

**To Examine the Strategic Organisational Practices in Sport to Encourage Women
High-Performance Coaches in Australia**

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Abstract

Women play a vital role in professional sport on and off the field. The dearth of women high-performance coaches in Australian sport is a concern with statistics reporting women represent 15% of high-performance coaches (Sport Australia, 2019). One reason could be due to the lack of knowledge on good organisational practices that encourage women in these roles. Moreover, the barriers for women high-performance coaches are well known (Krahn, 2019; LaVoi et al., 2019). There is also a gap in knowledge at the organisational level with respect to enablers (Lavoi et al., 2018, p. 107). To address this dearth, the purpose of the current research is to determine what social, cultural, economic, and psychological factors intersect with organisational work practices of senior managers in national sport organisations (NSOs) in Australia to encourage women high-performance coaches.

To guide the current study the Ecological Intersectional Model (EIM; LaVoi, 2016) from an organisational perspective was adopted based on its focus on women as coaches. Using a qualitative research design, a two-phased approach was conducted: document review and semi-structured interviews. Twenty-nine documents were analysed. Thirteen senior managers and 16 women high-performance coaches from five NSOs were interviewed. Deductive coding was conducted and guided by social, cultural, economic, and psychological organisational factors that influenced the attraction, development and retention of women high-performance coaches. Each of the four factors have defined attributes that were used as a guide for their analysis. Twelve good organisational practices and 31 associated recommendations were revealed.

In addition, the influence of senior managers and their interactive practices with these women assisted to create an aligned focus and maintain current or disrupted practices within the organisation to encourage women high-performance coaches. As a result, the theory of institutional work (Nite et al., 2019) emerged whereby the actions of actors (e.g., senior

managers and women high-performance coaches) and institutions, individually and collectively, shaped each other or were simultaneously shaped. Institutional work includes embedded agency theory (Hampel et al., 2017) that explores how actors' behaviours, feelings, thoughts and actions and, in the case of the current study, research senior managers and coaches, interact, intersect and influence the outcomes experienced by women high-performance coaches in their NSO.

Theoretically, the current study advances knowledge within the EIM at the organisational level. In doing so, the new knowledge stimulates future research guided by these good practices to attract, develop, and retain women high-performance coaches. Practically, findings provide a guide for NSO senior managers to build their understanding and implement practices focused on the social, cultural, economic, and psychological factors to encourage women high-performance coaches.

Student Declaration

I, Damien Anthony Taylor, declare that the PhD thesis entitled 'To examine the strategic organisational practices in sport to encourage women high-performance coaches in Australia', is no more than 80,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work. I have conducted my research in alignment with the Australian Code for the Responsible Conduct of Research and Victoria University's Higher Degree by Research Policy and Procedures.

Signature:



Date: 12/04/2023

All research procedures reported in the thesis were approved by the Victoria University Human Research Ethics Committee and compliance (VUHRECC). Approval number HRE21-068 provided on the 19th of May 2021.

Signature:



Date: 12/04/2023

Dedication

To my amazing children Kyle and Jessica. Throughout life, many people will tell you that you cannot do or achieve things. Do not listen to the naysayers or believe their words. You can achieve great things, but you must be willing to pay the price and make the sacrifices necessary.

In any new pursuit you will feel awkward and at times inadequate, however, with patience and time you learn and grow along the way. Remember to remain humble. The challenge of doing new things is how we continue to develop, gain new knowledge, new skills, learn from others, overcome barriers and continue to evolve as a person. Never stop seeking new challenges or aspiring to learn.

May this thesis provide you with an example and evidence that you can achieve great things with hard work, dedication, sacrifice, persistence, resilience, self-belief, and self-love.

Be true to you and be proud of who you are. Follow your purpose and passions.

In time I hope this note will provide an opportunity to absorb the meaning deeply to stay with you for life.

I love you both so much.

Dad.

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I would like to acknowledge and thank the amazing people from the NSOs that gave their time and expertise to participate in the semi-structured interviews. Your contribution provided rich data to explore and vital new knowledge that framed this thesis. I am very grateful to you all.

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Presentations

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Taylor, D., Hanlon, C., Dawson, A. (2022). *Good organisational practices to encourage women as high-performance coaches* (Infographic). Presented to and distributed by the Australian Sport Commission to national sport organisations.

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Abbreviations

AIS	Australian Institute of Sport
AFL	Australian Football League
AFLW	Australian Football League Women
ASC	Australian Sports Commission
CA	Cricket Australia
CEO	Chief Executive Officer
EIM	Ecological Intersectional Model
EST	Ecological Systems Theory
FFA	Football Federation of Australia
IOC	International Olympic Committee
NBA	National Basketball Association
NBL	National Basketball League
NCAA	National Collegiate Athletic Association
NRL	National Rugby League
NPD	National Performance Director
NSO	National Sport Organisation
SportAUS	Sport Australia

Chapter One: Introduction

The purpose of this chapter is to introduce and contextualise the research topic. The chapter begins with background to the current research, followed by the problem statement. The chapter continues to provide an explanation of the research purpose that leads to two research questions. Subsequently, the significance and contribution to theoretical and practical knowledge as a result of the current research are articulated. The chapter concludes with an outline of the chapters in this thesis.

Background

Women high-performance coaches are recognised as role models and leaders within their sport and can provide inspiration for other women, men, girls and boys to become coaches (Cunningham et al., 2019; Norman, 2012). However, attracting, developing, and retaining women high-performance coaches has been an ongoing problem. Literature that explores leadership roles in national sport organisations (NSOs), such as women high-performance coaches, highlights the dearth of women in these positions in Australia and globally (Adriaanse & Schofield, 2013; Fasting, Sisjord, & Sand, 2017; International Olympic Committee, 2018; IOC, 2021; SportAus, 2018). Recent research shows the lack of women high-performance coaches in Australian sport. Of all high-performance coaches, women represented only 9% at the Rio Olympics, 13% at the Tokyo Olympics, and currently there is less than 15% overall (IOC, 2021; Sport Australia, 2019). Globally, the number of women high-performance coaches is reported to be between 6% and 14% (International Olympic Committee, 2018). Subsequently, what emerged from the literature reviewed was, despite in-depth research over several decades to examine the lack of female coaches, the numbers continued to decline or stagnate (Cunningham et al., 2019; Kidd, 2013; Knoppers, 1987, 1992; Lavoie & Dutove, 2012; Norman, 2008, 2010; Norman & Rankin-Wright, 2018;

Schlesinger & Weigelt-Schlesinger, 2012, 2013; Surujlal & Vyas-Doorgapersad, 2015).

Despite decades of research, minimal literature exists on organisational practices that encourage women high-performance coaches (Allen & Shaw, 2009; Cunningham et al., 2019; Norman, 2008). In fact, research that is evident has predominantly focused on organisational barriers for women high-performance coaches, primarily from the coach's perspective to the extent this knowledge has become well known (Krahn, 2019; Lavoie & Dutove, 2012).

The practices created and established by senior managers in NSOs are central to the experiences and focus of the people and how these organisations are recognised internally and externally (Federo & Saz-Carranza, 2017). How organisations establish their vision, mission, goals and practices influence the social, cultural, economic, and psychological factors at play (Creed et al., 2020; Lavoie & Dutove, 2012). Social and cultural factors in particular are identified within embedded historical practices from NSOs that have affected the encouragement of women high-performance coaches (Allen & Shaw, 2009; Cunningham et al., 2019). Currently, there is limited knowledge of how these four factors interact, intersect, and influence organisational practices to encourage women high-performance coaches (Banwell et al., 2020; Krahn, 2019; LaVoi et al., 2019).

To explore the lack of women as coaches from a different perspective, research by Lavoie & Dutove (2012) used an Ecological Systems Theory (EST) model based on the psychological profile model designed by Bronfenbrenner (1977, 1996). The model was a tool that enables a broad-spectrum analysis of an individual's development. The analysis is conducted through interaction within the systems and environments using a theoretical framework that comprises four distinct levels. The EST was renamed by LaVoi (2016) who introduced a revised model known as the Ecological Intersectional Model (EIM) focused on the underrepresentation and marginalisation of women as coaches in sports. The EIM contains the four levels from the EST. These include: individual, interpersonal,

organisational, and sociocultural. LaVoi (2016) described the EIM as one to advance analysis in each of these four levels that intersect and interact and affect women as coaches. LaVoi's (2016) research revealed limited support practices within the organisational level, potentially due to the lack of research conducted on good practice enablers at this level. In particular, those related to social, cultural, economic, and psychological factors to attract, develop and retain women high-performance coaches were minimal (Banwell et al., 2020; Krahn, 2019; LaVoi, 2016; Lavoie & Dutove, 2012; LaVoi et al., 2019; Norman & Rankin-Wright, 2018). As such, a different perspective to explore this problem was needed at the organisational level (Banwell et al., 2020; LaVoi et al., 2019).

Problem Statement

The attraction, development, and retention of women high-performance coaches in sport remains problematic. The literature reviewed provided background knowledge on practices by NSOs towards women high-performance coaches and identified related problems at the organisational level. These comprise a lack of knowledge about:

- 1) the influence and interaction of social, cultural, economic and psychological factors with organisational practices to encourage women high-performance coaches;
- 2) good organisational practices implemented by NSO senior managers and how these are activated to encourage women high-performance coaches;
- 3) NSO focus in strategic plans to attract, develop, and retain women high-performance coaches with consideration of social, cultural, economic, and psychological factors;
and
- 4) how organisational practices implemented by senior managers affect the attraction, development, and retention of women high-performance coaches.

Past research has contained a significant focus on the barriers for women high-performance coaches (Cunningham et al., 2019; Kidd, 2013; Knoppers, 1987, 1992; Lavoie & Dutove, 2012; Norman, 2008, 2010a; Norman & Rankin-Wright, 2018; Schlesinger & Weigelt-Schlesinger, 2012, 2013; Surujlal & Vyas-Doorgapersad, 2015). Now is the time to focus on good organisational practices to address these four problems.

The work practices of people in organisations are vital. The complexity of practices by people in organisations can either become aligned, maintain a current state, or become disruptive (Nite & Edwards, 2021). A concern, however, exists in regards to the limited knowledge on organisational work practices of people (Lawrence et al., 2011), in this case of senior managers at a national sport level to encourage women high-performance coaches. Generally, to explore how sport organisations are led and managed, and how strategic practices are established and implemented, research has been guided by institutional theory (Pedras et al., 2020). The role of the key actors (people) are of particular importance to explore and understand how practices are implemented, how they are experienced, and if they are good practices. As such, the exploration has focused on the institutional work practices of the key actors (Nite & Edwards, 2021). In the case of the current research, the same focus can be applied to senior managers at a national sport level and the influence of social, cultural, economic and psychological factors related to organisational work practices to encourage women high-performance coaches.

Research Purpose/Development of Research Questions

To address the four aforementioned problems, the purpose of the current research is to determine what social, cultural, economic, and psychological factors intersect with organisational work practices of senior managers in NSOs in Australia to encourage women high-performance coaches. Two research questions evolved to address this purpose:

- 1) What organisational practices attract, develop and retain women high-performance coaches?
- 2) What components within the social, cultural, economic and psychological factors enable good practices to encourage women high-performance coaches?

To address the research questions, an in-depth examination of organisational practice was conducted comprising a two-phased qualitative methodology that involved document analysis and semi-structured interviews. Phase one identified publicly available strategic plans evident from 40 NSOs that met the AIS high-performance criteria and were allocated funding (AIS SportAUS, 2019), and from the six largest independent NSOs in Australia (Financial Review 2019).

Phase two comprised semi-structured interviews. A multiple case study exploration (Merriam, 2014) was conducted with two study groups (Study-one and Study-two) from five NSOs. Study-one consisted of women who were current high-performance coaches and coached at the Olympic Games, Commonwealth Games, or World Championship levels from 2016 onward. Study-two comprised senior managers who included CEOs, high-performance managers, and managers of high-performance coaches.

Semi-structured interviews provided structure which allows formal questions to be addressed and flexibility to enable participants to reflect on topics they considered important and may not have been considered by the researcher at the inception of the project (Galletta & Cross, 2013a). The purpose of the interviews was to address the two research questions from an exploratory perspective. Findings from both these stages addressed the two research questions and assisted to generate new learnings to advance theoretical and practical knowledge.

Significance and Contribution to the Body of Knowledge

To build and move beyond the existing literature, the current research explored a new direction at the organisational level. The significance of the exploration contributed to the development of a framework that provides a new focus at the EIM organisational level on good practices to encourage women high-performance coaches. In doing so, the framework illustrates the intersection of attraction, development, and retention practices with the four factors (social, cultural, economic, and psychological). New theoretical knowledge gained moves beyond the previous focus on barriers to the enablers at the organisational level to encourage women high-performance coaches. Institutional theory, in particular the institutional work of senior managers and women high-performance coaches, was revealed as important to establishing collaborative cohesive practices between the two actors. Practically, it provides a lens to guide NSO senior managers on good practices for attracting, developing, and retaining women high-performance coaches.

Thesis Structure

The six chapters that follow Chapter 1 address the purpose of the current research. Subsequent to this introductory chapter, a review of the literature is presented in Chapter two. The literature review explores: the benefits of women high-performance coaches; the social, cultural, economic, and psychological factors associated with women as coaches; organisational management that leads to institutional theory in particular institutional work; and the importance of organisational strategic planning. Chapter three details the qualitative methods adopted for the current research that comprises two phases and validates the data collection methods and analysis embraced.

Chapter four provides the results and presents the qualitative data from the two research phases. Content is also provided that outlines data validity and reliability for the conduct of the current research (Chandra, 2019; Yin, 2016). Chapter five discusses the two research

questions in detail and in doing so is presented in two sections. The first section discusses good organisational practices to attracting, developing, and retaining women high-performance coaches. Section two discusses the intersection of these practices with social, cultural, economic, and psychological factors to act as enablers targeted to women high-performance coaches. Key components within these factors and the importance of institutional work are also discussed. It is at this stage the new framework at the organisational level of the EIM was created to assist senior managers with a practical guide. The guide illustrates the importance of taking an intersectional approach between factors and practices to develop and implement good practices tailored to encourage women high-performance coaches. Finally, chapter six draws the current research to a conclusion. The chapter summarises the research, the key findings and highlights the contribution these findings make to theoretical and practical knowledge. The chapter concludes with an explanation of limitations of the current research and recommendations for future studies.

The current research provides a new approach to addressing the lack of women high-performance coaches. In doing so, can stimulate future studies and enhance practices to draw key actors together to create changes at the organisational level for women high-performance coaches.

Chapter Two: Literature Review

Setting the Scene

Leadership roles in sport organisations commonly include Chief Executive Officers (CEOs), Directors, senior managers, coaches, and officials. Women in senior leadership positions in NSOs have been sparse despite the Australian government challenging NSOs to diversify senior leadership groups. For example, the number of women at the board level has not expanded to 40% which was considered a benchmark by the government (Adriaanse & Schofield, 2013). In Australia, targets have assisted to encourage the increase of women on NSOs boards, from 30.5% in 2015 to 37.2% in 2018 (Women On Boards, 2020). Regardless, the pace to increase the number of women in senior leadership positions is slow. Reports show 15% of high-performance coaches are women (Sport Australia, 2019) and figures are unknown nationally for the percentage of women in officiating positions. The focus of this literature review is to delve deeper into the representation of women high-performance coaches in sports.

Globally the dearth of women high-performance coaches in sport is a concern. The number of women athletes who play at a professional level has substantially increased; however, the number of skilled women high-performance coaches across the globe has remained stagnant (Gomez-Gonzalez et al., 2019b; Norman & Rankin-Wright, 2018). Women represent 13% of high-performance coaches at the national/Olympic level in countries such as the United States, Germany, the United Kingdom, and Canada (Fasting et al., 2017; IOC, 2021). Data reviewed at the Olympic level up to the 2018 Olympic Games shows the ratio of men to women coaches in high-performance sport was approximately 10 to one (Norman & Rankin-Wright, 2018). The International Olympic Committee (IOC) identified two cycles of Olympic Games (2012 and 2016) where women represented an average of 10% of high-performance coaches (Olympic.org, 2018). Statistics from the recent

2021 Tokyo Olympic Games reveal a fractional improvement of women high-performance coaches to 13% (IOC, 2021). In Australia, national statistics show that only 15% of high-performance coaches are women (IOC, 2021; Lawrie Woodman, 2020; Sport Australia, 2019). Data from the Australian Institute of Sport (AIS) reveal that 93% of high-performance coaches in Australia have transitioned from a background as a high-performance athlete to become a coach; however, only 3% are women (Sport Australia, 2017). The absence of women high-performance coaches within professional sports codes in Australia raises questions on the effectiveness of strategic plans and practices in Australian sport.

Despite several decades of examination, primarily from the individual perspective of women high-performance coaches, the knowledge gained has failed to assist with attracting and retaining women in this role (Kilty, 2006; Knoppers, 1987, 1992; Norman, 2008; O'Malley & Greenwood, 2018). Notable contributors that have created barriers include organisational practices and behaviours (Burton, 2015; Fielding-Lloyd & Meân, 2011; Norman et al., 2018). The recommendation is that a different approach and perspective is required to create change (Krahn, 2019; LaVoi et al., 2019; Norman & Rankin-Wright, 2018). Minimal research has focused on the organisational practices to delve deeper into how and what practices and behaviours have affected the encouragement of women high-performance coaches (Banwell et al., 2020; Krahn, 2019; LaVoi, 2016; Lavoie & Dutove, 2012; LaVoi et al., 2019; Norman & Rankin-Wright, 2018).

Gender equity focuses on the provision of fairness and justice to reach even distribution and responsibility between women and men (Letizia, 2014). The literature reveals social and cultural structures in professional sports have constrained women's opportunity to establish themselves in a leadership role for several decades (Burton, 2015; Cortis, 2009; Druckman et al., 2018). Examples are presented in the following paragraphs.

The United States of America (USA) advanced the push for equity and equality in sport in 1972 through a historical bill named Title IX (McDowell et al., 2016). The landmark decision of Title IX in the USA passed a bill for the National Collegiate Athletic Association (NCAA) system that ensured no person shall, on the basis of sex, be excluded from participation in, denied benefits or subjected to discrimination under any educational program (Druckman et al., 2018).

Since this time in the USA, women's participation as athletes has increased sizeably. However, Title IX had an adverse effect on women as leaders in sport (Norman, 2010a). For example, the number of female head coaches of women's teams in the NCAA has declined from approximately 90% in 1972 to 42% in 2012. Over the same period, the number of males coaching women's teams increased by 50% (Acosta et al., 2012, Walker & Bopp, 2010). The NCAA sport system in comparison to other countries is extremely large, well organised, and has been well researched over several decades (Aicher & Sagas, 2010; Cunningham, 2008; Cunningham, 2010; Kane & LaVoi, 2018a; Knoppers, 1987, 1992; Knoppers & Anthonissen, 2008; Wicker et al., 2019a).

The USA had been at the forefront in research for recognising the decline and lack of women high-performance coaches (Acosta et al., 2012; Kilty, 2006; Knoppers, 1992; LaVoi & Dutove, 2012; Thompson et al., 2020; Walker & Bopp, 2010). Conversely, there has been a lack of depth in research and knowledge on women's coaching outside of the USA until recently (Banwell et al, 2020). Women's high-performance sports in other countries, including the United Kingdom (UK), Germany, Australia, and Canada, has been less structured/professional compared to men's high-performance sports. Opportunities for the development and careers for women as coaches has also been limited, under-researched, and ad-hoc (Kidd, 2013; Norman, 2008, 2010b; Reade et al., 2009; Surujlal & Vyas-Doorgapersad, 2015). Research directed to equity and equality for women in sport is

essential, however, this research is not focused on a comparison of men versus women in high-performance coaching nor on equity and equality purposes. Instead, the focus is on the importance of encouraging women coaches in high-performance sport for the benefit of athletes, organisations, and society (Banwell, Kerr, et al., 2019).

The current research is from an organisational management perspective to identify how senior managers in NSOs recognise and support women in high-performance coach positions. The research that exists is scant on the rationale and decisions from the senior managers of high-performance coaches that relates to how high-performance plans and strategies are implemented and managed (Dwyer et al., 2019). In the case of the current research, it is essential to understand what strategic plans and practices exist that target and support skilled women high-performance coaches.

The Benefits of Women as Coaches (Multi-Level Perspective)

Women as coaches in sport have distinct skills that benefit vast numbers of stakeholders. The benefits can influence individuals, teams, managers, organisations, communities and society (Banwell et al., 2020; Kidd, 2013). From an athlete perspective, women and men coaches benefit their development and performance (Kidd, 2013) and both genders provide diverse perspectives (Banwell, Kerr, et al., 2019; Kidd, 2013). Women as coaches provide capabilities and emotional dynamics that help diversify the experiences of an athlete and enhance their overall development. Compared to the past, current and future generations of athletes require more communication, empathy, care, and emotional awareness than in previous decades of sport, in this case women play an important role as coaches (Banwell et al., 2020; Cunningham, 2008; Fink et al., 2016).

To unpack the benefits of women as coaches in more detail, a multi-level perspective allows greater depth to understand the benefits that women high-performance coaches

provide to society, communities, organisations, teams, and individuals. For the purpose of this review, the three levels within the examination lens comprise: macro-level; meso-level, and micro-level.

Benefits of Women as Coaches from the Macro-Level

The macro-level explores the broad external benefits of women as coaches to communities and society. Women coaches can be regarded as role models internally and externally to their sport community (Cunningham et al., 2019; Knoppers, 1987; Norman, 2012). Women high-performance coaches provide inspiration for other women to become coaches (Norman, 2012). Conversely, women who are high-performance coaches often feel committed to be a role model to encourage other women who are athletes to become high-performance coaches (Norman, 2012). Women as coaches become leaders in communities who can inspire and influence girls and women to participate in sports (Banwell et al., 2020; Haigh, 2017) and therefore as potential leaders. Boys and men are also influenced and inspired by women as coaches based on their leadership, strength, guidance, communication, and courage (Kidd, 2013; LaVoi, 2016; LaVoi, 2020).

