coaches in this study saw family as the only potential constraint to their careers and even in this case, they saw it as more of a challenge that they could overcome rather than as a barrier. They were anxious about uprooting their spouses when they thought about changing programs and were very concerned with balancing a head coaching position with raising children. This is not a constraint unique to coaching, as women across the work force deal with this dilemma and the issues that come with the second shift. However, athletic departments and sport organizations could do more to alleviate some of this pressure by allowing more flex-time in the office and helping women network with each other so that they can learn from one another about how to deal with the challenges they encounter.

This perception of a lack of constraints might be attributed to the generational experience of this group of coaches. These women grew up in an environment where it was more acceptable and expected that girls play sports and they did not face the constraints as athletes as previous generations of women did. All of these women were able to play collegiately, some on scholarship. The coaches may not perceive as many constraints to their careers because they have experienced fewer constraints to their inclusion in sport in general. This could help get more women involved in coaching as if they have been included in sports in the past as they do not have as much reason to believe that they will be discriminated against in the future.

The participants placed a high value on mentoring and networking opportunities to advance their careers and to learn how to overcome the challenges that they perceived. They placed a special importance on women's specific opportunities which allowed them to learn from one another and realize that other coaches were having the same issues that they were. Creating more women's only networking and mentoring opportunities might help teach new coaches how to overcome the challenges that they face and will help create camaraderie amongst the women in a traditionally masculine field. This could help create an 'old girls club' which could be used to help support each other and a strong network could help create change in the atmosphere of male dominated athletic departments to be more inclusive of women.

In addition to these findings, several coaches made broader statements regarding the general state of women and girls in sports. Rachel (R) expressed her desire for more women in coaching, "I personally would like to see more women coaching this sport, just because it is women's rowing and there's a lot of men coaching." She firmly believed that the absence of female coaches in women's rowing was a problem that should be remedied.

Meanwhile, Kim (R) talked about the progress that she has seen in the acceptance of girls in sport her lifetime. She said that while many millennial generation girls might not have known about Title IX or felt constraints to participation in sport while growing up, there were more implied rules about their presentation while playing than there are for girls who are playing currently. For millennials growing up, to be athletic and to be viewed as competent on the field meant not looking stereotypically feminine. Wearing

pink or frilly clothing was not acceptable as youth athletes, “you couldn’t wear a ribbon, you couldn’t do anything” while now young girls have pink softball mitts and “it’s still cool to wear pink and compete.” She attributes part of this to the role models that these girls have, including millennial generation athletes, who are now more willing to express themselves. “Like Jennie Finch: hell yeah I’m going to wear makeup, they’re going to be getting close-ups while I’m pitching! So I think it’s great and I think our generation can be very successful” (Kim). Kim seemed to feel that this more open acceptance of femininity and being a girl while playing sports showed an increased social acceptance of girls in athletics and was positive for women’s sports in general.

Limitations/Delimitations

One limitation to this study could be the sports that were represented. There were only participants from three sports: basketball, rowing and soccer. Coaches from other sports, particularly more individual based sports may have different experiences. Rowing is also a notably different sport than most other NCAA championship sports as it has a novice division. Rowing rosters tend to include 60 or more athletes, about half of which are novices, many of whom are walk-ons who have never rowed before. It is rare in most other collegiate sports to be able to participate with no previous experience in that sport but it is encouraged in rowing. Most of these programs are set up so that one of the assistant coaches (usually the second assistant) is in charge of the novices. Many coaches view this as a stepping stone toward a better assistant coaching position or a head coaching position. However, several coaches described the novice coach position as a minor head coaching position in a way – the assistant coach in charge of novices is the

head coach of the novices and in many programs is in charge of creating the training and competition plans separately from the varsity squad. It also allows for coaches such as Blair to decide that they want to stay as a novice coach. It was not that she wanted to stay an assistant coach, she had no desire to move up the coaching ladder and become first assistant at a program, but rather she wanted to work specifically with novices and be a respected novice coach. This is a dynamic unique to rowing, making the sport a unique case in coaching dynamics.