Sports participation provides social, cultural, economic, and psychological awareness and benefits (Schulenkorf et al., 2014). Community sports participation rates for girls and women are traditionally low. Recent research conducted in Australia through a seven-year longitudinal study shows participation rates for teenage girls and young adult women (aged 15 – 21 years) to remain in sports are less than 21% (Eime et al., 2020). Evidence shows leadership from women high-performance coaches has a powerful influence on encouraging girls and young adult women to remain in sport (Sisford et al, 2021). Moreover, women high-performance coaches: can influence males who see them as competent leaders; and showcase that coaching at the high-performance level is a legitimate pathway for girls and women to aspire towards (Kane & LaVoi, 2018a).

Society however has viewed traditional sports such as Australian Rules Football (AFL), football (soccer), cricket, and basketball with male hegemonic ideals particularly for high-performance coaches (Fielding-Lloyd & Meân, 2011; Norman, 2010b; Pape, 2020). Women high-performance coaches in these traditionally male-dominated sports assist to break long-held societal barriers for women and girls who play in these and other sports (Richards et al., 2020). The more women who coach sport, the greater growth in the facilitation of change in societal perceptions and ideals to show that sport is for all, regardless of gender (Burton & Leberman, 2017). Change in such societal perception is required. Research from Schaeperkoetter et al., (2017) highlights the at times naïve societal perception that a woman appointed in a high-performance coach role can only be achieved by the most decorated former female athletes. For example, in 2014 Becky Hammon, a former star professional athlete, was hired as an assistant coach for the National Basketball Association (NBA) San Antonio Spurs in the USA. The story became a lead news item that drew comments from the highest levels including the President of the United States that a woman had been given this leadership role (Schaeperkoetter et al., 2017). Naivety creates negative perceptions in this case of women high-performance coaches. A study conducted by Kalin & Waldron (2015) reveals that when 59 Division I women college basketball players from the NCAA were surveyed on their preference for a male or female head coach, the majority preferred male. The results revealed that most of these players who preferred a male coach had only experienced a male in a coaching role throughout their youth.

Benefits of Women as Coaches from The Meso-Level

The meso-level focuses on the organisational environment, performance, structures, teams, and stakeholders. The level includes the effects that women as coaches can create for organisational environments and culture, the impacts on male athletes from women coaches, and the importance of networks and supports (Allen & Shaw, 2013b). The role as high-

performance coach is multi-purpose and tends to replicate that of teachers, organisational managers, psychologists, mentors and role models for their sport organization, staff, athletes and members (Cassity et al., 2016, Cope & Partington, 2020; Dawson & Phillips, 2013; Lyle & Cushion, 2010; Shaw & Allen, 2009). In general, women high-performance coaches possess strengths such as: being empathetic; encourage vulnerability from team members; are culturally and socially aware; impart discipline; manage performance; show understanding; and challenge mindsets (LaVoi, 2016). These skills and knowledge benefit the organisation to drive standards, diversify workplace environments, and assist the delivery for successful outcomes (Lavoie, 2016; Banwell et al., 2020). The importance of the coach and their role reflects the need for a diverse array of male and female coaches to underpin the skills and requirements (Lyle & Cushion, 2010).

A NSOs environment is very complex, often autocratic and can discourage women high-performance coaches. For example, Norman's (2012, 2013) research on women high-performance coaches from UK sports articulated that stereotypical male leadership perspectives inhibited women's progression as high-performance coaches. The women interviewed in this study believed their variance of skills benefits athletes, teams, and staff under their care, and they bring positive change to the culture and environment. Women coaches are recognised to be more empathetic in their style of communication, which is acknowledged by male and female athletes to be of great benefit compared with more traditional coaching methods of the past (Norman, 2012, 2013, 2014a). Women by their nature provide different skills from their male colleagues that can enhance the organisational management of teams and structures (Hopkins et al., 2008). Women coaches have strengths in multi-tasking, excellent communication skills, and in general, display a less autocratic style of 'my way is the only way', to show a more collaborative approach to coaching high-performance athletes (Brown & Light, 2012). Women coaches are acknowledged to be

effective communicators and have exceptional interpersonal skills which are noteworthy within their role and the sport organisation (Cunningham, 2008). NSOs that advance their management teams with the addition of women high-performance coaches can attract and retain more women as leaders to the organisation (Banu-Lawrence et al., 2020). Therefore, NSOs with women coaches can challenge male traditional stereotypes for sport leadership and help change the organisations environment and cultural awareness (Banwell, Stirling, et al., 2019; Richards et al., 2020).

Sport can be emotive on and off the field for all stakeholders. A strength for women high-performance coaches is their ability to evaluate emotions within their teams of athletes or staff and manage situations differently to male coaches (Darvin et al., 2018b). For example, women coaches identify with their social awareness and ability to interpret the importance of small details often overlooked by their male high-performance colleagues that can affect their athletes' mindset including clothes/uniforms not looking good, isolation from others, personal problems, introverted or extroverted personalities, and women's hormonal cycles (Brown & Light, 2012; Norman, 2013). These findings reinforce the importance of NSOs to recognise the social strengths that women leaders, in this case as high-performance coaches, can provide individuals, teams, organisational environment, and communities to enhance and advance their organisations holistically (Banu-Lawrence et al., 2020; Brown & Light, 2012; Hopkins et al., 2008).

The environment and culture within NSOs are pivotal for current and future success. NSOs need diverse leadership structures to develop inclusive cultures, be competitive in the marketplace, and attract the best people to their organisation (Banu-Lawrence et al., 2020; Shilbury & Moore, 2006). The benefit of women high-performance coaches in NSOs promotes its diversity and recognition on the need for different perspectives, network opportunities, and cultural values within an organisation to help enhance the environment.

Specifically, these women leaders can result in an organisational environmental shift and cultural step-change for diversification of leadership groups (Cunningham, 2008). Clearly women in these roles, recognise the positive organisational effects of women in high-performance coach positions, for example in New Zealand women in these roles articulated that positive change occurs to the social environment, work climate, and culture of NSOs (Allen & Shaw, 2009).

The capacity to network is essential for women high-performance coaches. The ability to network with other women high-performance coaches across sports assists with developing and retaining these women (Banwell et al., 2020; Greenhill et al., 2009b; Lavoie & Dutove, 2012; LaVoi et al., 2019). These networks benefit women in their roles as coaches. The NSOs benefit based on the notion that women can openly share their experiences with peers which provides comfort, commonality, and builds relationships that can foster growth and retention (Banwell, Stirling, et al., 2019; Lavoie & Dutove, 2012). In doing so, these networks provide a space to share information and opportunities to mentor other women who aspire to become high-performance coaches (Banwell, Kerr, et al., 2019; Lavoie & Dutove, 2012; Norman, 2012). High-performance coaches experience many situations under immense pressure that can be very unique (Irwin et al., 2004). Research shows that networks to share unique experiences with peers were classified as highly valuable to women high-performance coaches (Banwell, Kerr, et al., 2019). The networks play a vital role to assist in the retention of women high-performance coaches, and it would benefit NSOs to ensure these platforms exist (Banwell, Stirling, et al., 2019). It is unclear to what extent these networks are supported from an organisational perspective, reinforcing the need for further research (Banwell et al., 2020; Kenttä et al., 2020; Lavoie & Dutove, 2012; LaVoi et al., 2019).

Benefits of Women as Coaches from the Micro-Level

The micro-level captures characteristics specific to the individual. Characteristics include women high-performance coaches' desire for ongoing professional knowledge and skills development as leaders and managers through developmental programs, mentors, peer networks, and support structures for women as mothers such as childcare and flexibility for school hours in the mornings and afternoons.

Ongoing professional development enhances the skill set and ability of women in high-performance coach roles. Enhancement includes the ability to manage difficult situations and individuals (Norman, 2012), improved team performance (Shaw & Allen, 2009) and conflict resolution (Banwell, 2020).

Women high-performance coaches are more likely to stay in organisations that provide ongoing support with mentors and peer groups. (Banwell, Stirling, et al., 2019; Burton, 2015; Norman, 2012; Shaw & Allen, 2009). Such provision enhances their confidence, self-efficacy, job satisfaction, commitment to the organisation, and likelihood of career advancement (Banwell et al., 2020; Kilty, 2006; Lavoie & Dutove, 2012). The benefit for NSOs is these women provide greater diversity to leadership teams and build social and cultural connections to help establish positive environments that attract and retain other women as coaches in this sport.

Organisational structures and practices however to assist women high-performance coaches from a macro, meso and micro level are yet to be explored in depth to support their development (Banwell et al., 2020; Lavoie & Dutove, 2012; LaVoi et al., 2019). To unpack this further, social, cultural, economic, and psychological factors that influence women in these roles will be explored. It is necessary to identify these factors and how they play an

influential role in the organisational practices to attract, develop, and retain women high-performance coaches. The next section explores these factors.

Social, Cultural, Economic, and Psychological Factors Affecting Women High-Performance Coaches

Research has examined the stagnation and decline of women high-performance coaches based on the social, cultural, economic, and psychological factors (Allen & Shaw, 2009; Clarkson et al., 2019; De Haan & Sotiriadou, 2019; Kennedy, 2010). Notably, there is a paucity of research on the strategic role organisations play to encourage women high-performance coaches and this may contribute to poor representation by women (Hindman & Walker, 2020; Lavoie & Dutove, 2012; Norman et al., 2018). A large proportion of research that explores the low number of women high-performance coaches has highlighted barriers within NSOs (Banwell, Kerr, et al., 2019; Cunningham et al., 2019; Hofmann et al., 2014; Poos & Carson, 2022; Schlesinger & Weigelt-Schlesinger, 2012; Wicker et al., 2019b). The lack of access to developmental pathways essential for a high-performance coach is one such barrier pinpointed by women experienced in this role (Cunningham et al., 2019; Richards et al., 2020). One example was the deficiency of formal training opportunities that target women high-performance coaches (Burton, 2015; Norman, 2010b). In addition to formal training courses, there is a need for NSOs to introduce peer collaboration, mentor and sponsorship programs, and hands-on daily learned experience (Banwell, Kerr, et al., 2019; Nash et al., 2009; Norman, 2012; Picariello et al., 2021). The barriers stem from the four key factors (social, cultural, economic, psychological) which contribute individually, collectively, and interconnect with organisational strategic practices. A plethora of barriers exist from an organisational perspective. Examples include lack of peer support networks, lack of collaborated knowledge and skills development opportunities, unclear pathways (social factor), hegemonic principles, homologous reproduction, the old boys club (cultural factor),

low pay, lack of financial support (economic factor), and lack of overall support (psychological factor) (Banwell, Stirling, et al., 2019; Cunningham, 2008; Cunningham et al., 2019; Darvin & Sagas, 2017; Dawson & Phillips, 2013; Kamphoff, 2010; Norman et al., 2018). The barriers (Figure 1) that contribute to the low number of women high-performance coaches are well-known (Krahn, 2019; Norman & Rankin-Wright, 2018). To expand knowledge, researchers recommend exploring the organisational perspective related to these four factors in regards to practices that identify the enablers to attract, develop and retain women high-performance coaches (Banwell et al., 2020; Fisher, 2019; Fraser et al., 2018a; Kenttä et al., 2020; Lavoie & Dutove, 2012; LaVoi et al., 2019).

Figure 1

Social Factors	Cultural Factors
<p>Old boys club – glass ceiling</p> <p>Lack of Ongoing coach development/education</p> <p>Limited challenge in roles given</p> <p>Lack of recruitment of women high-performance coaches</p> <p>Male hegemonic principles/decisions</p> <p>Tokenism – given a role based on gender to appease numbers/quotas</p> <p>Limited support networks</p> <p>Homologous reproduction</p> <p>Lack of mentors and mentoring</p> <p>Unclear career pathways to reach high-performance coach status/roles/senior leadership</p> <p>Limited mobility to change roles/gain opportunities to advance</p> <p>Lack of understanding and support for work, family, motherhood commitments and duties</p> <p>Lack of specific tailored training/development Programs</p>	<p>Managerial hegemonic hiring decisions</p> <p>Male hegemonic principles</p> <p>Tokenism – given a role based on gender to appease numbers/quotas</p> <p>Male leadership stereotypes</p> <p>Lack of collaboration and feedback on performance, knowledge/skills gaps</p> <p>Lack of support from senior managers</p> <p>Homologous reproduction</p> <p>Limited mobility to change roles/gain opportunities to advance</p> <p>Lack of understanding for work, family, motherhood commitments and duties</p>

Economic Factors

Low salary, wages, pay
Lack of financial support for travel
Poor investment from senior managers targeted at women high-performance coaches

Psychological Factors

Lack of support from senior managers
Lack of support networks
Lack of feedback, listening and collaboration from senior managers
Lack of mentors and mentoring
Lack of understanding and support from senior managers for family responsibilities/motherhood

Social, Cultural, Economic, and Psychological Barriers at the Organisational Level

Social, cultural, economic and psychological factors have unique characteristics individually and collectively that influence senior manager practices targeting women high-performance coaches. The following sections will unpack, each of these factors.

Social Factor

Social factors impact women in NSO leadership roles. Social structures for example, in professional sports have affected women's ability to establish themselves in a leadership role for several decades (Burton, 2015; Cortis, 2009; Druckman et al., 2018). Specifically, extensive research has examined the barriers at the forefront of social discourse within sports organisations that affect women high-performance coaches (Jorid Hovden, 2012; Kidd, 2013; Norman, 2008). Social factors are defined by networks, peer networks, interaction with people, environments, values, beliefs, development, and diversification (Banwell et al., 2020; Lavoie & Dutove, 2012). This section will examine organisational social factors specific to women high-performance coaches related to cross-sport peer networks, career pathways, role identification, and environments.

Peer networks that comprise women-only and mixed gender high-performance coaches from across sports are highly valued by women in these coach roles. Research shows peer networks assist women high-performance coaches to feel supported in their role (Greenhill et

al., 2009a; Megheirkouni & Roomi, 2017). Women-only networks provide the opportunity to share experiences with other women high-performance coaches that know and understand the pressure and stress associated with being a woman as coach in an NSO (Greenhill et al., 2009a; Lavoie & Dutove, 2012; Norman, 2012). There is a need and great benefit to tell these stories to women who may aspire to become a high-performance coach. Improved interaction with women as senior leaders from across sports to relay their unique experience and pathways to success can encourage other women who aspire to reach senior leadership roles in sport and provides substantial benefits to the aspirant's knowledge and confidence (Swati & Sita, 2020). Women high-performance coaches have expressed the need and benefits of interacting with other women in these roles on a regular basis to discuss their journey, experiences, and daily coach management practices (Norman, 2012). Such interaction enables opportunities to gain reassurance or advice from situations experienced in similar scenarios and environments from social, cultural, economic, and psychological perspectives (Banwell, Stirling, et al., 2019; Lavoie & Dutove, 2012; Natalie et al., 2012; Norman, 2012). Peer networks regardless of gender, can develop into opportunities to mentor less experienced coaches to help develop and retain them in the role (Allen & Shaw, 2009). A benefit for women involved in these networks is the chance to benchmark their own performance through shared experiences and modify or adjust strategies gained from the advice of like-minded people external to their organisation. Several authors have highlighted the need for organisations to provide network opportunities between women high-performance coaches from across sports to assist attract, develop, and retain them in sport (Banwell, Stirling, et al., 2019; Carson et al., 2021; LaVoi et al., 2019; Norman, 2012).

Career development pathways for women high-performance coaches has been raised as a concern with researchers. Negative social perceptions of women as coaches within sports remain prevalent (Cunningham et al., 2019; Olivia & Naroa, 2021; Walker & Bopp, 2010).

The institutionalised nature of male leadership structures and practices within NSOs results in a paucity of initiatives and practices in place to support women high-performance coaches (Cunningham, 2008; Gaston et al., 2020). In consequence, women leaders including coaches in NSOs, are restricted and inhibited by the organisation's inability to capitalise on the many benefits and skills that women in leadership groups provide (Cunningham, 2008; Hartzell & Dixon, 2019; Spoor & Hoye, 2014). The implementation of development pathways for women in NSOs has been recommended to help change the environment and support the aspirations of women to reach leadership positions such as high-performance coaches, to achieve their desired leadership roles (Hovden, 2012; O'Boyle & Hassan, 2014).

The traditional role identification of genders in the selection process for the appointment of high-performance coaches remains widespread in sport organisations. An inferior perception of women's capabilities in leadership positions continues to hamper progression and foster complacency by the action of continual selection of male candidates (Aicher & Sagas, 2010; Gaston et al., 2020; Gomez-Gonzalez et al., 2019a; Richards et al., 2020). Women who aspire to be high-performance coaches maintain a constant battle within NSOs for recognition of their capacity to fulfil the role (Darvin et al., 2018a; Palmer, 2021). Associated barriers of hegemonic organisational management selection views continue to be highlighted by recent research in the examination of the non-selection of women high-performance coaches in NSOs (Hindman & Walker, 2020; Knoppers et al., 2021; Norman, 2013, 2014b; Schlesinger & Weigelt-Schlesinger, 2013). The low number of women in high-performance coaching roles magnifies the barrier associated with selection as a distinct contributor, particularly when the number of women in this role has not improved (Banwell, Stirling, et al., 2019; Lavoie & Dutove, 2012; LaVoi et al., 2019).

The need for a positive social environment created within formalised training to develop women high-performance coaches is vital. Several studies provide evidence of the

negative and positive social impacts of formal learning environments for female coaches. Evidence exists that women high-performance coaches, although initially apprehensive to attend formal training, believe formalised training courses provide a great opportunity to learn and listen to the experiences of other high-performance coaches (Allen & Shaw, 2009). Conversely, several studies globally highlighted the negative experiences of women who attended formal training in varied national sports (Allen & Shaw, 2009; Hindman & Walker, 2020; Lavoie & Dutove, 2012; Norman, 2008). The research showed women felt unappreciated, unwelcome and dominated, needed to continually prove themselves, and experienced sexist language and verbal abuse. Overall, the social environment experienced in these training courses impacted negatively on them.

Cultural Factor

The culture within sports organisations is engineered through its leaders, managers, and athletes over time (Donoso-Morales et al., 2017; Henriksen, 2015; Lee & Price, 2016). Culture is defined by creation/and or change, leadership, historical beliefs, hierarchies, status, traditions, values, groups, environments, and power relations (Balthazard et al., 2006). A healthy culture is commonly built associated with shared beliefs and values, robust structures and supportive practices implemented and imparted by stakeholders invested in the organisation (Balthazard et al., 2006; Donoso-Morales et al., 2017). A dysfunctional culture does not facilitate shared values or beliefs, does not provide supportive practices and has historically embedded hegemonic cultural outlooks and social environments for long periods that can be difficult to change (English, 2017; Feddersen et al., 2020). The following section details culture that affects NSOs strategic practices and plans for attracting, developing and retaining women high-performance coaches. In particular it focuses on a changing culture, power dynamics, values, and status.

For an NSO to function properly the culture developed by leaders must continue to meet the changing needs of athletes, teams, and the organisation (Skille & Chroni, 2018). NSOs cultural values risk stagnation and a lack of progression due to historical assumptions that leadership is required from a male perspective to drive success (Cunningham et al., 2019; Pape, 2020). The established culture created within NSOs by its leaders is constructed through their beliefs, visions, rituals, and history (Lee & Price, 2016). A clear, meaningful, strong, and well-understood culture is associated with the successful performance, habits, and attitudes of all stakeholders invested in the organisation (Balthazard et al., 2006; Fletcher & Arnold, 2011; Skille & Chroni, 2018). Similarly, a culture that has been created and embedded for a long period can be difficult to disrupt. For example, Cunningham et al., (2019) highlight culture is taught to people in organisations as a correct way to behave or think as a member of that NSO. A large proportion of sports organisations have a long history of marginalising women as leaders which can become institutionalised, problematic to progression, and consistent with a higher turnover of women in that workplace (Organista, 2021; Surujlal & Vyas-Doorgapersad, 2015). Culturally, sport can lend itself to deep-rooted masculine ideologies forged over decades with a view that many games were designed by men to be led and played by men (English, 2017; Fielding-Lloyd & Meân, 2011; Lewis et al., 2018). To reinforce this point, researchers highlight the traditional culture of male-dominated sports is facilitated by hierarchal male-dominated leaders, managers, and coaches (Cunningham, 2008; Hartzell & Dixon, 2019; Knoppers et al., 2021; Pape, 2020; Sibson, 2010). A historical male-dominated coach culture remains from many years of influence and still dominates sports organisational hierarchy (Siegele et al., 2020). The need to transform historical practices to cater to the culture of today and the future is a challenge for NSOs, yet vital for progression (Albu & Grigore, 2020). For NSOs to emerge from historical practices that create new pathways, structures, values, beliefs, and opportunities, require strategic plans

and practices combined with strong leadership to drive successful change (Burnes & By, 2012). Without strong leadership, the opportunity to create cultural change to progress, diversify, and grow as an organisation becomes very difficult, in this case for women high-performance coaches.

Senior management wields a powerful position culturally within organisations. The homologous reproduction of men within a NSOs culture (Darvin & Sagas, 2017; Greenhill et al., 2009b) has been recognised as an ongoing issue for the attraction and recruitment of women coaches. Traditional male hegemonic management structures remain a barrier for the growth of these coaches (Cunningham, 2008; Kitching et al., 2017; Norman et al., 2018). The power relationship of male-dominated organisational hierarchy for leadership roles is a sizeable challenge to create change within NSOs (Cunningham et al., 2019). Several researchers in the past decade have identified the male-dominated hierarchal perspective. For example, LaVoi and Dutove (2012) highlighted women high-performance coaches felt their skills were undervalued, not taken seriously, and were excluded from head coach roles. Research from Burton (2015) noted the male-dominated power relationship in organisational management decisions for the selection of leaders such as coaches, in the USA NCAA intercollegiate system. Research from Aicher and Sagas (2010) examined the vast NCAA intercollegiate athletics system and highlight the male-dominated power of organisational management that primarily selects men as head coaches. NSOs have culturally maintained a strong association with men for coach/leadership roles and philosophies in the selection of personnel (Aicher & Sagas, 2010; Burton, 2015; Cunningham et al., 2019). Consequently, it appears the lack of women identified in the recruitment process and the male dominance of decision-making boards strongly contribute to the dearth of women high-performance coaches in NSOs (Norman et al., 2018; Schlesinger & Weigelt-Schlesinger, 2012).