Beyond the limitations of the represented sports, there are issues related to researcher bias. Since this is a qualitative study, the researcher herself is a part of the data collection and analysis processes. Due to this, her biases must be addressed as they could influence the research. The researcher did approach the subject with a bias toward increasing the inclusion of women at all levels and in all aspects of sport. She believes that there should be more women in coaching; however, this bias was addressed in several ways. Journaling occurred throughout the interview process and included notes on biases going into the process and any that came up throughout the process. Also, since she has never coached or played at the collegiate level, she does not have the experience of being in an athletic department, particularly at the Division I level and thus does not have a biased knowledge of the how coaches experience the work place. When asking about barriers or strategies for success, she did not give examples unless directly asked to so as to avoid leading or biasing participants to give particular answers. The researcher's biases were adequately accounted for through the data collection procedures.

Implications and Future Directions

Athletic departments and sport organizations should be encouraged to use this information to create a more inclusive work place for female coaches. They should help facilitate mentoring opportunities between female coaches and should work to increase the opportunities to network with and learn from other female coaches. This will give the coaches an opportunity to learn from each other and discuss how they can overcome the challenges that they face.

Future research should look at a broader group of sports, particularly individual sports to see if those coaches have similar experiences. Future studies should also look at female coaches who have succeeded at ‘doing it all’: being a head coach, with a partner, and a child to see what their experiences are in this endeavor. It would be useful to understand commonalities and differences in their career and family trajectories and what they believe helped them achieve success. This could help give recommendations to younger coaches on what might help them achieve this balance between their career aspirations and family desires. If young coaches have an understanding of strategies they can use to successful ‘do it all,’ it may help retain female coaches in the field as well as help to recruit new coaches.

APPENDICES

APPENDIX A

DEMOGRAPHIC INFORMATION

Name

Sport

Official position

Age

Years in collegiate coaching

Years in youth/high school coaching

College Major and Minor

Sport and years playing collegiate athletics

APENDIX B

INTERVIEW PROTOCOL

What sports did you play growing up and for how many years?

What was your experience as an athlete with your coaches?

Did you have any coaches in particular that influenced you in becoming a coach?

Do you use any of your coaches as role models and mentors?

Did you have any female coaches – what did you think of them, how did they influence you as an athlete or as a coach?

When did you decide to get into coaching?

What influenced this decision?

What kind of coaching related education and/or certifications do you have?

Have you coach youth or camps before getting this position?

Why did you decide to become a coach?

What are your main goals in coaching?

Do you intend to pursue a career as a head coach?

Why or why not?

If not what influenced this decision? What do you plan on doing instead?

Do you think you are qualified to become a head coach?

What gives makes you qualified?

Are you planning on pursuing development of any sort to make you more qualified in the future?

What are your favorite aspects of coaching?

What strategies and opportunities are helping you as an assistant coach to be successful?

In pursuit of a career as a head coach?

What problems have you faced or do you expect to face as an assistant coach?

In pursuit of a career as a head coach?

What would help you in pursuing a career as a head coach?

What future events could affect your career as a coach?

Is there anything that you would have liked to have/had access to or would like to in the future that would be useful to your career?

Is there anything else you would like to tell me about your experiences?

APENDIX C

INTERVIEW JUSTIFICATION

Topic	Literature	Question
Focused Life Experience: Sport History		What sports did you play growing up and for how many years?
Athlete mentorship	Lough, 2001; Lirgg, DiBrezzo, & Smith, 1994; Everhart & Chelladurai, 1998;	What was your experience as an athlete with your coaches?
Possible follow-up	Lough, 2001; Lirgg, DiBrezzo, & Smith, 1994; Everhart & Chelladurai, 1998;	Did you have any coaches in particular that influenced you in becoming a coach?
Possible follow-up	Lough, 2001; Lirgg, DiBrezzo, & Smith, 1994; Everhart & Chelladurai, 1998;	Did you use any of your coaches as role models and mentors?
Possible follow-up	Lough, 2001; Lirgg, DiBrezzo, & Smith, 1994; Everhart & Chelladurai, 1998;	Did you have any female coaches – what did you think of them...how did they influence you as an athlete or as a coach?
Coaching history	Sagas, Cunningham, & Pastore, 2006	Did you coach youth/camps etc before deciding to pursue a career as a collegiate coach?
Current Experience: Interest in coaching		When did you decide to get into coaching?
Follow up		What influenced this decision?
Follow up	Sagas, Cunningham, & Ashley, 2003	What kind of coaching related education and/or certifications do you have?
Interest in coaching	Pastore, 1991; Bower, 2010	Why did you decide to become a coach?
Interest in Coaching	Pastore, 1991; Bower, 2010	What are your main goals in coaching?
Intent	Weiss & Stevens, 1993; Sagas, Cunningham, & Pastore, 2006	Do you intend to pursue a career as a head coach? Why/why not?
Follow up	Weiss & Stevens, 1993; Sagas, Cunningham, & Pastore 2006	If not, what influenced this decision?

Follow up	Weiss & Stevens, 1993; Sagas, Cunningham, & Pastore	What do you plan to do instead?
Coaching Efficacy	Cunningham, Sagas, & Ashley, 2003	Do you think you are qualified to become a head coach?
Follow up	Cunningham, Sagas, & Ashley, 2003	What gives makes you qualified?
Follow up	Cunningham, Sagas, & Ashley, 2003, Sagas, Cunningham & Pastor, 2006.	Are you planning on pursuing development of any sort to make you more qualified in the future?
Meaning: Aspects of coaching	Pastore, 1991; Bower, 2010; Weiss & Stevens 1993	What are your favorite aspects of coaching?
Coping with barriers	Borland & Bruening, 2010; Sagas Cunningham, & Pastore, 2006	What strategies and opportunities are helping you as an assistant coach to be successful?
Follow up	Borland & Bruening, 2010; Sagas Cunningham, & Pastore, 2006	Along those lines, what strategies and opportunities are helping you/will help you in pursuit of a career as a head coach?
Barriers	Borland & Bruening, 2010; Sagas Cunningham, & Pastore, 2006; Bracken, 2006	What problems/difficulties have you faced or do you expect to face as an assistant coach?
Follow up	Borland & Bruening, 2010; Sagas Cunningham, & Pastore, 2006; Bracken, 2006	What problems/difficulties have you faced/do you think you will face in pursuit of a career as a head coach?
Future, strategies	Weiss & Stevens, 1993; Borland & Bruening 2010	What would help you in pursuing a career as a head coach?
Future	Dixon & Bruening, 2007	What future events could affect your career as a coach?
Future		Is there anything that you would change about your career so far?
Follow up		Is there anything that you would have like to have/had access to/ been given the opportunity to participate in or would like to do in the future that would be useful to your career?

Conclusion		Is there anything else you would like to tell me about your experiences?
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APENDIX D

INFORMED CONSENT

Information about Being in a Research Study
Clemson University

Female Assistant Coaches Intent to Pursue a Head Coaching Career

Description of the Study and Your Part in It

Dr. Skye Arthur-Banning and Erin Morris are inviting you to take part in a research study. Dr. Skye Arthur-Banning is an Associate Professor at Clemson University. Erin Morris is a graduate student at Clemson University, running this study with the help of Dr. Arthur-Banning. The purpose of this research is look at what factors influence an assistant coach's desire (or lack thereof) to pursue a career as a collegiate head coach

Your part in the study will be to fill out a brief information sheet with your basic demographics and participate in an interview. The information sheet will take about five minutes to complete and the interview will take approximately one hour. The interviews will be recorded.

Risks and Discomforts

We do not know of any risks or discomforts to you in this research study.

Possible Benefits

We do not know of any way you would benefit directly from taking part in this study. However, this research may help us to understand what strategies women use in navigating the coaching profession and how these can be used be more women in the future

Incentives

You will receive a \$10 Starbucks gift card upon completion of the interview

Protection of Privacy and Confidentiality

Pseudonyms will be used at all times in referring to participants and they will not be directly connected with the sport they coach or the school they work at. All records will use the participant's pseudonym. Only the researchers will have access to the information and interviews gathered.

Choosing to Be in the Study

You do not have to be in this study. You may choose not to take part and you may choose to stop taking part at any time. You will not be punished in any way if you decide not to be in the study or to stop taking part in the study.

Contact Information

If you have any questions or concerns about this study or if any problems arise, please contact Dr. Skye Arthur-Banning at Clemson University at 864-656-2206. If you have any questions or concerns about your rights in this research study, please contact the Clemson University Office of Research Compliance (ORC) at 864-656-6460 or irb@clemson.edu. If you are outside of the Upstate South Carolina area, please use the ORC's toll-free number, 866-297-3071.

A copy of this form will be given to you.

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