Women high-performance coaches help NSOs change and embed cultural values that have become increasingly necessary for this generation of athletes. Research conducted by Brown and Light (2012) examined women's leadership styles in sport that included women high-performance coaches. The results show that women as leaders possess strengths to lead transformational change through their ability to change culture, administer plans, cultivate effective collaboration, advance empathy, care, communication, and emotional values. These traits need to be embraced by organisations for positive cultural adaptation of strategic practices (Fisher, 2016). A cultural change underpinned by strong strategic practices will foster within women leaders, buy-in, empowerment, and belief that the culture change is more likely for sustained success rather than top-down and autocratic (Arnold et al., 2012; Cunningham, 2008).

The status of women high-performance coaches in sport remains low. The lack of women high-performance coaches signifies an urgency to understand their needs from a new perspective. Recent research in Australia that explored the cultural progression of sport organisations to diversify and contain more women in leadership positions that included coaches, revealed a lack of advancement or development had occurred (Banu-Lawrence et al., 2020). The research indicates efforts to encourage more women to leadership positions can be met with resistance. A central recommendation from recent research (Banwell et al., 2020; Fisher, 2019; LaVoi et al., 2019) is the need to examine NSOs in more detail to understand how to encourage women as leaders including women high-performance coaches.

Economic Factor

Women continue to face economic disparities in their aspirations to become high-performance coaches. Disparities include disproportionate remuneration, low salaries, and poor financial support (Kamphoff, 2010; Krawiec Alexandra, 2016; Nielsen & Huse, 2010). Economic factors are defined by pay, wages, salary, financial support, investment and growth

(Barriopedro et al., 2018; Kamphoff, 2010; Kotschwar & Moran, 2015; Krawiec Alexandra, 2016). The economic factors specific to women high-performance coaches are remuneration and salary.

There is clear disparity of remuneration for women high-performance coaches compared to men in similar positions. Women who aspire to become high-performance coaches are faced with disproportionate remuneration opportunities that create barriers and dissuasion (Barriopedro et al., 2018; Hinojosa et al., 2017; Kamphoff, 2010; Natalie et al., 2012). Smaller financial compensation for women high-performance coaches in comparison to male coaches are a deterrent for women who pursue a career in this field (Barriopedro et al., 2018; Fraser et al., 2018a). The same amount of time, outputs, resources and results are expected of a high-performance coach regardless of gender yet the gap in remuneration remains (Banwell, Kerr, et al., 2019; Brad, 2000; Reade et al., 2009). With the same expectations required, it is unclear why the pay gap for women high-performance coaches still exists.

The push for parity in salary and awarded prizemoney with professional female athletes and teams over the past decade has gained some traction and change has occurred in several sports. Women's T20 cricket and surfing have made substantial changes to the awarded prizemoney (Guardian, 2019; League, 2018), and women's football (soccer) has seen a change in salary and prizemoney particularly in the USA and Australia (Davies, 2019). The opportunities in professional sports for female athletes to be compensated has helped to incentivise women to strive to reach the highest levels (Toffoletti & Palmer, 2019). In contrast, a low salary for women coaches has been a barrier to their retention (Kamphoff, 2010). The compensation for women high-performance coaches remains an ongoing conversation with NSOs, sports bodies, and government agencies.

Psychological Factor

Psychological factors affect people differently and can produce barriers for individuals and groups. The psychological factors can produce feelings of guilt, affect confidence, add stress, and questions of worthiness (Norman, 2010a; Norman & Rankin-Wright, 2018; Schlesinger & Weigelt-Schlesinger, 2013). Psychological factors are considerable indicators for the attraction, development, and retention of women high-performance coaches who work within NSOs. Psychological factors include support/or lack thereof, guilt, confidence, stress, marginalisation, family pressures, motherhood, and pressures from the expectations of being a woman high-performance coach (Leberman & Palmer, 2009). The following section details the psychological factors that affect NSOs strategic practices related to women high-performance coaches in regards to guilt, confidence, worthiness, family responsibilities and motherhood. The psychological factors specific to women high-performance coaches are confidence, worthiness, family, and pressure.

Women grapple with a lack of confidence in their pursuit of a high-performance coach role. Women have revealed a reluctance to apply for high-performance coach roles if they believe they do not meet all required qualification criteria (Norman, 2014b). Research by Norman (2014a) explored six women's perspectives of barriers as high-performance coaches from NSOs in the UK. The results show all had experienced confidence issues to reach the pinnacle as a head coach yet were determined to reach the male-dominated landscape of head coaches. A build-up of diminished confidence over time for women in high-performance coach roles has been recognised as a key issue by researchers (Norman, 2014).

Psychologically, women high-performance coaches are self-critical and can easily focus on their deficiencies that need improvement rather than their areas of strength (Kilty, 2009).

Conversely, research shows men will apply for the high-performance coach roles even if they fail to meet some of the criteria and are generally confident they have many of the skills to

fulfil the role adequately (Greenhill et al., 2009a). Women's deficiency in confidence for the pursuit of high-performance coach roles could be systemic from a lack of role models and mentors within the industry. Psychological support is required by NSOs to encourage women to apply for high-performance coach positions (Banwell, Stirling, et al., 2019; Lavoie & Dutove, 2012).

Women coaches have expressed the constant need to 'prove oneself' to make them worthy as a capable coach rather than to be accepted based on their skills and credentials (Norman, 2010a). Recent research conducted of 37 women high-performance coaches highlights these coaches believe the need to overachieve on and off the field to 'prove' their knowledge and competencies (Kenttä et al., 2020). Similarly, other research shows that women report feeling a constant need to prove their ability and worthiness, regardless of past results (Norman et al., 2018; Schlesinger & Weigelt-Schlesinger, 2012). The recommendation from these researchers is that NSOs need to re-evaluate their practices to educate stakeholders that high-performance coach selection is based on the best-skilled candidate appointed to the role, and is not gender based.

Family responsibilities or the decision to enter into motherhood is a psychological factor for women high-performance coaches. The decision to become a mother can become very stressful for women who want to progress as a professional coach in their sports journey (Leberman & Palmer, 2009). Two studies (Bruening & Dixon, 2007, 2008) examined 41 Division one women head coaches, all of whom were mothers, identified these women carried a sense of guilt. Since this time, a sense of guilt related to family responsibilities continues (Fielding-Lloyd & Meân, 2011; Norman, 2014b). Specifically, guilt that they neglect their children, their partner, or were too reliant on others to assist as carers. The women discussed how they felt NSOs assumed that their partner would carry parental duties; in some cases, these women were single mothers. To compound this, a fear of negative

organisational perception exists for the need to be 'seen in the office' rather than being able to fulfil many tasks at home (Bruening & Dixon, 2008; Kidd, 2013; Kilty, 2006). The psychological stress that this places on women who evaluate whether to undertake a high-performance coach position can underpin the ultimate decision not to pursue the role (Greenhill et al., 2009b; Norman & Rankin-Wright, 2018). The excessive time away from family responsibilities can add to the psychological stress and result in burnout. Women high-performance coaches who believe they neglect their family commitments are less likely to stay in the role (Bruening & Dixon, 2007; Bruening & Dixon, 2008; Kenttä et al., 2020; Kilty, 2006; Norman & Rankin-Wright, 2018). These researchers acknowledge that limited knowledge exists from the organisational perspective on how to reduce the stress for women high-performance coaches and manage their work-life balance to attract, develop, and retain them in this role. Strong recommendations have been made (Bruening & Dixon, 2007; Bruening & Dixon, 2008; Greenhill et al., 2009b; Norman & Rankin-Wright, 2018) for NSOs to review their practices to support mothers as head coaches.

Stakeholder pressure on the performance of women high-performance coaches is often higher than men in the same role. For example, additional psychological pressure is placed on a woman if an organisation promotes the appointment of its high-performance coach as a woman rather than highlight that the chosen person was the most skilled and best suited for the role (Clarkson et al., 2019). At the same time, an organisation needs to address what this new coach will implement and not mitigate commentary that gender is irrelevant to fulfil the requirements successfully (Gomez-Gonzalez et al., 2019b).

A constant theme entwined in the social, cultural, economic, and psychological factors to enable practices to encourage women high-performance coaches is the management of an organisation. To understand research focused on NSO organisational management in regards to women high-performance coaches, the following literature was explored.

Organisational Management

A sport organisation's identity is of great importance to its ongoing success and sustainability. The manner in which a NSO portrays itself to society, communities, business associates, members, and staff, is critical attract, develop, and retain stakeholders (Westerbeek, 2012). Human resource plans, management practices, and processes are critical to the success of the organisation (Jon & Andy, 2009; Weerakoon, 2016). The practices that management incorporates influence the defined values, environment, beliefs, culture, and diversity of the NSO for those who are engaged externally and internally (Allen & Shaw, 2013b; Hartzell & Dixon, 2019). The established practices are imperative in attracting, developing and retaining women coaches (Spoor & Hoye, 2014), which is focal to the current study.

High-performance sport is a naturally competitive environment for NSOs. A critical high-performance benchmark measure by NSOs management is based on their teams', athletes' and staff performance against other NSOs (Dwyer et al., 2019). To this extent, the approach to how staff, teams, and athletes are managed and coached is vital towards the overall success (Gowthorp et al., 2017). Therefore, NSOs seek on-going improvement and best practice to strategise for the recruitment, development, and retention, in particular, of key senior managers and coaches to deliver successful outcomes (Shilbury et al., 2017). Professional development training programs for example, designed to be inclusive for women and not isolate them as the only women as a high-performance coach in attendance, have been a recognised organisational support strategy (Fielding-Lloyd & Meân, 2011). NSOs have been slow to understand the benefits of support strategies to attract, develop and retain women coaches within their organisations (Brown & Light, 2012; Darvin et al., 2019).

The structures developed and implemented by NSOs hold pivotal influence for success. The social, cultural, economic, and psychological factors add complexity to the development

of structures within an organisation (Lavoie & Dutove, 2012; Stewart et al., 2021). The structures created for social networks, individuals' environmental experiences within the structures, and interpersonal effects require deep consideration from NSOs management (LaVoi, 2016). Creating such structures for women high-performance coaches is vital to attract and retain them (LaVoi et al., 2019).

In today's environment, NSOs need to be agile and adaptive. The large expansion of women who play professional sport, particularly in the last decade, has changed traditional societal opinions, environments, cultures, and economics for how sport is played, consumed, marketed, and managed (Weatherford et al., 2018). The constructs of sport organisations, therefore, require a diverse gender identity management lens to capture perspectives for decisions that are not impaired by long-held traditional male hegemonic culture (Knoppers & Anthonissen, 2008). The positive change and opportunities to enable women to play professional sport has highlighted the slow implementation of organisational strategic practices to increase the number of women as coaches, which limits the diversity in the organisation's leadership (Siegele et al., 2020). NSOs that embrace diversity attract women to be coaches within their organisation (Hartzell & Dixon, 2019). The creation of skilled and diverse organisational management teams comprising women and men, leads to greater success and positive outcomes (Company, 2007) whereby a combination of alternative opinions, cultural values, and leadership styles are presented (Wittenberg-Cox, 2010). A flow-on effect for diverse management teams is skilled women are attracted to, want to develop their careers and be retained at that organisation (Burton & Leberman, 2017).

In Australia, to assist NSOs with high-performance strategies, guiding principles in the form of a national sport strategy were developed (SportAus, 2019). The National High-Performance Sport Strategy 2019 - 2024 outlines seven national guiding principles. The focus is on high-performance plans, partnerships, athlete success and pathways. High-performance

coaches are not recognised in these principles. As a result, the onus rests with the NSOs to address high-performance coaching independently. The AIS have a number of programs NSOs can target at their discretion in their strategic plans for women high-performance coaches designed for leadership, culture and elevation pathways (AIS, 2023).

The lack of research to provide evidence to guide NSOs in Australia on high-performance coaching that explores strategic practices, in particular for women makes it difficult for these NSOs from a management perspective to activate practices. Globally a similar situation occurs, research from an organisational perspective targeted to women high-performance coaches is sparse (LaVoi et al., 2019). Research that explores the social, cultural, economic, and psychological factors within NSOs to encourage and support women as high-performance coaches is needed (Banwell et al., 2020; Norman et al., 2018).

Institutional Theory

Organisations are complex, multi-layered entities with many tiers (Heide et al., 2018). Research has examined organisations from an institutional concept known as institutional theory (Hwang & Colyvas, 2020; Nite & Edwards, 2021; Patriotta, 2020; Scott, 2017). The examination from this perspective explores organisations as institutions with agencies known as actors and elements (Voronov & Weber, 2020). Moreover, the examination of an institution using institutional theory explores how and what people experience in the institution and the effects on stakeholders (Patriotta, 2020). Actors can be NSOs, business segments, boards, people (e.g., senior managers and coaches), sponsors, and communities (Voronov & Weber, 2020). Elements contain leadership, management, processes, change, strategies, plans, structures, history, communication, environments, values, and beliefs (Scott, 2017). The institution's or organisation's actors and their practices can influence and affect the organisation's elements that in turn influence people's experiences, such as women high-

performance coaches, internally and externally (Hwang & Colyvas, 2020; Patriotta, 2020; Voronov & Weber, 2020).

National sporting organisations are people-focused and people-facing institutions. Institutional theory research can play a key role in the NSO environment based on the interaction of people, elements, and the environment (Creed et al., 2020; Thornton, 2012). Consequently, the practices established and enacted by the senior managers and leaders of NSOs will influence social and cultural factors experienced by the actors (Creed et al., 2020; Thornton, 2012; Voronov & Weber, 2020), including women high-performance coaches.

Practices by NSOs can be manifestations of historical social and cultural factors of beliefs, values, leadership, traditions, and environments (Creed et al., 2020; Hwang & Colyvas, 2020; Kraatz & Block, 2017; Voronov & Weber, 2020). Institutions such as NSOs with long held social and cultural historical practices may be prone to self-replication particularly if the same or similar actors remain in places of leadership and authority (Greenwood, Oliver, Lawrence, & Meyer, 2017). To eradicate these practices, organisations that desire change often engage strategic practices that require actors (e.g., senior managers/and or leaders) and elements (e.g., leadership, environment, values, beliefs, environment) to change and diversify, thereby providing pathways for others (Hwang & Colyvas, 2020; Nite & Edwards, 2021; Patriotta, 2020; Voronov & Weber, 2020).

Research in the last decade points to successful outcomes of NSO high-performance coaches being highly influenced by the management of staff who recognise the importance of relationships, environments, culture, development, interaction, support, and communication (Arnold et al., 2015; Arnold et al., 2012; Donoso-Morales et al., 2017; Lobone Lloyd et al., 2018; Winand et al., 2014). For example, Labone Lloyd et al. (2018) studied the performance management of NSOs and drew attention to the need to establish social and cultural

environments for success that empower, support, communicate, and develop staff, teams, and athletes. The study revealed practices that cultivate environments for individuals, staff, teams, and athletes that drive interconnection, relationship-building and proactive clear communication that optimise the chances to achieve set goals. Another notable study was by Fletcher and Streeter (2016) who examined a UK high-performance swim team that maintained 15 years of sustained success in national and international competitions that included the Olympic Games and Paralympic Games. The results show that high-performance leadership and management practices that embraced social and cultural environments including empowerment, support, clear communication, and staff and athletes development, aligned with organisational vision and plans delivered constant success. The results reinforce the importance of developing and showcasing social and cultural environments within a NSO to potentially attract and retain women high-performance coaches to assist produce successful outcomes.

National sport organisations however, who desire to create changes to their institution and refocus on new strategic goals and practices need to explore the institutional work of the people (Lawrence et al., 2011). Institutions are reliant on the people to work individually and collectively toward the common values, beliefs, vision, mission, and goals provided to them known as institutional work (Lawrence et al., 2011; Nite & Edwards, 2021).

Institutional Work.

Actors within an institution contribute to achieving strategic goals. The institutional work of people (Lawrence et al., 2011) is essential to ensure stakeholders understand and work collectively to reach the desired goals. Positive institutional work that has gained stakeholder buy-in, conducted by actors, has been strongly reliant on the interaction of social, cultural, economic and psychological factors (McSweeney et al., 2019; Nite & Edwards, 2021). In doing so, actors as individuals and as a collective team, are bound to react

differently with reflexivity to the institutional work due to different backgrounds, experiences, goals, perspectives, motivations, length of time in the workforce, coupled with the interaction of these factors (Hampel et al., 2017).

Senior managers are challenged to deliver successful outcomes on multiple goals. Interaction of the four factors, in particular social and cultural, (Dixon & Svensson, 2019; Nite et al., 2013) were highly influential to the institutional work senior managers decided to prioritise which drove the institution's focus and dominant practices (Voronov & Weber, 2020). Such interaction can effect these managers in regards to historical, social and cultural values, beliefs, work environment, emotions, work ethic, and length of time working at the organisation (Hampel et al., 2017). Choices that senior managers make to prioritise the institutional work in NSOs is relatively unknown and needs deeper exploration (Nite & Edwards, 2021). In the case of the current research, exploration of the interaction and influence of the social, cultural, economic and psychological factors within NSO work practices conducted by senior managers related to encourage women high-performance coaches is needed.

Organisational Direction Through Strategic Plans

The competitive nature of professional sport is not restricted to the sports arena. Sports organisations seek ongoing improvement to their practices to gain competitive advantage in the marketplace and advance themselves as a business (Petronel & Florentina, 2013). Creating effective, robust plans for on-going improvement and overarching success requires strong historical and future trends analysis to create frameworks and structures focused on the organisation (Asselstine & Edwards, 2019; Carrillo Vera & Aguado Terrón, 2019; Marin & Lee, 2020). When framing the strategic direction of the organisation, analysis of results over several years combined with considered data and opinions for future trends are imperative (McFillen et al., 2013). Formulation of the strategic plan defines the framework as a pathway

for the organisation to guide and measure its success and inform stakeholders (Petkovic et al., 2016).

Design of an organisational strategic plan is strongly aligned with the vision and mission and is guided by core elements. There is a need for the organisation to understand the goals and objectives that align with the organisational fit to frame the strategic plan accordingly (Arnold et al., 2012; O'Boyle, 2016; O'Boyle, 2015). Moreover, the organisational environment, social identity, culture, economy, finances, staff, and current structures each play a role in the construction of the strategic plan (Iancu et al., 2016; Radovan, 2013). Flexible organisational strategic plans that embrace diversity assist to encourage women high-performance coaches. Effective strategic plans are recognised as those developed through a holistic evaluation of the organisation's environment, structures, practices, history, and future analysis (Petkovic et al., 2016). These plans should provide vision, guidance, flexibility, diversity, and be communicated effectively to all stakeholders (Fletcher & Arnold, 2011; Giraudeau, 2008). The organisation's management needs to consider each facet to dissect potential opportunities, close gaps, advance structures, and fabricate the way forward (Federo & Saz-Carranza, 2017).

Each segment of the organisation will have objectives and goals to collectively measure and achieve against the set plans (Jarzabkowski & Balogun, 2009). The objectives and goals need to be clear in direction and expectations to eliminate ambiguity (Ketokivi & Castañer, 2004). Strategic plans play a key role to address barriers, in this case, associated with women high-performance coaches, on the organisational environment, practices, and culture required (Federo & Saz-Carranza, 2017; Greenhill et al., 2009b; Shilbury & Moore, 2006). The intent for NSOs to develop strategic plans that attract and retain women high-performance coaches is underpinned by the need to understand societal expectation, cultural awareness, social factors, economic emergence, and human resources required

(Hwang & Colyvas, 2020; Kotter, 2017). The implementation of policies to assist with measuring and administering the NSOs strategic plans, supports the organisation to achieve successful outcomes (Dawson & Phillips, 2013; O'Boyle & Hassan, 2014), in this case focused on women high-performance coaches.

The Role of Policy

Organisational policies are foundational tools. They frame the management of plans (Federo & Saz-Carranza, 2017) and support and direct organisations and stakeholders to help deliver the goals of the strategic plan (Chalip, 1995). Policies provide accountability, measurement, support, and regulation to focus the directional lenses that underpin the strategic plan (Strittmatter et al., 2018). It is considered essential for organisations, therefore, to design policies as the standard to guide principles that assist to achieve strategic priorities.

Sport-based policies have transformed in the past two decades. Over this timeframe, many countries' sport policies related to high-performance success have undergone changes (Green, 2009; Waardenburg & van Bottenburg, 2013). The focus of sport policy from governments in countries such as Australia, the UK, France, and the USA from the mid-1990s was to gain maximum success at the Olympic level (Houlihan & Zheng, 2013). Research from Green (2009) examined the UK government's sport policy focus leading to the 2008 Beijing Olympic Games. The policy structure was heavily focused on high-performance for the country and Olympic Games' success. Since this time, policy focus and implementation have shifted as discourse and attitudes have changed to mass participation in community sport (Sam & Macris, 2014). The Australian Sports Commission (ASC) collaborated with key high-performance networks to develop the "Australia's winning edge 2012 - 2022" game plan to focus funded NSOs strategies to reach world best status in high-performance sport (gameday, 2023). Similarly, a shift in focus in the USA, since the 2012 Olympic Games, has also occurred. Policies have moved to focus on mass sport participation

for the health and wellbeing of the nation with a less visible focus on high-performance Olympic Games' success (Alliance, 2016; Federo & Saz-Carranza, 2017; Government, 2015). Similarly, a study conducted by Green & Collins (2008) of government sport policy changes in Australia and France highlights the shift from a sole focus on high-performance success to one that combines high-performance and addresses the social, cultural, economic, and psychological benefits of their communities being active, involved in sports, and aware of the benefits of exercise for health and wellbeing. The reason for the shift was due to reports that showed increased community obesity and decreased community participation in sport-related activity, inclusion, and awareness. The government shift in focus also created respective policy changes by NSOs in these countries to align with their government's focus (Bergsgard, 2007; Cortis, 2009; Green, 2006a, 2006b, 2007; Green & Collins, 2008; Grix, 2010; Houlihan, 2005). These changes reflect the influence government has on NSOs to positively create change in priority areas and the potential influence it could have to encourage women high-performance coaches

The effectiveness of policies is under-researched. There is limited research on the effectiveness of sport policies implemented by NSOs in the management of high-performance sports, in particular, policies that target segments needing focus such as women high-performance coaches (Brouwers et al., 2015; De Bosscher, 2018; Dowling et al., 2018; Gowthorp et al., 2017; Shilbury & Moore, 2006; Valenti et al., 2019). A recent study (Krahn, 2019) focused on the Canadian Government and NSOs to encourage women high-performance coaches showed that a lack of policies existed. The findings reinforce past research (Dowling et al., 2018; Shilbury & Moore, 2006) on the need to advance knowledge on the effectiveness of policies by NSOs in high-performance sport and more specifically women coaches in high-performance sport. The development of these policies could enable the development of high-performance plans.

High-Performance Plans.

A common practice associated with the pursuit of high-performance success for NSOs is the development of an associated plan. These plans are aligned to the high-performance targets in the organisation's strategic plan and generally created by the high-performance division of the NSO (Gowthorp et al., 2017). Several studies that examined the management of performance of the high-performance division in NSOs found success was built from the social environment, culture, standards, and expectations created and managed by the high-performance division via the plan (Arnold et al., 2015; Lobone Lloyd et al., 2018; Winand et al., 2014). The central influences of the plan were the practices critical to attracting, developing and retaining athletes, teams, coaches, and senior managers. Several studies support the impact of the high-performance division's plans, though studies acknowledged limitations exist on knowledge of how high-performance is managed (Arnold et al., 2012; Lobone Lloyd et al., 2018; Sotiriadou & De Bosscher, 2018; Winand et al., 2011). To assist explore how high-performance is managed, in this case for women high-performance coaches, the Ecological Intersectional Model can be adopted.

The Ecological Intersectional Model

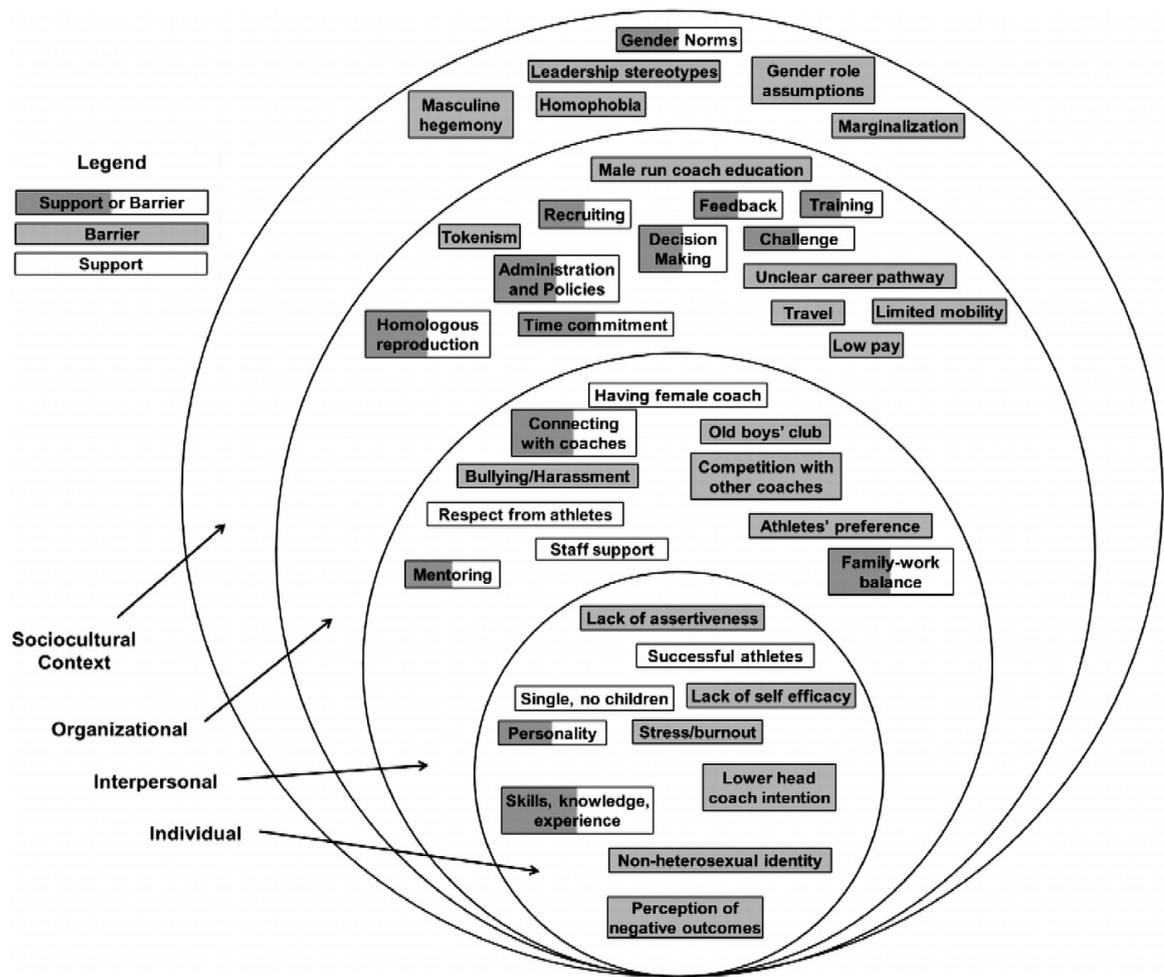
Ecological systems have been widely used by researchers to examine human interaction and development of individuals and groups that comprise complex connections within multiple systems and environments (Cassidy, 2018; Cupples et al., 2021; Lascu et al., 2020; Max et al., 2020). Research conducted by Bronfenbrenner (1977, 1996) established the Ecological Systems Theory (EST) as a tool that enables a broad-spectrum analysis of an individual's development. The analysis is conducted through interaction within multiple systems and environments using a theoretical framework that comprises five distinct levels. These comprise: microsystem (e.g., work, school, family); mesosystem (e.g., interactions between parents, friends, siblings); exosystem (e.g., parents friends, mass media, extended

family, local governments); macrosystem (e.g., social norms, economic system, cultural systems, and political systems); and chronosystem (e.g., all of life changes over a lifetime).

Research conducted by LaVoi and Dutove (2012) to explore barriers and supports for women coaches, applied the use of the EST for its strength to provide a thorough exploration and reveal data of inter-relationships, influences, environments, cultures, plans, practices, and structures contained throughout the four levels. To expand Bronfenbrenner's (1996) EST model, LaVoi (2016) used the associated principles to establish the Ecological-Intersectional Model (EIM). The EIM was created to strengthen EST for use in a sports environment in the exploration of women as coaches. Similar to the EST the EIM comprises four levels: individual (e.g., personality, beliefs, values); interpersonal (e.g., parents, friends, colleagues); organisational/structural (e.g., organisational policies, organisational structures, professional practices); and socio-cultural (e.g., gender stereotypes, cultural systems, and the effects of leadership). The EIM focus through these four levels, is to examine and highlight the aspects, barriers, and intersectionality affecting the lack of women coaches in sports (LaVoi, 2016). In the case of the current research, the role of the EIM is to help identify the interaction of social, cultural, economic, and psychological factors that have contributed to the organisational barriers and supports for women as high-performance coaches and in doing so identify opportunities to encourage women as coaches.

The barriers associated for women as coaches are complex. The research conducted by LaVoi et al (2019) highlighted the EIM provided a framework to dissect the complexity of the problem and highlight gaps for the lack of women as coaches. Findings from LaVoi et al (2019) identified a greater number of barriers existed than support for these women, in particular, at the organisational level (Figure 2). The EIM is relevant to the current research and will provide the theoretical framework to explore the enablers for women high-performance coaches at the organisational level as a guide to answer the research questions.

Figure 2



Ecological Intersectional Model Barriers and Supports

Adapted from: “Barriers and supports for female coaches: an ecological model” by Nicole M. LaVoi & Julia K. Dutove, 2012, Sport Coaching Review, Vol 1:1, p 17 – 37.

As noted in the introduction (Chapter 1) LaVoi and Dutove (2012) have identified specific gaps in the literature that relate to women high performance coaches which informs the development of the EIM;

- the intersection of social, cultural, economic and psychological factors with organisational practices to encourage women high-performance coaches

- how organisational practices implemented by NSO senior managers are activated to become good organisational practices to encourage women high-performance coaches
- senior managers consideration of social, cultural, economic, and psychological factors in strategic plans to attract, develop, and retain women high-performance coaches
- how organisational practices implemented by senior managers affect the attraction, development, and retention of women high-performance coaches.

With the use of the EIM to guide research, recommendations evolve by LaVoi et al., (2019) directed at the organisational level. A key recommendation includes sports researchers to examine in depth organisational practices to disrupt the paucity of women high-performance coaches. More specifically, research is required to examine the organisational level from a different perspective, one that does not continue to identify barriers, instead good practices to help encourage women high-performance coaches.

To address this recommendation and dive into the organisational level of the EIM, the literature reviewed for the current research has identified social, cultural, economic, and psychological factors for women high-performance coaches. Primarily, research has focused on the barriers that exist (Figure 2). The purpose of the current research is to delve into the organisational level from a new lens, one that identifies organisational enablers, the good practices that attract, develop, and retain women high-performance coaches.

Summary

The current chapter presents a review of the literature focused on the organisational practices in sport for women high-performance coaches. A strong recommendation exists from past researchers for studies to focus on the organisational level from a new perspective, one not focused on barriers. Specifically, this chapter provides the reason why the current research will be undertaken, from an organisational management perspective, to determine

what social, cultural, economic, and psychological factors intersect with organisational work practices of senior managers in NSOs in Australia to encourage women high-performance coaches.

The chapter highlighted the EIM designed specifically for the examination of women as coaches. To guide the exploration of organisational strategic practices in sport to encourage women high-performance coaches in Australia, the organisational level of the EIM will be incorporated. To build knowledge at the organisational level of the EIM, the research will explore existing NSOs' strategic practices and plans to encourage women high-performance coaches. The research will identify the impact of the social, cultural, economic, and psychological factors from individual and interconnected perspectives and how they interact within the organisational practices, and plans. The results will theoretically contribute to advance the knowledge of the organisational level within the EIM related to the required support mechanisms for women high-performance coaches. The study will provide new practical knowledge to embed the four factors, components, and contributors associated with NSO strategic practices and plans for high-performance women's coaching. Chapter three outlines the qualitative approach adopted for the current research. As such, it presents justification and validation for the research design, methods of data collection, and analysis associated with the two-phased method associated with the research.

Chapter Three - Methodology

The focus of this chapter is to provide an overview of the methodological approach and justification for the research design to address the current research purpose. The purpose of this investigation is to determine what social, cultural, economic, and psychological factors intersect with organisational work practices of senior managers in NSOs in Australia to encourage women high-performance coaches. To address the purpose of the Study-two questions were posed:

- 1) What organisational practices attract, develop and retain women high-performance coaches?
- 2) What components within the social, cultural, economic and psychological factors enable good practices to encourage women high-performance coaches?

Initially, the chapter considers the strengths and limitations of a qualitative methodology as it applies to this research and the epistemological view. The chapter then describes the Phase one approach of data collection and sampling of NSO strategic plans. A detailed description of the case study approach for Phase two then ensues. Phase two provides an explanation of why a multiple case study research design was considered and justified as the most appropriate for this research. An explanation of semi-structured interview methodology follows that includes the strengths, possible limitations, and details the strong alignment and benefits of interviews to qualitative research. The chapter concludes with the data collection and analysis process for Phase two. The explanation of the analysis process used in Phase two discusses the cross-check of two study groups' semi-structured interview results, the four factors analysis, and triangulation of results. The conclusion provides the benefits and justification of the two phases to articulate why the methods selected were the most robust to provide rich, relevant, and valid data to address the purpose of the research.

Epistemology

Qualitative research is associated with certain worldviews such as positivism, objectivism, constructivism, and pragmatism (Creswell, 2014; Liamputtong, 2019). Positivism is aligned with scientific research and is included with the establishment of laws. Positivism asserts that reality exists and can be observed and measured. Objectivism asserts that knowledge can be obtained through reason.

Constructivism is strongly aligned to qualitative research particularly when little is known about a phenomenon. In a constructivist worldview, the researcher is drawn to look for a complexity of views that are often formed through history, cultures, human interaction through the world they work and live, and the experiences of those individuals (Merriam & Tisdell, 2016). Moreover, constructivism has strengths for researchers whose exploration of phenomena is based on the human beings and how they interpret the world and experiences they engage. A constructivist approach is strongly aligned with researchers who emphasize the use of interviews in the construct of their methodology (Given, 2008).

The pragmatism worldview aligns with social sciences and an exploration of human environments, beliefs, and problems in the natural setting they inhabit (Olivier de Sardan, 2015). Pragmatism's structure is based on the reality of the world in which we live that includes the subjective experience of thoughts, language, and culture (Liamputtong, 2019). Pragmatism strongly aligns with research that looks at the "what and how" that can arise from actions, situations, and the consequences thereof (Creswell, 2014). Central to the qualitative methodology for this research is the examination of data collection and participants through interviews which supports the use of pragmatism and reinforces the paradigm (Creswell, 2017). The current qualitative exploration has adopted constructivist and pragmatist epistemologies which are deemed the most appropriate perspectives, particularly in the examination of the new phenomenon.

Qualitative Research

The current research is an exploratory study. As a result, qualitative research was deemed the most suitable to address the purpose of the study. Qualitative research is often adopted when little is known about a phenomenon (Merriam & Tisdell, 2016). A key strength is the process to build concepts, hypotheses, and theories from the collection of data, observations, or interviews (Merriam & Tisdell, 2016; Yin, 2016b). Qualitative research methods are particularly useful to explore social phenomenon (Bryman, 2013; Schindler & Cooper, 2019). Qualitative research pays particular attention to behaviours, attitudes, experiences, beliefs, practices, environments, and structures of individuals and groups (Creswell, 2014). A strength of qualitative methodology in research is to answer the questions of “what and how” (Creswell, 2014; Merriam & Tisdell, 2016; Yin, 2016a). Qualitative research methods can assist with the generation of new information and be particularly useful when little is known about the phenomenon (Edin & Pirog, 2014). Qualitative research provides flexibility to allow for new theories, interpretations, or explanations to emerge (Cardano, 2020).

People’s interpretation and recollection of their experiences in the world are unique and differ from others. Qualitative research has strengths for researchers whose exploration is to interpret and understand how people make sense of their experiences within the world in which they live (Merriam, 2014). Qualitative research is often associated with an inductive process where the researcher gathers data to build concepts, hypotheses, or theories (Yin, 2016b). The deductive process allows the researcher to work back and forth with their data from the concepts, hypotheses, or theories. The deductive data analysis may reveal patterns and key elements of interest that the researcher will begin to focus and clarify emerges (Hyde, 2000). Qualitative case study research can be well served and benefit from both the deductive and inductive processes in the methodology (Vogt, 2014). The opportunity to

interweave both deductive and inductive perspectives into the qualitative research methodology provides greater depth and validity to the data analysis and new knowledge gained (Merriam, 2014; Yin, 2016b).

Trustworthiness of Data

New ideas or concepts are often formed from knowledge gained through written form, observation, or experiences shared. Qualitative research can be beneficial to develop new concepts. The collection, integration, and presentation of data from various sources of evidence is an important component of the research process (Yin, 2016a). Qualitative research provides a rich, holistic form of analysis that allows a well-rounded comprehension of the research material (Tracy, 2012). Although it is not perfect and can be at risk of bias, it is important for the researcher searching for information to review to remain impartial to the research data and present the empirical evidence as it stands (Creswell, 2014). For this thesis, the data extracted from document analysis and interviews were independently reviewed by the researcher's supervisors and compared to determine common and divergent results to reduce the possibility of bias. In the case of this research, document analysis, case studies, and semi-structured interviews were incorporated to generate new knowledge on the focus of high-performance coaches, particularly women, recognised in NSOs strategic practices and plans.

The use of qualitative research methodology is not without limitations. Reliable issues that have been raised by researchers for potential limitations are transparency, subjectivity potentially causing bias, reflexivity through the choice of theories and methods, objectivity, and generalisability (Creswell, 2014; Liamputtong, 2020; Tracy, 2012; Yin, 2016a). A lack of transparency is highlighted as a potential weakness of qualitative research. Information that is not clear, contains ambiguous explanations of how participant recruitment

was undertaken and the conclusions formed are problematic if presented in this manner (Walter, 2019). It is vital that researchers provide depth of information to articulate how the research is controlled and managed which reify the protocol from the outset to ensure the processes and outcomes remain transparent and trustworthy (Liamputtong, 2020; Walter, 2019). Subjectivity is a key limitation stated for qualitative research. Human error in the analysis and interpretation of data can possibly create bias in the results (Walter, 2019; Yin, 2016a). The recommendations are to use clear unbiased language that also acknowledges participants to ensure bias is mitigated and the intentions of the research are made clear to the reader (Creswell, 2014).

Reflexivity relates to the validation of the qualitative researcher. A concern related to reflexivity is the researcher's ability to reflect critically on themselves as a researcher and on the research processes and theories (Given & Gale, 2008; Merriam, 2014). The researcher needs to identify any researcher bias upfront such as personal background, socioeconomic status, history, or culture (Creswell, 2018b). The researcher can, however, mitigate reflexivity through the provision of clear, explicit methodology and the provision of transparent, clear, critical self-examination articulated to the readers (Walter, 2019). Finally, a triangulation protocol will be used as a robust strategy to minimise bias, ratify findings, and strengthen the trustworthiness of the qualitative results, which has a detailed explanation at the conclusion of the chapter, below.

To reduce the limitations and increase the trustworthiness of the findings (Bryman, 2013), in the case of the current research, the collection of multiple sets of data in the form of documentation and semi-structured interviews provided rich data for analysis and validity. These data sources have inherent weaknesses when used as single sets of information (Creswell, 2014). However, the researcher minimised the weaknesses and increased the trustworthiness of the findings (Merriam, 2014) by triangulation through combined, multiple

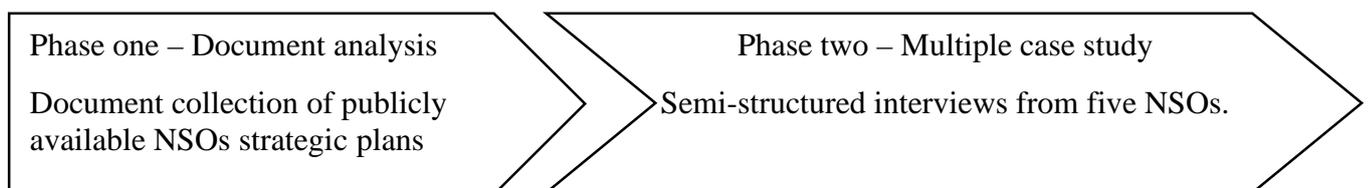
sets of data collection, and engagement of the supervisors to cross-check the initial coding of the semi-structured interviews which added strength and provided additional validity and rigour to the coding process and results (Creswell, 2014; Merriam, 2014).

To summarise, while qualitative research has limitations that have been acknowledged, it was considered the most appropriate methodological approach for this research. The strengths of the qualitative methodology, with the triangulation of results, aligned to the research of new phenomena. Specifically, the research examination provides depth, transparency, validity, pragmatism, and a holistic perspective of exploration.

Research Design

Based on the selected exploratory qualitative research methodology, the current research comprises two progressive phases (refer to Figure 3) to answer the two research questions. Phase one focused on document collection and analysis, phase two comprised multiple case study analysis of five NSOs.

Figure 3



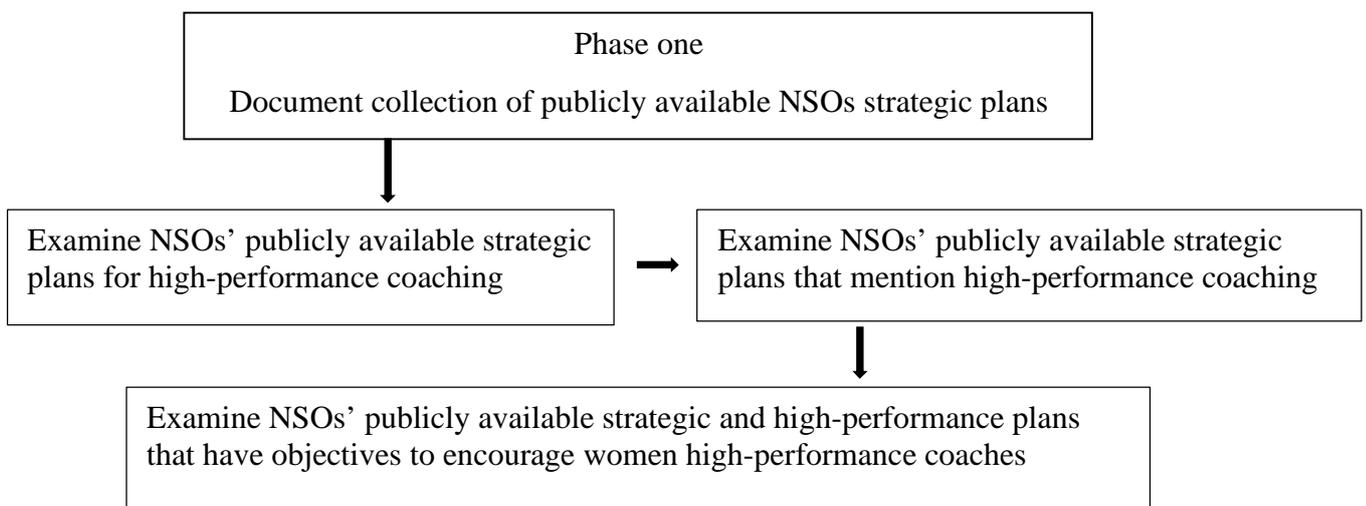
Progressive Method Stages

Phase One – Document Analysis

Document analysis can be an important component of qualitative research. It examines empirical evidence to create awareness and expand knowledge (Mackieson et al., 2019). The exhaustive process used by the researcher to identify data for analysis provides assurance the results will be credible, provide depth, trustworthiness, and validity (Yin, 2016b). The

methodology and approach adopted in Phase one was to identify what NSO strategic and high-performance plans existed in the public domain in Australia that recognised high-performance coaching, in particular women high-performance coaches; and from these plans what social, cultural, economic, and psychological factors were evident to assist attract, develop and retain women high-performance coaches (refer to Figure 4). Document analysis comprise two stages, data collection and data analysis.

Figure 4



Phase One Data Collection

Data Collection

The examination of documentation was a vital source of data for analysis in the current research. Documents can be obtained from a range of sources, including newspaper articles, peer-reviewed articles, reports, archives, or books (Bowen, 2009). In the case of Phase one of this study, sources included NSO strategic plans. The available information derived from NSOs webpages was authentic to that organisation, assisting with validation and relevancy of the results (Azungah, 2018). The sample allowed for categories and subcategories to be established for data analysis (Merriam, 2009). A benefit of the breadth of the sample was

reducing any bias due to the sample size and broad lens of the search area (Benoot et al., 2016).

Publicly available strategic plans were sought from NSOs that met the 2019 AIS high-performance tiered funding criteria or were recognised as the top six independent NSOs in Australia. To create manageable portions for the data collection, the NSOs were organised into categories. The categories were established according to the tiered funding criteria provided by the Australian Institute of Sport (AIS) and the independent NSOs. A total of 40 funded NSOs were categorised by the AIS based on the likelihood of sports gaining gold medals at the Olympic Games, Commonwealth Games, or World Championship levels (AIS SportAUS, 2019). The three categories for these sports were:

- Foundation 1,2,3 (most likely to medal – highest funding)
- Prospective 1,2,3 (potential to medal – middle range funding)
- National (have not medalled in the past 3 games at any level – least amount of funding)

Foundation sports (1, 2, and 3) are deemed a high probability to win a gold medal at the next two cycles of the Olympics Games. The second category is the prospective sports (1, 2, and 3) that are regarded as a good probability to medal at the Olympic Games in the next two cycles. The third category is national sports, which have not medalled in the past three Olympic Games, however, are considered by SportAUS/AIS to be a high probability to win a gold medal at the Commonwealth Games in the next two cycles.

A final category included for the purpose of this study is titled ‘independent’ and represents six major national sports that did not receive funding from the 2019 AIS tiered funding criteria. The six NSOs were recognised as the top sports in Australia (Australian Financial Review, 2018, March 22) and the largest sports in Australia based on their

independently audited 2019 annual reports on revenue results (refer to appendix A). The six sports comprise:

- Australian Football League (AFL)
- Football Federation Australia (FFA)
- Cricket Australia (CA)
- National Rugby League (NRL)
- National Basketball League (NBL)
- Tennis Australia (TA).

The NSOs' webpages were examined to determine which NSOs met the following research criteria:

- Which NSOs have a strategic plan publicly available?
- Of those NSOs, does the plan refer to high-performance coaches?
- If so, does the plan refer to women high-performance coaches?

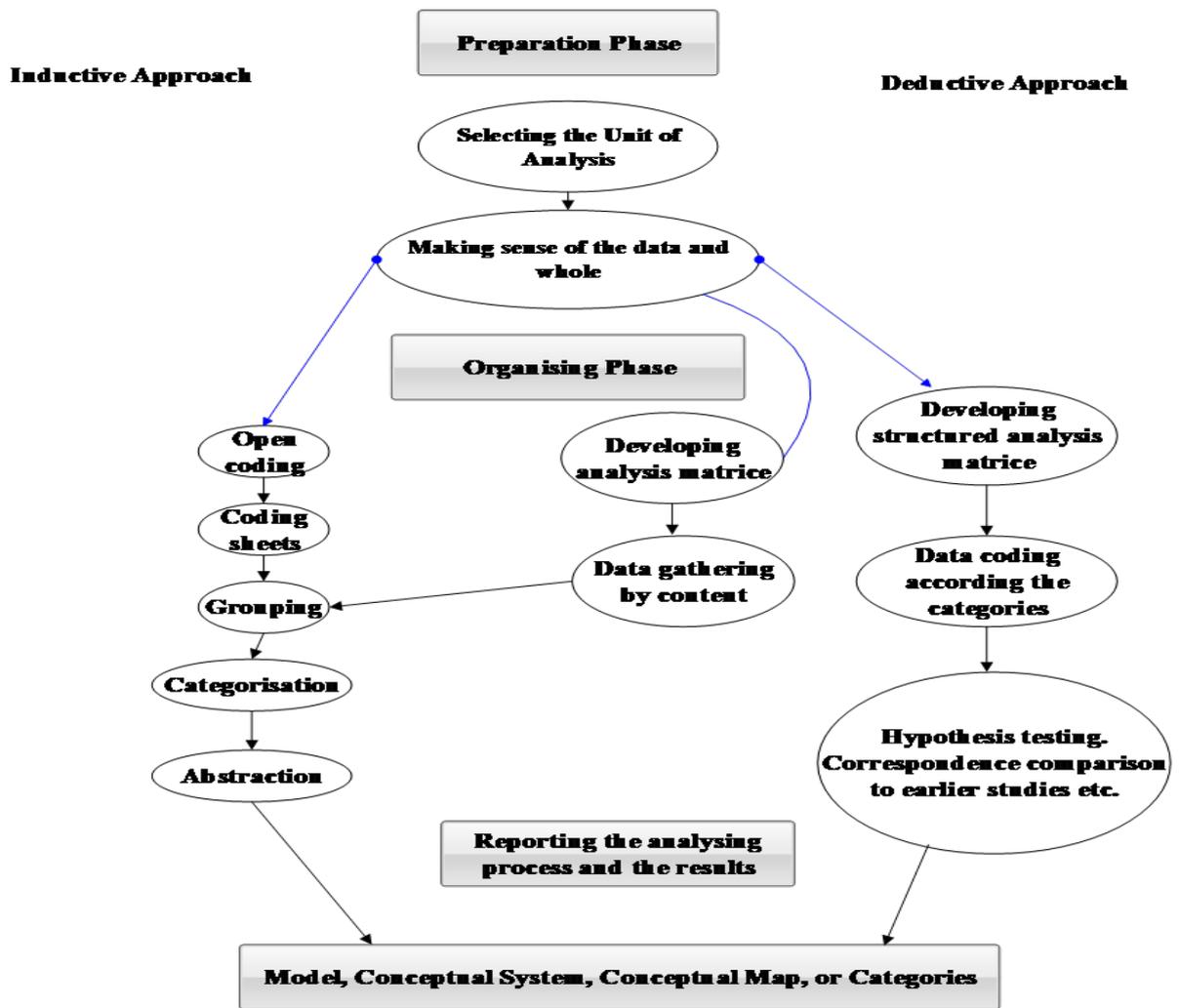
Data Analysis

The purpose of data analysis is to make sense of data that has been collected. To achieve this goal, the data requires organisation, consolidation, sorting, description, reduction, and interpretation (Creswell, 2014). Qualitative data analysis has been described as a complex process and procedure that requires the researcher to work back and forth between the data deductively and/or inductively (Creswell, 2014; Merriam, 2014; Miles, 1994) that added depth and strength to the validity of results (Hyde, 2000; Merriam, 2014; Vogt, 2014; Yin, 2016b). Qualitative data analysis requires a robust framework to ensure a clear, rational, and comprehensive review can take place. Strong consideration is required to establish the most effective framework, categories, and definitions used for the deductive and inductive processes to proceed successfully (Miles, 1994). Deductive coding was guided by the

social, cultural, economic, psychological factors identified in the literature reviewed. The inductive phase allowed for the generation of a pattern or patterns and several key theories to emerge from the data (Creswell, 2018a; Ryder et al., 2019).

Adopting this process (Figure 5), the researcher established codes and themes, in this case from the strategic plans, until a comprehensive set of themes had emerged (Creswell, 2014; Merriam, 2014; Miles 1994). The process provided the opportunity to build initial concepts from the coding, then explore the relationship between categories and concepts to develop a reduced number of distinct themes through the organisation of the data into units of information (Yin, 2016a). The use of codes is a process to reduce and order data (Miles, 1994). The codes are labels to allocate units of meaning to the data collected during the study. The codes are usually compiled into “chunks” (of data) that vary in sizes such as words, phrases, or sentences (Creswell, 2014; Miles, 1994).

Figure 5



Qualitative Inductive and Deductive Analysis: Preparation, Organizing, and Resulting Phases in the Content Analysis Process

Note: adapted from Elo & Kyngäs (2008)

To make sense of the data and reduce it into manageable chunks, a three-tiered coding process was used. The three tiers for the analysis conducted are open coding, axial coding, and selective coding (Creswell, 2014). The coding provided a heuristic opportunity for what the data revealed throughout each tier of the analysis. Open coding was the first step of the analysis process. Open coding provides an expansive analysis that searches for all possible or potential meanings that emerge within the acquired data (Merriam, 2014). The first step of

the analysis provided the opportunity to establish tentative concepts from mining the data (Bryant & Charmaz, 2019).

The second tier, axial coding, was used to explore the relationship between the codes and concepts to each other. The researcher worked back and forth between the emerged data extracted from the open coding process (Merriam, 2014). The axial process explored the relationship between the categories and concepts to each other. It identified connections among the codes from the open coding phase. Axial coding is fundamentally an iterative process that refines, reduces, and establishes codes that emerge from the open codes and concepts that are being analysed (Yin, 2016b). The researcher repeated the process to work back and forth several times to ensure a thorough analysis of the open code data and identify a smaller number of distinct axial codes (Creswell, 2014; Merriam, 2014; Yin, 2016b).

The third and final tier, selective coding, involved inductive analysis. During this step, the data were explored to identify a core theme or themes from the axial coding analysis (Ezzy, 2013). The selective process can potentially identify a new theme that may emerge focused on advancing high-performance coaches, in particular women as coaches (Creswell, 2014; Ezzy, 2013; Merriam, 2014; Yin, 2016b).

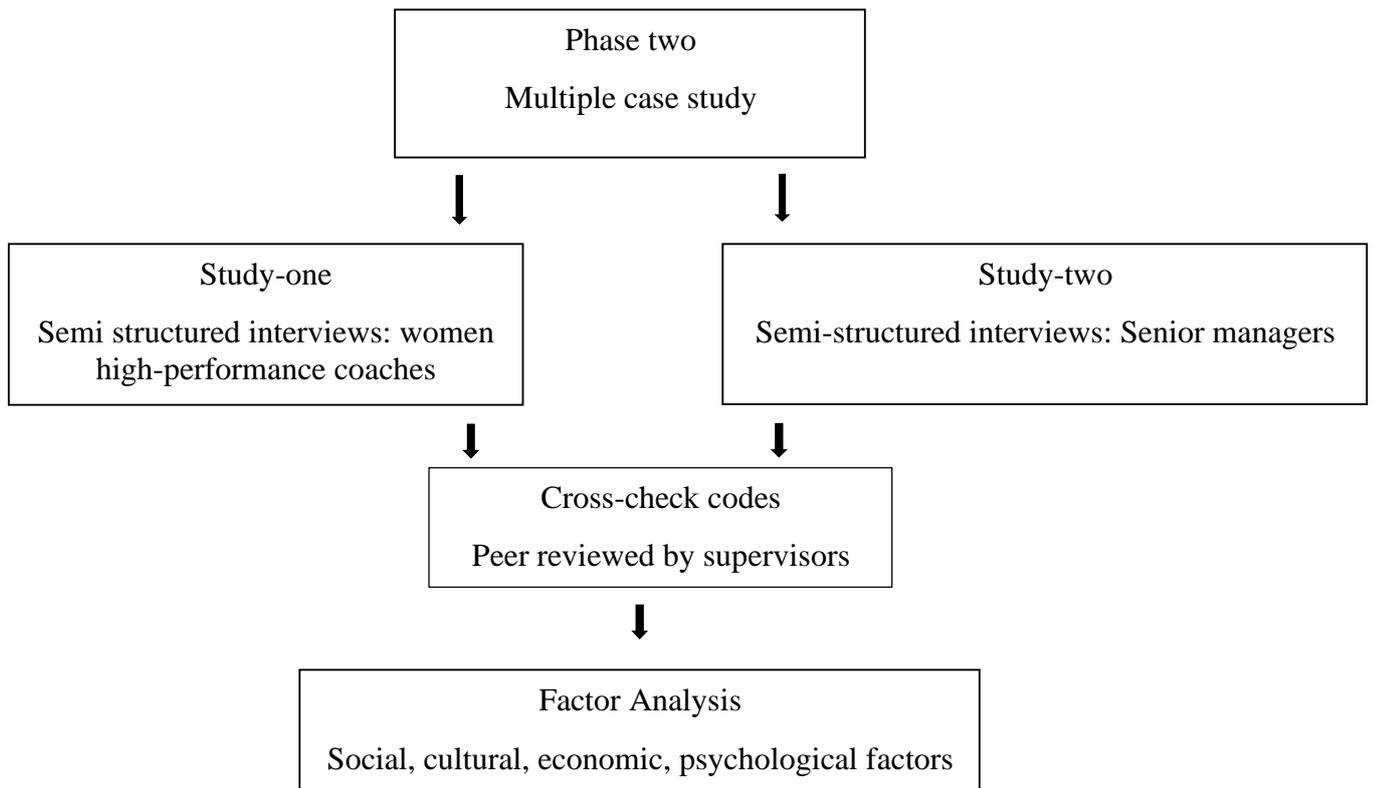
Phase Two – Case Study Research

Case study research represents a rigorous analysis and description of a bounded system. A bounded system can vary from a single person, a program, a group, an organisation, or a community (Hancock & Algozzine, 2017; Merriam, 2014). A central characteristic of case study analysis is the unit of the topic and not the topic of investigation defines the case study (Chandra, 2019; Walter, 2019; Yin, 2016a). The benefit of case study analysis is it provides special features to focus on a certain phenomenon or program. It is descriptive in the depth of

data contributed, and is heuristic in the information and clarification of the phenomenon being researched (Merriam, 2014).

Qualitative case study research designs have been used for several decades. Case study research have strengths for explorations of organisations and their management of structures, practices, plans, environment, and culture for individuals and groups (Bryman, 2013; Lee et al., 2007; Yin, 2009). A strength of case study research is it affords a holistic approach that allows for unlimited variables and a combined approach of deductive and inductive analysis (Lee et al., 2007, p. 229) and adds richness of data that can further validate the results (Hyde, 2000; Yin, 2016b).

Multiple case research, as described by Merriam (2014), highlights that individual cases share a common characteristic and as a result are somewhat categorically bound together. Multiple case study design contains a broad research of targeted cases used as a collective that is instrumental to provide depth of data for the research examination (Mills et al., 2009). A multiple range of similar cases included in a research increases the variation and depth of data which strengthens the validity and stability of the findings (Merriam & Tisdell, 2016). For the purpose of the current research, multiple case study design was used in the context of women high-performance coaches and senior managers at NSOs. In this case interviews were conducted. Initial coding was cross-checked with supervisors related to the deductive and inductive coding (refer to Figure 6). The benefit of cross-checking is to determine whether the supervisors are in agreement with the researcher on the codes used and the coding (Creswell, 2014). The supervisors cross-checked coding and provided subsequent feedback which added strength and provided additional validity and rigour to the coding process and results (Merriam, 2014).

Figure 6

Phase 2: Multiple Case Study

Case study research provides a broad spectrum of rich data for researchers to examine. The strength of case study research has been recognised by several researchers (Creswell, 2014; Flyvbjerg, 2006; Merriam, 2014), based on its 'gold standard' that allows for different epistemologies, methods, ideologies, and it does not try and eliminate data that cannot be discounted. In the case of the current research, the selection of a multiple case study methodology for Phase two was considered the most robust and appropriate methodology to provide depth, rigour, validity, and rich reliable data. At the same time possible limitations exist using this method. The limitations include potential lack of reliability, rigour, and generalisability from the data collection, or the inclusion of bias (Creswell, 2014; Yin, 2016a). Conscious of these limitations, the researcher ensured an objective approach was conducted that included data triangulation (between cases). Triangulation was conducted to ensure depth and validity (Chandra, 2019; Yin, 2016) of the qualitative data from both

document analysis and semi-structured interviews. A methodological triangulation process allowed the researcher to validate findings through these two different methods. The multiple methods of data collection and analysis including cross-checking analysis ensured a robust, valid, and deep methodological process occurred (Merriam & Tisdell, 2016). Specifically, the goal of triangulation was to enhance the validity of the research, therefore, increase the likelihood of the analysis being credible and dependable (Farmer et al., 2006).

Semi-Structured Interviews

The collection of data through interviews is common in qualitative research. The shared discourse with the researcher and interview participant allows the researcher to gain knowledge of feelings, historical recall, interpretations of events, experiences, and thoughts on future directions (Merriam & Tisdell, 2016). A strength of interviews is the access to rich information that participants provide through the conversation with the researcher (Yin, 2016a). The degree to which an interview is structured is determined by its purpose for the desired outcome (Creswell, 2014). Based on the qualitative strengths of interviews, the current research adopted its use for Phase two.

The five NSOs identified in Phase one that contained strategic plans with objectives for high-performance coaching related to women (Boxing Australia, Golf Australia, Rowing Australia, Swimming Australia, Taekwondo Australia) formed the identification of participants for the multiple case study exploration, specifically the semi-structured interviews. Participants were divided into two study groups known as study-one (women HP coaches) and Study-two (senior managers).

Semi-structured interviews have several strengths that contribute to qualitative research outcomes. A benefit of semi-structured interviews that aligned with Phase two was the

structure and flexibility that the method provides (McIntosh & Morse, 2015). The semi-structured interview questions were guided by the focus on attraction, development and retention of women high-performance coaches. Two similar sets of questions were formed for both study groups (refer to Appendices E and F respectively). The flexibility allowed participants to digress and discuss topics important from their perspective, which were relevant topics the researcher had not considered at the inception of the research project (Galletta & Cross, 2013). The combination of structure and flexibility allowed a combination of probing, clarification, and contrasting questions to reveal further meaningful information (Galletta & Cross, 2013; McIntosh & Morse, 2015). In the current research, semi-structured interviews were conducted via Zoom meetings technology (US, 2021) and audio recorded using the Zoom audio recording tool that creates an m4a audio file. The m4a audio file of the interview was sent to a professional transcription service to transcribe the audio verbatim and return the written transcript to the researcher for analysis.

The design of the interview questions was to explore the strategic decision-making practices enacted to attract, develop, and retain women high-performance coaches. Similar interview questions were posed to study-one and Study-two participants to allow for cross-check analysis of perspectives and narratives. One benefit from interviews that contain a proportion of similar questions between the two study groups is the ability to conduct cross-check comparison analysis (Merriam, 2014). The benefits emerge from the comparison of the narrative conveyed by the coaches (Study-one) lived experiences from the implementation and management of organisational strategies in comparison to the senior managers (Study-Two) narrative who implement the strategies (Wilson, 20130).

Several questions posed to the participants drew attention to the four factors to explore “what and how” the interaction of these with strategic practices are considered important. The questions were framed from a broad perspective in a general sense. The respondent could,

therefore, elicit responses that provide a deeper meaning and insight into the strategic practice concepts that currently show a paucity of research (Doherty et al., 2010).

To test and strengthen the interview process, pilot interviews were conducted with two experienced senior managers and one high-performance coach. The pilot interviews were used to evaluate and refine the researchers' interview technique, test the clarity and focus of the questions posed, and to provide constructive feedback to strengthen the overall structure. While the questions from the interview guide were not changed, the pilot attendees provided valuable feedback to ensure the structure and manner of how the interview questions were relayed to participants ensured the maximum opportunity for detailed responses. For example, the structure of the questions to the participants required clear articulation to determine the focus on practices to attract women to the high-performance coaching role, ongoing development of knowledge and skills within their role, and the retention of women high-performance coaches in the NSO.

Study-One

Semi-structured interviews were conducted with the targeted women high-performance coaches. The purpose of the interviews were to understand their experience and perceived good practices to attract, develop, and retain them as a high-performance coach within their sport by the NSO. In the case of Study-one, every woman who was (at the time of interview) a current high-performance coach from the five NSOs and met the criteria of coaching at Olympic Games, Commonwealth Games, or World Championship levels from 2016 onward, was invited to be interviewed. This consent procedure complements Norman's (2008, 2010, 2014) research when generally exploring the low number of women high-performance coaches in the UK. It is important to note that high-performance coaching for national teams can be seasonal. As an example, a coach for the national swimming team for a world benchmark event such as the Olympics Games, Commonwealth Games, or World

Championships will only hold that status for a limited time (usually for a few months leading into and including that event). Therefore, the current study took into consideration that national representation as a high-performance coach may not be consistent, it is subject to the availability of the sports national program.

The reason for selecting 2016 was based on the insight gained at the Olympic Games at Rio. Due to the public outcry, including the CEOs at the time of Sport Australia, Kate Palmer, and AIS, Peter Conde, who noted that the 2016 Rio Olympic Games where Australia had 160 registered high-performance coaches and only 15 (9%) were women, as unacceptable and an issue across all high-performance sports (Rowing Australia, 2019).

Women High-Performance Coaches Demographics

Sixteen women across the five NSOs accepted the invitation to participate in the interviews. The women's demographic characteristics are displayed in Table 1. Two participants had more than 30 years' experience as a high-performance coach. Three had 20 – 30 years' experience and seven coaches had 10 – 20 years of experience. The remaining four coaches had less than two years' experience as high-performance coaches. Mean duration of coaching experience was 17 years.

Table 1

Women High-Performance Coach Participant Demographics

Participant alias	Years as high-performance coach	Number of sports as a high-performance coach	High-performance coaching experience at an international NSO
Aish	30	1	No
Samantha	22	2	Yes (2 NSOs)
Megan	15	1	No
Tayla	13	1	No
Cynthia	12	1	Yes (1 NSO)
Daisy	10	1	Yes (1 NSO)

Ebony	10	1	Yes (1 NSO)
Dawn	10	1	No
Matilda	7	1	No
Darcy	5	1	No
Candice	5	1	No
Serena	5	1	No
Florence	3	1	No
Evonne	1.5	1	No
Nadia	1	1	No
Steffi	0.2	1	No

Procedure

An invitation was sent to the CEOs from each of the five identified NSOs, to invite their organisation to be involved in the research. The invitation noted the two groups of participants required for these interviews, women high-performance coaches (based on the criteria) and respective senior managers. Interviews were of approximately 45 minutes duration, refer to Appendix C to the invitation letter. Upon agreement from each of the five CEOs for their organisation and respective staff to participate in the research, the CEOs invited the targeted participants from each study group to voluntarily take part in the interviews (see Appendix D). These CEOs appointed a manager to coordinate the project within their organisation. The project manager, with the assistance of the researcher, invited via email, the targeted participants to attend the interviews. The email also contained the “Information to Participant” form and “Consent” form for additional information the participants could digest and approve (refer to Appendices A and B).

Interested participants contacted the researcher directly to organise a suitable time to conduct the interviews. Any concerns/questions on the interview process, confidentiality, and consent were addressed with the participant prior to the interview day. At the time of the

interview, the researcher sought verbal consent from the participants. Interviews only progressed after consent was given.

Study-Two

Semi-structured interviews were conducted with the CEOs, directors of high-performance and high-performance managers. The purpose of the interviews were to understand their experience and perceived good practices to attract, develop, and retain women high-performance coaches within their NSO.

Senior Manager Demographics

Thirteen participants across the five NSOs described in Table 2 accepted the invitation to participate in the interviews and were current employees. Most (n=10) of the senior managers were male. Overall, they included: CEO's (two male, one female), COO (one female), high-performance directors (three male), high-performance pathway managers (four male), deputy performance director (one female), and director of coaching (one male). The combined average of experience as a senior manager was 15 years. The most senior management experience was 32 years and the least was three years. Only two senior managers had been in their current role for 10 years or more, with average employment in their current roles being 4.3 years. Two new senior managers, one with 18 months and one with six-month experience, were women who left their coaching roles to become senior managers due to opportunity: the constraints of coaching as a mother and family commitments were influential factors in their decision.

Table 2

Senior Manager Participant Demographics

Participant alias	Gender	Number of NSOs where they have worked as a senior manager	Senior management experience at an international NSO	Previous experience as a high-performance coach at an NSO
Steve	Male	8	Yes (2 NSOs)	No
Charlize	Female	5	No	No
Arnold	Male	4	No	No
Bruce	Male	4	Yes (1 NSO)	No
Sylvester	Male	2	No	No
Keanu	Male	2	No	No
Kyle	Male	2	No	No
Ryan	Male	1	No	No
Joel	Male	1	No	No
Trent	Male	1	No	No
Michael	Male	1	No	Yes (1 NSO)
Halle	Female	1	No	Yes (1 NSO)
Michele	Female	1	No	Yes (1 NSO)

Procedure

The process described in Study-one mirrors the interview process with senior managers (Study-two). In this study, senior managers who met the criteria were invited by the project manager within the organisation to be interviewed. The procedure complements Shaw and Allen's (2009) research that included manager's perspectives from NSOs when exploring the experiences of women high-performance coaches.

Data Analysis of Studies One and Two

Data collected from the semi-structured interviews, were prepared for analysis in accordance with the three central themes: attraction, development, and retention. A similar analysis process conducted in Phase one was conducted in Phase two. That is, data collected from the interview transcripts were deductively and inductively analysed. The three steps of open, axial, and selective coding were conducted for exhaustive analysis and the generation of a pattern or theory to emerge from the data, rather than to begin with a theory (Creswell, 2018a; Ryder et al., 2019). Finally, data were reported based on the results of this coding.

A further step conducted in the data analysis of these studies, was a second stage of deductive coding. The identification of factors (social, cultural, economic, and psychological) that influenced the attraction, development and retention of women high-performance coaches was conducted. Each of the four factors have defined attributes that were used as a guide for their analysis (refer to Table 1). The social factor is defined by interaction of people, networks, environments, values, beliefs, development, and diversity (Banwell et al., 2020; Lavoie & Dutove, 2012). The cultural factors are defined by the creation or change of culture, historical beliefs, hierarchies, leadership, status, traditions, values, groups, environments, and power relations (Balthazard et al., 2006). The economic factors are defined by pay, salary, wage, financial support, investment, and growth (Barriopedro et al., 2018; Kamphoff, 2010; Kotschwar & Moran, 2015; Krawiec Alexandra, 2016). The psychological factors are defined by support or lack thereof, guilt, confidence, stress, marginalisation, feelings, family/motherhood, pressure, and expectations (Leberman & Palmer, 2009).

Table 3

Deductive Analysis: Social, Cultural, Economic, and Psychological Factors that Intersect with Attraction, Development, and Retention Practices

Factors	Attraction Practices	Development Practices	Retention Practices
Social: Defined by the interaction of people, networks, environments, values, beliefs, development, and diversity			
Cultural: Defined by the creation or change of culture, follows historical beliefs, hierarchies,			

leadership, status, traditions, values, groups, environments, and power relations			
Economic: Defined by pay*, salary*, wage*, financial support, investment, and growth			
Psychological: Defined by support or lack thereof, guilt, confidence, stress, marginalisation, feelings, family/motherhood, pressure, and expectations			

*Pay: Willingness of organisations to pay for resources, expenses, courses/training, support requirements/needs; Salary: Fixed regular payment to the individual regardless of the number of hours worked; Wage: A payment according to contract and on an hourly, daily, or piecework basis.

Once the interview transcript data from each study group had been analysed, results were merged, cross-checked and analysed to explore similar and different responses. Interview transcripts were analysed with the support of Nvivo 12 Pro software. NVivo is a powerful software tool to help assist a robust organisation, management, and analysis of qualitative data (Woolf & Silver, 2017). The interrogation of data using NVivo 12 Pro enables the researcher to easily organise, identify, compare, and test data (Silver, 2014), enabling greater rigour, transparency, and trustworthiness (Chandra, 2019; Merriam, 2016). The researcher participated in 10 individual training sessions conducted by an expert from Victoria University in the use of NVivo Pro 12 software. The one-on-one training sessions were 45 minutes in duration and the researcher was required to conduct relatable project work each week for analysis, evaluation, and critique. The training sessions ensured the researcher was proficient in the use of NVivo Pro 12 for the current research project analysis.

Ethics Approval

The second phase of the research, semi-structured interviews, required approval from the Victoria University Human Research Ethics Committee and compliance with Victoria University policies. Approval was gained (Human Ethics Application number 26907) to commence the interview process (refer to Appendix G).

The ethical considerations of the semi-structured interviews involved issues such as confidentiality, consent, project risks, project benefits, anonymity, privacy, and that the participants are provided the respect and dignity deserved through their participation. The project was considered low risk and participants understood they were able to withdraw their consent and discontinue their participation at any time without consequence.

Conclusion

The purpose of this chapter was to describe and justify the methodological approach for this research. The chapter began with an explanation of the research purpose and associated questions. An explanation of the adopted methodology and epistemology for the research follows that included the strengths of the qualitative approach, the strong alignment with the case studies, and the research of new phenomenon. The chapter noted the limitations of qualitative research and justified why the qualitative approach is the most appropriate method for this research.

The chapter proceeded to provide a detailed review of the two phases of the research. Phase one detailed the approach taken for data collection and analysis, and how these findings provided the evidence to progress to Phase two. An explanation of the case study approach and semi-structured interviews for two study groups followed. The chapter moved to explain the multiple methods of data collection and analysis, and the benefit of

triangulation and cross-checking. The next chapter presents the results for the two phases of the current study.

Chapter Four: Results

Chapter three presented an explanation of the research to be conducted and the methodology used for the exploration. The chapter provided an in-depth breakdown of the two phases of the methodology that comprised document analysis and multiple case study. The current chapter reports the results of these two phases. In summary, findings revealed in Phase one, 46 NSOs that had targeted high-performance coaching, in particular, women high-performance coaches. A total of 29 NSOs had publicly available strategic plans for review. From the review of these 29 NSOs' strategic plans, results show that 20 NSOs had strategic plans that targeted high performance coaching. Five of these 20 NSOs targeted high-performance coaching related to women. These five NSOs were targeted for the Phase two multiple case study.

Findings in Phase two revealed specific components within attraction, development and retention practices specific to the social, cultural, economic, and psychological factors that enabled good organisational practices to occur. Institutional work was revealed to play an active role where the actions of actors (senior managers) influenced practices and how these practices affected women high-performance coaches.

Phase One – Document Analysis

The purpose of Phase one's document analysis (refer to Figure 4) was to examine Australian NSOs publicly available strategic plans to identify if women high-performance coaches in high-performance sport were recognised. The website exploration identified a total of 46 NSOs that fit according to the study criteria. Forty of these were funded by Sport Australia that met the AIS high-performance guidelines, the remaining six were independent (refer to Appendix A). These NSOs are recognised in Table 4. Four key findings were revealed and included:

- twenty-nine of the 46 NSOs had strategic plans publicly available
- high-performance coaching is referred to in 20 of these plans
- five of the 20 plans recognised women's high-performance coaching
- no policies were publicly available that focused on high-performance coaching or women's high-performance coaching that supported strategic plans

Table 4

NSOs with Publicly Available Strategic Plans and Policy

NSOs With Publicly Available Strategic Plan (n=29)	Does Strategic Plan Refer to HP Coaching Yes/No	Does Strategic Plan Refer to Women's HP Coaching Yes/No	Is Relatable Policy Available for Review Yes/No	Does policy exist to support the strategic plan for Women HP Coaching
Athletics Australia	Yes	No	No	No
Badminton Australia	Yes	No	No	No
Baseball Australia	No	No	No	No
Basketball Australia (Women)	Yes	No	No	No
Basketball Australia (Men)	Yes	No	No	No
Bowls Australia	No	No	No	No
Boxing Australia	Yes	Yes	No	No
Canoeing Australia	No	No	No	No
Cricket Australia	Yes	No	No	No
Equestrian Australia	No	No	No	No
Football Australia (Men)	Yes	No	No	No
Football Australia (Women)	Yes	No	No	No
Football Federation of Australia	Yes	No	No	No
Golf Australia	Yes	Yes	No	No
Gymnastics Australia	Yes	No	No	No
Hockey Australia (Men)	Yes	No	No	No
Hockey Australia (Women)	Yes	No	No	No
Rowing Australia	Yes	Yes	No	No
Rugby 7's Australia (Women)	No	No	No	No

Rugby 7's Australia (Men)	No	No	No	No
Sailing Australia	No	No	No	No
Shooting Australia	No	No	No	No
Squash Australia	Yes	No	No	No
Surfing Australia	Yes	No	No	No
Swimming Australia	Yes	Yes	No	No
Table Tennis Australia	No	No	No	No
Taekwondo Australia	Yes	Yes	No	No
Water Polo Australia (Men)	Yes	No	No	No
Water Polo Australia (Women)	Yes	No	No	No
NSO's Total 29	20 Yes	5 Yes	29 No	29 No

Twenty NSOs' strategic plans contained references to high-performance coaching. In particular, the need to increase opportunities for high-performance coaching as a performance target. These targets included an associated key performance indicator (KPI). For example, Rowing Australia's strategic plan is to develop a high-performance pathway that details the strategy, structures, and actions for long term success. The KPI contains measurements with expected outcomes and dates for review.

Data gained from the 20 strategic plans were organised into three tiers for open, axial, and selective coding to be conducted. The researcher conducted a deductive and inductive analysis using the three-tiered coding process. To incorporate the deductive method for open coding, the four factors (social, cultural, economic, and psychological) guided the coding process. Key phrases were detected in the strategic plans associated with high-performance coaching and were inserted into a Table for analysis (refer to Appendix J). The analysis revealed the prominent factor was social (n=32) and was referred to twice as frequently as the cultural factor (n=15) and over three times more frequently than the psychological factors (n=9). There were minimal reference to the economic factor (n=2). Examples of phrases referred to in the social factor include, 'lead the development of coaches', 'demonstrate

behaviours’, and ‘development of targeted national coaches. Phrases stated in the cultural factor included ‘as leaders, collectively we have a responsibility’ and ‘establish a world class high-performance coach environment. Phrases noted in the psychological factor included ‘implement the coach support and mentor program’, and ‘mentoring from national head coach’.

The second tier, axial coding, explored the relationship between the codes and concepts to each other. In this case, keywords within the phases collected during the open coding process were identified and collated. Data were reported within each of the four factors based on the keywords and number of times these were referenced within the respective sections of the strategic plan (refer to Table 5).

The results show the social factor was most frequently mentioned and clearly exceeded the next closest factor being psychological. Keywords that represented social factors include “inclusion” (n=14), “integrity” (n=11), and “develop” (n=9). The cultural factor keywords were “leadership” (n=8) and “values” (n=2). The psychological factor keywords were “mentor” (n=6) and “support” (n=4). The results show a strong focus of social factors (n=41) within organisational strategic plans.

The remaining factor, economic, was seldom mentioned within the strategic plans. The economic factor key word was “invest” (n=2).

Table 5

Axial Coding Analysis

NSOs (n=20) Keyword analysis	Social factor	Cultural factor	Economic factor	Psychological factor
Athletics Australia	Inclusion, Integrity,	No	No	No
Badminton Australia	Inclusion, Develop	Leadership	No	No

Basketball Australia (Women)	Inclusion, Integrity, Equality	Leadership	No	Support
Basketball Australia (Men)	Inclusion, Integrity	No	No	Support
Boxing Australia	Integrity, Diversity, Develop	Leadership, Values	Sustainable	No
Cricket Australia	Inclusion, Integrity, Diversity, Values	Leadership	No	No
Football Australia (Men)	Inclusion, Integrity	No	No	Mentor
Football Australia (Women)	Inclusion, Integrity	No	No	Mentor
Football Federation of Australia	Inclusion, Integrity	No	No	Mentor
Golf Australia	Develop	Leadership, Values	No	No
Gymnastics Australia	Inclusion, Relationships, Environment	Leadership, Environment	No	Mentor, support
Hockey Australia (Men)	Inclusion, Integrity, Develop	No	No	Mental Health Support
Hockey Australia (Women)	Inclusion, Develop	No	No	No
Rowing Australia	Integrity, Develop	Performance	No	Mentor
Surfing Australia	Integrity	No	No	No
Swimming Australia	Values, Inclusion, Develop	Culture, Leadership	No	No
Taekwondo Australia	Inclusion, Diversity, Partnership, Develop	Performance	No	Mentor
Water Polo Australia (Men)	Inclusion	No	No	No
Water Polo Australia (Women)	Develop	Leadership	No	No
	Social factor	Cultural factor	Economic factor	Psychological factor
	Inclusion (14)	Leadership (8)	Financially Sustainable (2)	Mentor (6)
	Integrity (10)	Values (2)		Support (4)
	Develop (9)	Performance Culture (2)		
	Diversity (3)	Environment (1)		

	Ethics (1)			
	Equality (1)			
	Relationships (1)			
	Partnerships (1)			

Inclusion (n=14) was the most acknowledged social factor addressed in NSOs' strategic plans. Inclusion for high-performance coaches in these plans was twofold. In the first instance, it was used to express the understanding of the organisations standards to embrace people of all demographics, race, LBGBTIQ+, age, and religion. In the second instance, inclusion was recognised as an expectation of the environment created within the sport for stakeholders to build a safe, tolerant, and welcoming place for all people.

Integrity (n=11) and develop (n=9) were prominent social factors. Integrity was used in two contexts. In the first context, integrity describes the social values of the organisation. The integrity values were measures for stakeholders including key objectives to infuse integrity in every aspect of their organisational behaviour. The second context for integrity was depicted through socially expected and measurable behavioural standards of conduct as a representative of the NSOs. Develop was noted in several contexts. The development of coaches' skills was stated by a number of NSOs. Other contexts referenced in plans for develop were high-performance pathways, high-performance environment, and opportunity for female high-performance coach selection.

Ten of the 20 NSOs referenced the cultural factor in their strategic plans. Leadership was a noticeable cultural factor noted by eight of the NSOs. The acknowledgement to leadership included leadership for high-performance culture, leadership for women in senior roles, and leadership as a responsibility. Culture in the strategic plans was used in high performance to build, create, or sustain an environment, values, or groups (e.g., teams). The strategic plans did not detail or identify a clear culture definition, what the objectives and

measures were or what determined a successful culture. Similarly, in the five strategic plans that contained women high-performance coaches, culture was noted to describe a high-performance environment to build, establish, and maintain.

The psychological factor was referenced by nine strategic plans and revealed two codes directly related to women's high-performance coaching. The codes were mentor (n=6) and support (n=4). Mentor was noted as an important initiative to improve the confidence of women as a high-performance coach. Plans that recognised mentoring, underpinned this as a measurable initiative. For example, Gymnastics Australia detailed high-performance targets to mentor and develop coaches through an embedded performance coach learning/mentoring and professional development program for current and next generation of coaches. Support was referenced in two contexts. General support (n=3) and mental health support (n=1). Support was acknowledged directly to women's high-performance coaching.

Boxing Australia and Taekwondo Australia were the only NSOs that noted the economic factor. These NSOs stated the economic factor in their strategic plans related to being financially sustainable for high-performance as an organisation.

Further analysis was conducted of the twenty strategic plans to examine what NSOs had specific objectives related to women's high-performance coaching, in particular, the need for an increased number of women high-performance coaches in their sport. Five of these strategic plans contained objectives for high-performance coaching related to women. These NSOs included: Boxing Australia; Golf Australia; Rowing Australia; Swimming Australia; and Taekwondo Australia. An example from Rowing Australia's strategic plan for high-performance was to increase the number of high-performance coaches in their pathway program and measure the KPI annually to evaluate the gender numbers. Boxing Australia's strategic plan contained an objective to increase the number of women coaches to be

allocated high-performance development training at the Boxing Australia Centre of Excellence.

Analysis of keywords that mentioned women's high-performance coaches in the five NSO strategic plans reflects a similar pattern to earlier analysis (refer to Table 6). The social factor (n=13) was mentioned the most followed by the cultural (n=9) and psychological (n=2) factors. The economic factor was mentioned once across all five strategic plans. Keywords in the social factor were: develop (n=5), integrity (n=2), and inclusion (n=2). Develop referred to development of groups, values, environments, and skills. Integrity and inclusion noted a social value of expected behaviour for all participants of the sport and as a measurable standard for all staff at NSOs in their strategic decisions and practices. Diversity (n=2) was mentioned as a value for the NSOs, staff, and stakeholders to establish a more effective workforce that was diverse in skills, heritage and backgrounds, and in a mix of male and female staff.

The cultural keywords of note were: leadership (n=3), values (n=3), and performance (n=2). Leadership was used to describe values, culture, environment, history, and expectations of their organisation and management. The strategic plans identified leadership for organisational management and high-performance coaching staff as a key measurement to positively impact staff, athletes, consumers, partners, communities, and society. Values were stated as known cultural standards to abide by and set standards to uphold. Performance was noted as a cultural measurement and environmental standard such as "performance culture" and "performance excellence".

Table 6

Analysis of Keywords Used by the Five NSOs that Include the Encouragement of Women

NSOs(n=5) Keyword analysis	Social factor	Cultural factor	Economic factor	Psychological factor
Boxing Australia	Develop, Integrity, Diversity	Leadership, Values	Sustainable	No
Golf Australia	Develop	Leadership, Values	No	No
Rowing Australia	Develop, Integrity	Performance	No	Mentor
Swimming Australia	Develop, Inclusion, Values	Leadership, Values, Culture	No	No
Taekwondo Australia	Develop, Inclusion, Diversity, Partnership	Performance	No	Mentor
	Social factor	Cultural factor	Economic factor	Psychological factor
	Develop (5)	Leadership (3)	Sustainable (1)	Mentor (2)
	Integrity (2)	Values (3)		
	Inclusion (2)	Performance (1)		
	Diversity (2)	Culture (1)		
	Values (1)			
	Partnership (1)			

The final step involved inductive analysis to explore data for potential new themes focused on women high-performance coaches. Findings revealed one additional theme that evolved related to interconnected high-performance plans. The high-performance plans are mentioned in the strategic plans and related to the high-performance coach pathway. The plans act as an implementation measure. Similarly to the strategic plans, five NSOs referred to these high-performance plans: Boxing Australia, Golf Australia, Rowing Australia, Swimming Australia, and Taekwondo Australia. These five NSOs had detailed women high-

performance coaches in the strategic plans and were included as case studies for this study. The interconnected high-performance plans for high-performance coaches and coaching are located on each NSOs home page. The plans target the improvement of high-performance coaching, particularly for women, and identify measurable key performance indicators. Swimming Australia acknowledges coaching development as a key priority across pathway and performance and has developed the “Australian Swimming Framework” to address high-performance, high-performance coaching, and in particular, sets targets to increase the number of women high-performance coaches. Rowing Australia note in their strategic plan that women high-performance coaches were a measurable KPI contained in their high-performance plan that state: “ensure increased opportunity for female coach selection and development”. The high-performance measure is to be evaluated by Rowing Australia management who detail the criteria as: “increased number of female coaches nominating for selection” to increase the chances of success at the international level.

Phase Two – Multiple Case Study

The five NSOs identified in Phase one that had strategic plans with a focus on high-performance coaching related to women were targeted as case studies for Phase two. These five comprised: Boxing Australia; Golf Australia; Rowing Australia; Swimming Australia; and Taekwondo Australia. To address research questions one and two, semi-structured interviews were conducted with cohorts within each of the five NSOs across two groups known as Study-one (women who were current high-performance coaches) and Study-two (CEOs, high-performance managers, and managers of high-performance coaches). The two staged deductive analysis (refer to Method Chapter) revealed rich data gained from participant experiences and perspectives.

The coaches and senior managers were interviewed separately. The transcripts from Study-one (women high-performance coaches) and the transcripts from Study-two (senior

managers) were initially analysed separately. The data enabled deductive themes to emerge that are associated with good practices to attract, develop and retain women high-performance coaches in Australia. Good practices were clearly defined supportive practices articulated within each of these themes. Inductive themes also emerged from the analysis. The findings from Study-one and Study-two were then cross-checked by the researcher and peer reviewed by the researchers two supervisors. These findings from the cross-checked analysis revealed similar results with some differences evident in each of the themes. As such, the findings from both groups are presented together to provide ease of reading and clarity of results.

Attraction Practices

Five codes were acknowledged in the attraction theme (refer to Table 7). Good practices noted by over half of the coach and senior manager participants were to recognise flexibility with family needs, talent identification, and transparent career pathways. To a lesser extent, other good practices included training camps and showcasing women high-performance coaches. While the two groups identified the same themes, the relative representation of those themes differed. The results for attraction practices have been ordered in Table 7 from highest to lowest based on the coaches responses.

Table 7

Participant Responses – Attraction Theme

Good organisational practices	Women HP coaches Participants (n=16)	Senior Managers Participants (n=13)
Flexibility with family needs	13	9
Talent identification	11	11
Transparent career pathways	10	13
Training camps	7	5

Showcase women high-performance coaches	6	6
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Flexibility with Family Needs

Recognition of family needs was noted similarly by the women high-performance coaches and senior managers. The participants articulated the need to recognise and understand the associated pressures and responsibilities of family for women high-performance coaches. Most senior managers (69%) highlighted more diligent consideration to provide flexibility to meet both family commitments and fulfil the high-performance coaching responsibilities is required to improve practice and help attract women to high-performance coaching roles. Historically, flexibility with family needs was considered a barrier to secure a high-performance coach role. Supporting flexibility with family needs involves a collaborative approach with women high-performance candidates, direct senior managers, and the NSOs management team. Arnold (senior manager) suggested that:

I think there are elements of that where you need to get to a point where it can become a proper two-way discussion, not about what the requirements of the role are and what the choices that we have to make are, and how do we make that work. At the moment, I don't think there's enough trust on the side of, and this is the generalities I'm talking here, on the female side of it. To have that genuine discussion about opportunity cost and what's required in the role and how is that going to work with the family? Because it's only ever seen as a reason why you can't, not as a way of how do we make it work?

The coaches in particular (81%) noted a lack of consideration for the importance of family responsibilities exacerbated the trepidation women felt when considering a career as a high-performance coach. The difficulty in trying to manage their time and schedules was highlighted by the coaches who noted that it was very difficult to fulfil both their role as mother and their role as a high-performance coach.

Cynthia (coach) articulated the need for senior managers to improve the recognition for family needs. She noted the difficulty that can force women high-performance coaches to make a choice between their career or motherhood:

I think they have to make the environment easier for a mother. As soon as you start the family, that is where the problem starts. That's why female coaches stop coaching because they have to either look after the kids or they have to pay for it.

The senior managers and coaches highlighted that NSOs need to improve practices to acknowledge, encourage, and support family responsibilities to attract women to the role of a high-performance coach. A further consideration noted by the coaches to attract women high-performance coaches were the decision-making practices to recognise motherhood and family needs. The need for senior managers to consider and provide support for family activities such as transporting children to and from school and responsibilities that reduced time with family on weekends was noted by Dawn (coach): "I think that support, during that family time, is tricky in every workplace, but it is important. I think it's been overlooked, completely".

Talent Identification

Talent identification was highly stated with similar perspectives to attract women high-performance coaches. Both participant cohorts noted that identifying women high-performance athletes on the cusp of a career transition with the potential skills required to coach was good practice. The participants highlighted NSOs should appoint dedicated senior managers to talent identification and ensure national coaching programs are available for targeted candidates to quickly transition into. NSOs should also have structured talent identification parameters to ensure the correct processes and criteria are used.

Most coaches (69%) described an element of self-doubt when applying for high-performance coach roles. The self-doubt was based on a self-assessment of their skills or the low perception to be a successful applicant due to the low number of women represented as high-performance coaches in their sport. These participants articulated that the “tap on the shoulder” was a pivotal factor that encouraged them to apply for the high-performance coach role, as noted by Aish (coach):

There was that tap on the shoulder, would you be interested? And then, I went, well I'll go and put my hat in the ring and then got the job. And that's how I started. And then, once I did that, there was this realization of I'm not going to be a world champion athlete, but maybe I can be a world champion coach.

Most senior managers (85%) acknowledged that targeted identification of women as future high-performance coaches was required to attract talented candidates. Talent identification as indicated by the senior managers includes opportunities to become a high-performance coach, creating structured processes and management, and establishing a talent pool of women high-performance coaches ready to coach. The senior managers noted that identified high-performance talent needs coaching opportunities as a proactive attraction strategy. Joel (senior manager) highlighted the benefit of providing opportunities to attract women towards a career as a coach:

Providing talent identification opportunities [is important], just like [you would for] an athlete. If you've got a young athlete, you provide tournament opportunities, you provide coaching opportunities. If you're looking for a person to fulfil a role, I think along the journey, you provide opportunities for them to see if they are actually the right fit or see if they actually have the love and passion for that role. That's probably the way I'd probably see it with offering opportunities, but the more opportunities we

can offer. It goes back to the more females that are playing your sport. You have more talent to choose from to be your coaches.

High-performance athlete talent identification requires a well-managed and structured approach as highlighted by senior managers. Athlete identification includes national programs, structured talent identification parameters, and dedicated senior managers to ensure the correct processes and criteria are used. Ryan (senior manager) noted that having a framework that can be applied to identify and attract talented women to become high-performance coaches was proactive:

I think the talent ID we use that for athletes ... when you do that for women in terms of coaching, tailoring support. We run the programs within each of our states, in terms of how we set that up, and why we need to apply similar sorts of principles to identifying coaches.

Overall, both participants highlighted the benefit for NSOs was a positive, proactive investment to fast track the development and preparation of women to step into the role. The availability of roles for a high-performance coach is unpredictable, therefore, participants highlighted NSOs who establish a pool of skilled women readily available to step into the role was supportive practice and beneficial to all stakeholders.

Transparent Career Pathway

The provision of a clear, defined pathway by NSOs to pursue a career as a high-performance coach was noted by all senior managers and in several contexts. Senior managers noted several practices that would support transparent career pathways for women in high-performance coaching roles:

- having a clear, defined pathway from a high-performance athlete to become a high-performance coach was good practice and necessary to attract more women high-performance coaches
- providing legitimate opportunities to attract women who are sufficiently skilled to become a high-performance coach
- improving clarity of high-performance career pathway.
- establishing an increased target of applicants to increase the number of potential women in this role

Senior managers noted the necessity to formalise practices for these high-performance coach pathways and incorporate them into a framework. Halle (senior manager) articulated the visualisation of these pathways:

I think being able to have a pathway for female coaches, a visual pathway so they can actually see that if they do transition out of being an athlete, what is the next stop? If we can visualize that for them, either from a framework point of view or for them to see that there is a career pathway and we're helping invest in that.

Limited opportunities for women to become a high-performance coach were acknowledged by the senior managers. It was recognised that NSOs need practices that ensure women are supported, sufficiently skilled and have legitimate opportunities to become a high-performance coach. In particular, Trent (senior manager) noted that the availability of genuine high-performance coaching pathway opportunities is essential:

I think it's critical. I firmly believe the number one thing is opportunity. I think it's a real tricky one because I do think the best person should always get the job regardless of gender. I think a lot of staff at the NSO understand the

barriers that are in place and why there need to be better opportunities provided. For so long, it has been a lot easier for men. I feel strongly that it's skewed heavily to male opportunities but that needs to be balanced out. I think that's a critical component across sports.

Comparatively, the coaches (62%) highlighted the pathway requirements for expected experience, demonstrated skills, and formal qualifications to become a high-performance coach were noted as unclear or absent and required clarity to obtain the benefits for all stakeholders. The coaches noted their personal experience of the pathway to a high-performance coaching role had not been clear which created uncertainty and made the decision difficult to pursue the role. Future aspirants of high-performance coaching roles, as noted by Dawn (coach), would benefit from having clarity of the high-performance pathway when assessing an application: "I think it's really important to identify what the pathway looks like for a high-performance coach. What does a high-performance coach look like? I don't think that's even been established".

The coaches reported that achieving a high-performance coaching role based on merit was an important practice and beneficial to the NSOs. This included the position appointment based on the required experience, skills, and formal qualifications. An unambiguous high-performance coach pathway was highlighted as a beneficial supportive practice by all participants to establish transparent indicators for all aspirants who would like to pursue the role.

Training Camps

The opportunity to attend training camps was identified by both cohorts as an attraction for aspiring high-performance coaches. Several benefits were noted for coaches attending these camps. For instance, the coaches identified knowing an opportunity existed to

experience the high-performance culture, environment, standards, and expectations of all stakeholders assisted to attract these women to coach. Darcy (coach) noted the duties for a high-performance coach at training camps are broad and the daily setting for the high-performance coach needs proactive interaction, coordination, leadership, and management of many people. She described the benefit that attendance at the high-performance camp provides participants:

A day-to-day setting being exposed, seeing what's involved. And it's not just the coaching, it's all the support stuff. Having those support meetings and knowing what's available and knowing who to reach out to. And it's not just that high-performance coaching, I think it's the whole package, and knowing who to go to, what for, when, what's available.

Moreover, knowledge generated from attendance at camps enhanced the participants' skills, as noted by Daisy (coach):

I think that we need to get our girls overseas. We need to get them to training camps. They need to be working with higher level international coaches so that they know what it is they need to bring back. That will only help develop our athletes as well as our coaches. It goes hand in hand.

The senior managers expressed the camps provided a proactive and real-time scenario to absorb new knowledge and further develop their skills for strength and conditioning, medical knowledge, leadership, management under high pressure and expectations to deliver results. The investment to actively involve the women high-performance coaches in the international camps was highlighted by Ryan (senior manager):

Actually investing in them and showing the system that you're going to develop them to be a great coach that's going to have these experiences.

International level coaching around sport science, around medicine, around, leadership and management.

Several notable differences in perspective were also evident from the coaches and senior managers. In particular, the coaches noted the paucity of opportunities to attend camps and if they were provided the opportunity to attend training camps or competitions it was often a source of frustration. The problem highlighted by the coaches was due to the tasks they were asked to perform rather than executing their skills as a high-performance coach. Team administrative duties were often given to the women high-performance coaches at the training camps and competitions, who noted annoyance, a diminished attraction for attendance, and a lack of benefit to grow their knowledge, skills, and experience as a high-performance coach. The coaches highlighted the need for improved recognition as a high-performance coach by the senior managers and be given the chance to apply and advance their skills as high-performance coaches. The senior managers did not articulate what opportunities the women high-performance coaches would have to attend the international training camps or how often the opportunities would arise.

Showcase Women High-Performance Coaches

The benefit to showcase successful high-performance coaches was similarly acknowledged by the coaches and senior managers. Both groups held similar perspectives for the recognition of great work and results of successful women high-performance coaches as a practice to improve. The benefit highlighted by both participant cohorts was the increased prominence of the coaches to all stakeholders and the celebration of positive results. Increased awareness of successful women coaches was noted as important to establish role models and attract current and future generations to a career path in coaching. Greater visibility of women high-performance coaches helps to attract current and future generations

to the role. Cynthia (coach) noted that visibility of women high-performance coaches as role models attracted her interest to coach beginning in her youth:

Where I grew up, we would watch Olympics on TV. We would watch every single sport. We had lots of female coaches and what they said and how they said it and how they deal with this and how they deal with that. That was so interesting.

Senior managers similarly reiterated that showcasing women high-performance coaches would help establish role models and provide examples that could incentivise and attract other women to become a high-performance coach.

Ensuring appropriate role models are available is an important component acknowledged by participants to attract other women to the role of a high-performance coach. The benefits noted by participants to showcase successful high-performance coaches was to help establish role models for the current and future generations and attract them to a career path in coaching. Joel (senior manager), for example, highlighted the influence that showcasing successful women in sport can provide to attract other women to follow the career path of that role model:

I think it's important that women see other women have success. And I don't think all sports have done a good enough job with that. I look at a sport like AFL and I think the AFL think they did develop women's sports, but having women on TV or in the media, I think that inspires other women to be that person. I think it is important too, where a lot of coaches nowadays or managers are depicted as people of success in sport.

Development Practices

The on-going development of broad skills and experience for women high-performance coaches in their role was highlighted as beneficial by coaches and senior

managers. Both participant cohorts referenced each code similarly, however, there were differences of perspectives within the codes. The results below detail similarities and differences apparent between coaches and senior managers. The results in table 8 have been ordered highest to lowest guided by the women high-performance coaches' responses.

The development theme included three codes. High-performance coach skills was the most acknowledged code by both participant cohorts.

Table 8

Participants Responses – Development Theme

Good organisational practices	Women HP coaches Participants (n=16)	Senior Managers Participants (n=13)
High-performance coach skills	14	10
Provision of mentors	8	5
Enable a safe working environment	6	6

High-Performance Coach Skills

Development of skills for the high-performance coaches was highly noted by the majority of coaches (88%) and senior managers (77%). The broad skills required as a high-performance coach were acknowledged by participants as an area for ongoing improvement to increase knowledge, skills, and experience. Both participant cohorts were similar in their perspective that the communication from the senior managers to the coaches and subsequent actions for development was an area to improve practices.

The coaches expressed the desire to continually develop their skills in several contexts, including their desire for broad skills development through collaboration with their senior manager to target their personal development, and performance as a leader and communicator. The participants noted that gaining proactive feedback from management was

vital to assist with self-assessment. Serena (coach), for example, relayed her enthusiasm for personal development and feedback to continually improve:

I love feedback. I love learning and I love developing. That's why, I suppose, I became a high-performance coach. I think a lot more development. Personal development is not only sport-specific but personal development.

Regular communication that includes a minimum of two (Obisi, 2011) formal collaborative evaluations for professional development coach opportunities was noted as beneficial. In doing so, establish a targeted approach by the senior managers and coaches to discuss and identify areas for improvement. The participants articulated that when coaches and senior managers had identified specific skills to develop, the coaches could be assigned the appropriate programs to attend and maximise their chance to improve.

Specific skills referred to leadership, management, coaching skills, and communication. A strategic focus to target specific skills development for each coach in collaboration with their senior managers was considered beneficial by the participants to provide ongoing improvement and experience for women high-performance coaches. Broad leadership skills were highlighted by the coaches as beneficial to develop as noted by Matilda (coach) who had recently attended a specific leadership course: "The broader sports one was a leadership course. We didn't actually talk about any sport whatsoever, it was just purely leadership principles, and that was awesome". Moreover, senior managers highlighted the beneficial practice to implement individual skills development plans for each high-performance coach within the NSO, including individual bespoke coach development plans. The level of experience and skills varies between coaches. Creating individual plans allows stakeholders to review skills gaps and develop strategies to advance skills for the individual that benefits

both the individual's progression and the NSO's skilled staff as noted by Keanu (senior manager):

Coach development is a big piece of that, and female coach development flowed into that space. One of the things in our coaching strategy is around that individual coach performance planning. That's where we're trying to build. So as much as we do it for athletes in terms of their individual performance plan, we want to make sure coach performance plans are in place.

Similar perspectives were prevalent by both participant groups that highlighted AIS-led educational programs for the coaches were deemed beneficial for personal development. AIS-led programs were noted to help establish understanding and application of self, values, coaching philosophy, effective relationships, coupled with essential leadership and management skills development. Several senior managers articulated NSOs have partnered with national and state-based institutions that tailor specific programs to develop women's skills in leadership, management, and high-performance coaching. Senior managers also considered women-only courses beneficial to develop women's skills as a high-performance coach, leader, and senior manager. However, only a small number of coaches identified women-only courses as particularly beneficial. Several coaches noted the diversity of the programs and courses provided the benefit to assess individual needs for skills development.

Provision of Mentors

Coaches and senior managers acknowledged the provision of a mentor was beneficial to provide the coaches with additional support, guidance, and feedback. The role of a high-performance coach was highlighted by participants to organically change and evolve. The coaches highlighted when senior managers encourage the provision of mentors, they gained both personal and professional development. This included provision of guidance, feedback,

and a person who would listen to issues that may arise and help navigate ways to work through them. Samantha (coach), who has coached for 40 years, noted how influential her mentor is and of her focus to mentor other women high-performance coaches: “It’s such a powerful thing, the mentor training. It’s really, really powerful. I see the results, all the time. It’s also very developmental for the mentor as well”.

The senior managers perceived mentors help guide, reassure, listen, sympathize, and navigate women high-performance coaches through the broad experiences a coach leads and manages. These mentors tend to be experienced high-performance coaches, potentially from different sports, and have experienced a range of situations. Through first-hand experience of a mentor program, Halle (senior manager) noted her enthusiasm to implement a mentor program as a beneficial development and supportive practice for the women high-performance coaches:

I think a mentor program to start off, so we can, A, identify the female coaches, and B, educate, develop them personally and see what they think their barriers are. How we can help them? I think that’s, that’s the first course of action. You create an internal program, but then I might tap into basketball, or I’ll ring the CL basketball, I might tap into football. I was part of a female mentor program, learning off different sports has been really amazing from different areas. So, I really believe in that aspect.

Participants highlighted mentors provide an influential supportive platform to listen to challenges that arise and through their experiences and help navigate pathways and outcomes to assist the coaches. The benefit of women high-performance coaches as a mentor for less experienced coaches was noted by several participants. The women high-performance coaches as a mentor provided a broad perspective that went beyond coaching skills to also

focus on their emotional needs. As highlighted by senior manager Sylvester (senior manager) “We feel that these high-performance women’s coaches, it’s not just the technical, it’s the emotional and the mentoring benefits that they provide”.

Several experienced women high-performance coaches at NSOs highlighted they would be willing participants as future mentors for women who enter the high-performance coaching field. These women in particular were keen to help develop and support emerging and current women high-performance coaches through the role as a mentor. Daisy (coach) stated the importance of being a mentor:

We need to mentor. Instead of where it’s vying for position, we actually support each other. If you’re in that position, you’re inspiring the next generation to come up and fill these roles. That we’re helping grow and nurture, not push them away.

Enable a Safe Working Environment

The provision of safe environments for development was noted similarly by both participant cohorts. However, safe environments highlighted by the coaches and senior managers had differences in perspective as to the characteristics that contribute to such an environment. Senior managers noted safe environments in more specific terms and situations whereas the coaches described safe environments in broader perspectives.

In particular, the senior managers noted for the coaches being afforded the space to speak openly and freely without fear of ridicule. As such, to gain the optimal benefit of attendance at development programs, the senior managers highlighted a safe environment to make mistakes was required so that attendees can learn through the expertise of others and broaden their skills. Trent (senior manager) summed this up as:

Creating an environment where it's okay to speak up and have your voice and not feel like you're going to get ridiculed, and you can make mistakes. I think that's a really important aspect of growing as a coach.

The environmental structures and practices at training camps were noted by senior managers as an area for review to be less daunting for women high-performance coaches. The provision of safe environments for the women high-performance coaches to benefit from the camps was to ensure the camp structure was open to women high-performance coach participation and respectful of all stakeholders, as articulated by Keanu (senior manager):

The actual environment that we're coaching within, sometimes the camp environment itself can be a little bit daunting for female coaches in the way that it's structured. When you've got male coaches leading the program, I think there's probably a certain way it's coordinated. There's probably a central authority that the male coaches have over the program. If a female coach was to come in and try and coordinate a session or try and manage a session, then I probably think there would probably be a sense of they might be overawed by that situation. The level of confidence to do that would have to be built up over time with the high-performance manager and the national head coach. I think that would be a matter of skill and just a change in demeanour of the coaching workforce and a bit of education around what it would look like.

The coaches' broader perspective noted the environment experienced at courses, programs, training camps, or seminars can negatively or positively affect the learning outcome. In particular, coaches described safe environments that allow engagement and to show vulnerability without fear when actively participating to generate participants full

attention in the program without apprehension. As such, the coaches highlighted these safe environments helped maximise development opportunities. The importance of a safe environment was noted by Steffi (coach) for her development and good practice: “a safe environment and a comfortable environment, but it’s an environment where I feel like I can still grow and really develop and contribute”.

Retention Practices

Four codes were similarly acknowledged in the retention theme (refer to Table 9). Three codes were recognised similarly by the coaches and senior managers being communication, peer networks, and advocacy for women high-performance coaches. One code, motherhood and parenting support, was referenced by most coaches but only half the senior managers.

Table 9

Participant Responses – Retention Theme

Good organisational practices	Women HP coaches (n=16)	Senior Managers (n=13)
Regular communication	13	9
Peer networks from across sports	13	9
Motherhood and parenting support	13	7
Advocacy for women high-performance coaches	12	13

Regular Communication

Improved communication between the senior managers and women high-performance coaches was acknowledged prominently by the coaches (81%) and senior managers (69%). Regular communication between the senior managers and coaches was noted to have been sparse and needed to improve. In particular, the coaches noted they would value the

opportunity for weekly one-on-one communication with the senior managers and the opportunity it provides to voice their concerns and perspectives, provide feedback, be listened to, and supported. This was summed up by Serena (coach): “[My manager] being more involved. Being there weekly. Being a lot more present in the current environment. To be the support and to be there”.

Initiating regular personal communication, listening, and support is beneficial practice and important for NSOs to implement to retain high-performance women coaches. Dawn (coach) explained the value of this practice: “I think that communication needs to be really clear and concise. Open communication, and a willingness to just be able to talk, and have somebody there listening to you at the other end, which is really important”.

The senior managers felt it was important to proactively provide one-on-one communication but did not articulate how often the communication needs to occur as the coaches had. Senior managers perceived that one-on-one communication with the coaches allowed the opportunity to listen to the coaches’ perspectives for concerns, gain feedback on experiences, and create affirmative actions to support them. This kind of communication can identify barriers, areas of concern, and establish strategies to enable the coaches to rectify related issues and move forward, as highlighted by Arnold (senior manager):

Really talk to the female coaches and say ...What are the things that are holding you back? What are the barriers? What are the ones that we need to acknowledge, what are the ones that [we] really have no control over and where do we get the biggest impact in changing strategy or addressing something?

Several senior managers acknowledged focused improvement for communication practices with the coaches was required. The benefits of improved communication with the

coaches, noted by the senior managers, was to understand barriers that may hinder coaches' progression or roadblocks that need support practices established. The senior managers noted that they would need to change their individual schedules and priorities to engage in regular communication with the women high-performance coaches.

Peer Networks from Across Sports

Coaches (81%) and senior managers (69%) both noted that enabling and supporting coaches to engage in peer networks from across professional sports was a good retention practices. The coaches noted that the lack of other women high-performance coaches within their NSOs challenged their confidence and ability to share information and peer networks across sports helped to bridge this gap. As such, the coaches acknowledged that connecting with peer networks from across different sports was an important factor supporting their engagement and therefore retention. The coaches noted that, because of the small number of women high-performance coaches in their NSO, they can experience isolation. The peer networks were described as a positive, proactive space to discuss challenges, issues, share ideas, and provide support structures. Matilda (coach) expressed the benefits that the networks across sports had provided her:

I actually think networking is one of the best things for development. That's been the best thing for me I'd say in the last seven, eight years. I've developed contacts across the country and I've also developed contacts around the world.

Several senior managers commented on the low number of women high-performance coaches in their NSO, supporting the coaches' reflections and need for peer networks. The peer networks from across sports provide positive reinforcement and offer support to share experiences and ideas, and listen to storytelling to help grow knowledge, as highlighted by Trent (senior manager):

I think utilizing other sports, given the low numbers, there's female coaches in AFL and cricket and hockey, water polo, all that sort of thing is like engaging the coaches in something that I think can help as well. Some cross-pollination with coaches, and just some general guidance of "this is what we do to get here, and we'd suggest to do this and that.

The small number of women high-performance coaches was acknowledged by the senior managers as a challenge for the coaches to establish commonality within the NSOs to share experiences. However, senior managers noted peer networks can be strengthened with identified role models who become a key figure and leader for the group. The positive action to establish peer networks for women high-performance coaches that include role models who can lead through their example and results was noted by Ryan (senior manager) as beneficial to encourage other women:

I think the things that we do endeavour to do is setting up coaching networks. Some recent initiatives were put together. It's been in place now for a number of years and it's a female coach network. We've had a clearly identified role model, being one of our elite coaches, who has been a key lead in trying to encourage women in the sport.

Motherhood and Parenting Support

Across both groups, participants acknowledged that NSOs need to establish better support for family and motherhood needs and responsibilities of women high-performance coaches were highlighted. However, more coaches (81%) than the senior managers (59%) acknowledged the need for more focused supportive practices to be activated for motherhood and parenting. Coaches highlighted the difficulties they experienced fulfilling their role as a mother within the family and the requirements of their work. The understanding and support

from NSOs for participants as mothers and their family role was deemed an important retention factor to improve as highlighted by Daisy (coach): “If we want to actually provide a career path for women within coaching, we have to have flexible conditions so that they can work around their family lives as well”.

Steffi (coach) also commented on the need for NSOs to implement practices that support and acknowledge motherhood and family roles to retain women high-performance coaches:

With a lot of women sometimes it is quite hard for them to stay because, they've got their families, other priorities as well. New mothers especially. I think again making sure that there are sustainable practices or things put in place for women to be retained.

Both groups of participants held similar perspectives about practices to support travel, support and understanding to start a family, and educating management to create and support family friendly workplaces. In particular, the need to consider motherhood and family roles when travel is required for work commitments was acknowledged by participants. The provision of flexible travel times and consideration for children to be present on occasions was noted by Keanu (senior manager):

Probably greater support with the travel as well. I think that's something that is more attractive, especially if they've got family and kids. I think that's something that is going to need to be supported.

Family friendly workplaces were deemed important. Several senior managers noted senior manager education programs to understand the importance of family friendly practices to the coaches would be beneficial. Senior managers highlighted education for stakeholders on the importance of motherhood and family, and to develop workplace spaces to

accommodate children or child minding were good practice to retain women high-performance coaches. Charlize (senior manager) explained that through their education program to staff, a shift has slowly taken place at her NSO to understand and support motherhood and family friendly environments at the workplace, however, barriers still exist that need to be managed:

I've seen some shifts in the last couple of years that we're starting to be a lot more clear about women and children being in the environment [and] how we can facilitate that. I think the pathway's clear, it's just I think there's a bit of a perception that it's blocked and it's a tough crowd to get into.

Advocacy for Women High-Performance Coaches

Advocacy for women high-performance coaches was highly stated across groups as an important retention practice. This included several perspectives. The coaches highlighted a lack of promotion, celebration, or visibility of successful women high-performance coaches within their NSOs. The coaches noted when NSOs advocate for women high-performance coaches, it helped grow awareness and support, and magnified the value of women high-performance coaches to all stakeholders. Steffi (coach) noted that NSOs need to strengthen their strategic practice to advocate for women high-performance coaches:

I think the biggest strategic practices, is what they're currently doing now to be honest. [We should] continue this culture change of support and acknowledgement of valuing women and their potential to make significant contributions to our sport across the entire management [team]. Strategically show that to people in the community so that they can see there's promotion of women as a high-performance coach. Advocate for women in high-performance coaching roles, but across the entire management.

The discourse from NSOs when discussing or introducing women high-performance coaches was often associated with gender identification which was noted as problematic by the coaches and senior managers and affected the narrative about normalising the role. Both groups identified that this could be rectified by ceasing to mention gender and advocate them as a coach who forms part of the high-performance team and thus change the narrative for all stakeholders. The appointment of a high-performance coach, as recognised by participants, is based on skills and experience, not on gender. To help encourage good practice for advocacy and positive presentation of women high-performance coaches to stakeholders, Nadia (coach) noted her perspective for NSOs:

If there was a new coach that was a male brought onto a team, they wouldn't say, "We have a new male coach". They'd say, "We have a new coach". But when it is a female, so, "we have a female coach", "we have a female official". And it's highlighting that kind of thing [that] just pulls us down.

The senior managers highlighted women high-performance coaches need to be identified in the sports mainstream to identify their role as an essential, respected member of the high-performance coaching team. They noted that identifying coaches in the mainstream referred to structured practices, clear discourse of advocacy for women high-performance coaches, and living the advocacy through display of action and voice to all stakeholders. The recognition of women high-performance coaches as essential members of the high-performance team was highlighted as vital. In particular, this assists in developing a culture that entails proactive advocacy and support practices for women high-performance coaches, as highlighted by Steve (senior manager):

So, if we want, on the one hand, there to be more female coaches, one of the things that we need to give, to really embed that, is a mainstream thing not a

minority or niche thing. That's the challenge. The opportunity is that we need to have more female coaches. What interventions, what levers do we have that could facilitate and fast-track that notion where we have more female coaches in the mainstream that then, by virtue just simply of their presence, the awareness creates permission protocols, turns the lights from red and orange to green to say, "Well, I can be a coach".

In addition, senior managers highlighted to change discourse at an NSO requires practices that are specific and targeted. NSOs need to focus education and deliberate practices internally and externally, as explained by Arnold (senior manager):

Being deliberate with our intent around female coaches. And I know that the whole sports strategic plan, which is being developed, is going to look at that as well. I think you need to be the first to back that up. You need to be having the conversations internally and actually working on changing people's internal behaviour. So, your people in our sport, any sport, but if our sport is going to be seen as living as what it says it's going to, then all of our people need to be advocates.

Social, Cultural, Economic and Psychological Factors

Results from examining coaches' and senior managers' responses within the attraction, development, and retention themes were explored further to better understand the social, cultural, economic, and psychological factors evident. The following factor results reveal how each factor interacts and intersects with each theme both individually and/or collectively in the attraction, development, and retention of women high-performance coaches.

Social Factor

The social factor focuses on the interaction of people, networks, environments, values, beliefs, development, and diversity. Each of the social factors affects the attraction, development, and retention of women high-performance coaches individually and collectively. The results show the social factor was predominant of the four factors.

Senior Managers

The length of time spent as a senior manager at one NSO or multiple NSOs was noted for the diversity of experience that included perspectives for women high-performance coaches. Several senior managers (n=4) had worked at four or more NSOs and one senior manager had vast experience working at eight NSOs over three decades. Two of these senior managers had completed work as a senior manager in a NSO internationally which added to their overall experience and diversity. Senior managers with greater experience of multiple NSOs were noted to have more diversified perspectives. The senior managers who have worked at multiple NSOs benefit from the valuable experience to see and hear many diversified and pragmatic perspectives expanding their skills and outlook on practices that are enabling and supportive, particularly to women as leaders such as high-performance coaches.

Several of the senior managers (n=5) with 10 or more years of experience as a senior manager had worked for only one or two NSOs. Senior managers with less diverse experience were less expansive in the perspective for opportunities for women high-performance coaches in their sport due to male domination and power as noted by Keanu (senior manager) “I think in combat sports, it’s probably an issue and it’s probably mostly as you would assume because it’s combat sport, it’s heavily male-dominated from a coaching perspective”.

The senior managers who had remained in the one sport revealed social bias of homologous design and hegemonic practices directed towards male high-performance coaches in their sport. The results show the development of diversification remain rigid in these senior manager networks as highlighted by Joel (senior manager) in review of their recent Olympic success, who noted the hegemonic male domination and unconscious bias towards it from decision-makers in his sport:

There [were] 12 people in that picture and only two women were in that picture, and the two women were the two athletes. Now we look at it because we've known these two girls in sort of 13, 14 years, and we've been a big part of their journey, their coach is male, we're male, their assistants are male. But if you were to look at that, and we look at that and don't think it's anything abnormal, but that's where I think that unconscious bias comes in. We don't think it's abnormal.

Senior managers who had transitioned from being a high-performance coach noted their unique benefit to see both senior manager and coach perspectives. In doing so, the senior managers who had transitioned from a high-performance coach role to a senior manager highlighted their desire to change bias and promote good practices to encourage women high-performance coaches as stated by Michele (senior manager):

There [are] some projects that I want to drive within my role, to look at from a system perspective, taking a deep dive into what some of these key issues are. To address them from a policy and a system perspective, to make sure that the unconscious bias or unconscious behaviors or things that people just don't see in their decision making. How that impacts someone who is a mother or who

wants to have children. How that impacts on them and their experience and then their capability to follow that career pathway.

Interaction Between Senior Managers and Women High-Performance Coaches

The interaction of people inside and outside of the NSO was deemed an important organisational practice by both participant cohorts. These participant cohorts noted positive interaction, aligned perceptions and practices, safe environments, and practice as important to encourage and retain women high-performance coaches. Interaction through regular communication with the coaches and senior managers was noted as an important practice to foster support and build relationships. The coaches highlighted the importance of regular face to face presence from the senior managers was important, particularly internally in office settings and at training camps to align practices, advocate for the women high-performance coaches and create a safe environment, as stated by Aish (coach):

The performance director just needs to be checking in. You know how you going? Do you need something? Do you need help? Just asking the question because, when you're isolated like that you don't go and ask for help. You're feeling pretty vulnerable anyway. Because you feel vulnerable to reach out and say I'm really struggling with this. I need support. But you don't in that environment. It's very difficult to ask for it. So, if management is there, checking in, that makes a huge difference.

Peer networks from across sports were highlighted as an important factor for women high-performance coaches. Peer networks referred to the connection and interaction of people within NSOs that included their affiliated state sports organisations (SSOs) and from across sports that can help and support the women high-performance coaches in their role. In particular, peer networks were acknowledged as good practice by both participant cohorts.

Participants highlighted the social interaction benefit of peer networks from across sports to provide positive reinforcement, offer support to share experiences, share ideas, provide confidence, help grow knowledge, and provide role models. The interaction with peers from across sports to share stories, network and the interaction was highlighted as important for learning as noted by Nadia (coach):

I know for myself, I do have a few far more experienced coaches that I have really good connections with, and if I need assistance, I can ask them for help. So, I think just having those networking connections make a big difference.

Values and Beliefs

Values and beliefs were acknowledged as vital practices by both cohorts of participants. Social values and beliefs in organisations for people or groups/networks can be standards of behaviour, integrity, ethics, honesty, morals, diversity, and inclusion. Values and beliefs were acknowledged in each theme in several contexts including: respect for women high-performance coaches as leaders, showcasing women high-performance coaches as role models, recognition of motherhood, family needs and family values. Participants noted that it was important to live their values by taking positive action and voice to those in the workplace and the community. Florence (coach) stated the importance of valuing women high-performance coaches “continuing that culture that you're talking about and creating the shift of we are looking for the best coaches. Not to tick the box of having a women as high-performance coach”. Senior managers highlighted the need to showcase women high-performance coaches as leaders and role models. The role models promote values and beliefs that provide inspiration and encouragement to staff, future generations, and the community as noted by Ryan (senior manager):

We've had a clearly identified role model, being one of our elite coaches who has been a key lead in trying to encourage women in the sport. That's one of the things we've done. Honestly, leadership. Making sure that we are clearly living by what we say. And that we are open to it. I think that role model and representation is something now.

The belief in women to be high-performance coaches was noted in several contexts by the coaches and senior managers. Both participant cohorts highlighted belief in these women is demonstrated through actions that provide opportunities for: coaches to obtain a high-performance role; ongoing skill development; and understanding motherhood and family responsibilities. The initiation of sustainable supportive practices was key, as highlighted by Bruce (senior manager):

Give them more opportunities other than just bringing them into the national system and saying, "Oh, I've done my role." But actually, keeping them there and showing their worth, and their belonging. We need to promote female coaching more. It needs to be a part of regular advertisement and regular meetings that we should encourage more female coaching.

The values and beliefs of motherhood, family needs and family values were highlighted by both participant cohorts as vital to encourage women high-performance coaches. Motherhood and family are key values and beliefs that were highlighted by the coaches in particular that can force women high-performance coaches to leave their career. Understanding these important values and beliefs by decision-makers to provide flexibility and support will help attract and retain women high-performance coaches, as noted by Steffi (coach):

With a lot of women sometimes it is quite hard for them to stay because they've got their families, other priorities as well. New mothers especially too. I think again making sure that if there're sustainable practices or things put in place for women to be retained. I think that would be a really important aspect to have, because obviously family is important for most individuals, so, being considerate of one's family priorities.

Cultural Factor

The cultural factors focus on the standards, values, beliefs, expectations and practices for the people. Cultural values and beliefs can be defined by customs, respect for people, core principles, ideals, or family values. The results below reveal what cultural factors intersect and interact with the attraction, development, and retention of women high-performance coaches. Three key components within the cultural factor were identified in the current research: visibility, power dynamics and status belief.

Visibility

Visibility was acknowledged in several contexts. Both cohorts noted the high visibility of male high-performance coaching needed to change to include the visibility of women high-performance coaches as vital and strong leaders in the team. Participants highlighted increased visibility will work towards cultural change of historical ideologies towards women high-performance coaches in communities, reinforce the visibility of women as leaders to colleagues, and visibly show support from the senior managers from their top-down approach of showcasing the coaches. The need to increase visibility for good organisational practice and force cultural change to help encourage women's high-performance coaching was highlighted by Steffi (coach): "they talk about development and education programs, they talk about best practice governance, and they talk about of these things, but on the ground, there is no ... there's no sign of us".

The traditional cultural history from NSOs was deemed important by both coaches and senior managers. However, a point both participants acknowledged was that history could also hinder the visibility of women high-performance coaches. Both participant cohorts highlighted that respect can be given to historical culture but, progress to move forward of historical beliefs to encourage women's high-performance coaching were organisational practices to enable growth in this segment. As an example, the coaches belief that to be assigned administrative duties at training camps and not perform their role as a high-performance coach diminished their role and visibility that required cultural change as stated by Steffi (coach):

So, definitely that culture change allowing women to have that opportunity to actually step into the role and coach, lead a training session, accompany athletes to international tours, competitions, trainings and really get into the role. It would be really helpful in terms of high-performance.

The participants noted the positive visibility highlighting the leadership that the women high-performance coaches provide athletes and high-performance staff/colleagues through their diversity of communication, training methodologies, and coaching ideologies. The coaches and senior managers highlighted the positive effects for attraction, development, and retention that women high-performance coaches as successful leaders display as role models and inspiration to other women within their NSO, to outside communities, and to current and future generations. Joel (senior manager) noted the good organisational practice and benefit that raising the visibility of the coaches as leaders provide to the culture of NSOs:

It flows, it has a ripple effect with every other part of your organization and your general culture, the culture of, or mentality on how you approach, whether it be hiring people or opportunities. I think if the sport has female

leaders within a sport, but also it's a key strategic priority within the sport that it just flows down and has a ripple effect with every other piece of the organization.

Power Dynamics

Power dynamics within NSOs high-performance coaching teams were deemed an important component by the coaches and senior managers. Both cohorts acknowledged the large numbers of male high-performance coaches within teams can infuse a cultural dynamic of power domination of the coaching landscape at the workplace, training camps, or training programs. The dominance of male power were highlighted by both cohorts to affect the opportunities and input for women high-performance coaches. These two cohorts noted education and leadership from senior managers to transform power dynamics to be a supportive, cohesive high-performance coaching team and organisation was highlighted by Michael (senior manager):

When they go back to other states, it's those learned behaviors of male domination can really come out and we create a boys' club, unfortunately, and that's in our sport, and that's not a good thing. I try to correct people, or other men, all the time when I'm saying, "Don't". It's the little conversations that we need to improve.

The power dynamics particularly of high-performance coaching camps or training programs were highlighted by senior managers as male dominated. These power dynamics were noted as intimidating for women high-performance coaches and could overawe and reduce their confidence in this environment. Senior managers noted that change was required to the power dynamics to create an inclusive and supportive culture that encourages the

women high-performance coaches and education by the senior manager for the male coaches was an important step, as noted by Keanu (senior manager):

When you've got male coaches leading the program, there's a way it's coordinated, and there's probably a central authority that the male coaches have over the program. If a female coach was to come in and try and coordinate a session or try and manage a session then I probably think there would probably be a sense they might be overawed by that situation. I think that would just take a change in demeanor [in] the coaching workforce and a bit of education around what it would look like. Cultural change and environment change, a little bit around that.

Status Belief

The status of women high-performance coaches in NSOs and communities was acknowledged as a cultural challenge by the coaches and senior managers. Both cohorts noted the status of the coaches was viewed as a small niche within sports affecting the attraction and retention of the coaches. Participants noted a constant challenge and frustration to be seen and accepted as vital members of the high-performance team. Several coaches noted senior managers need a greater presence and communication to all stakeholders and that women high-performance coaches are essential respected team members, as highlighted by Matilda (coach):

Our culture needs to change and ... one thing we need to see, you can't see *us*. You can't *be* it if you can't *see* it. So, you know, we have one elite female coach in a senior team who gets paid a full-time wage to do what she does. The rest of us are floating around somewhere grabbing opportunities when we can.

Senior managers highlighted the need to recognise and celebrate the successes of their women high-performance coaches and leaders. The senior managers noted it was important to support the coaches through acknowledging their development and positive results with athletes under their guidance. The status belief of the coach is raised when the recognition of their skills, development, and achievements is outwardly given by senior managers, as stated by Ryan (senior manager):

The tracking and the supporting of their development. I think that would be quite good. And recognition that comes with that. Recognition of development, recognition of then how they've applied that learning with results of the athletes that they work with.

Several coaches stressed their perspective to educate the male high-performance coaches and leaders on the importance of the women high-performance coaches being equally involved in all aspects of the high-performance program as a vital team member. The need to acknowledge the status of women high-performance coaches through educating male stakeholders was highlighted by Arnold (senior manager):

There has to be consistent behavior. If the men, male coaches want female coaches to feel, if they genuinely want them to be equal, then they need to treat them as equal in all aspects of it, including how they're engaged in all the activities that go along with being a coach.

Economic Factor

The economic factor focused on pay, salary, wages, financial support, investment, and growth (e.g., services). Findings present the financial support and investment evident within each of the attraction, development, and retention themes. Results reveal how these two practices intersect and interact with the three themes and how they affect the attraction,

development, and retention of women high-performance coaches individually/and or collectively.

Financial Support

The economic culture from NSOs to support women high-performance coaches was highlighted as a challenge in regards to attraction, development and retention by several coaches and senior managers. Financial support was acknowledged for expected travel to competitions, attendance at training camps, and designated programs. The participants noted a lack of understanding of the economic challenges for coaches who were often mothers with young children to fund the expected travel themselves. To provide financial support was highlighted by the participants to be beneficial for their ability to attend required events and reduce the stress to try and secure financial support through external means, as noted by Keanu (senior manager):

I think that's something that is going to need to be supported. Because if we're expecting them to go overseas, and travel with teams and pack up and leave their kids and just go away for six weeks on a tour, I think it's pretty unrealistic if we just expect them to do it for a, you know, a small stipend.

Investment

The good organisational practice to encourage women high-performance coaches through investment was noted by the coaches and senior managers. Both participant cohorts noted the investment in women high-performance coaches through scholarships as a beneficial practice to attract women as coaches. Scholarships were highlighted by the coaches and senior managers as an economic factor that benefits all stakeholders. Investment programs such as scholarships approved by NSOs senior managers were acknowledged as

supportive practice to develop structure and the skills needed to be ready for a high-performance coaching role, as highlighted by Tayla (coach):

AIS coaching scholarships. I got one of those sponsored by the state sports institute. I did the scholarship part-time and I coached the development kids at the state sports institute. That's how I got onto the junior teams. That AIS coaching scholarship was pivotal for me, definitely, and my NSO had to sign off on that.

Sponsorship programs by NSOs to attract identified former athletes to invest in development programs to become a high-performance coach were highlighted by Michael (senior manager):

Especially former athletes, as well, we should really tap them on the shoulder when they have walked away from the sport, to say, "Hey, we're willing to sponsor you, give you a scholarship and come back and be a coach for free".

Mentors' investment, particularly in the early development stages of the women's high-performance coaches' development, was noted as very beneficial. The provision of a mentor early to invest in the coach's career development and continue their journey was a great support noted by Cynthia (coach):

When I started coaching, I was very lucky to have some great mentors. I wanted to be better and wanted to learn, and I felt like I needed to put myself in a position where I could go and talk to others that were in that space already.

Psychological Factor

The psychological factor focused on support/or lack thereof in regards to guilt, confidence, stress, marginalisation, feelings, family/motherhood, pressure, and expectations. Findings present how the support component was identified within each of the attraction, development, and retention themes. Results reveal the psychological support that intersects and interacts with the three themes and how it affects the attraction, development, and retention of women high-performance coaches individually/and or collectively.

Support

More than half the coaches (81%) and senior managers (73%) highlighted that support provided by senior managers and NSOs for women high-performance coaches created positive psychological effects. The coaches, in particular, highlighted the benefit of regular communication, listening and support from the senior managers, and the importance to listen to, learn, and act on needs. Both participant cohorts noted the positive benefits for the coaches psychologically to raise their confidence, reduce stress, and help ease the pressure of expectation with robust support from the senior managers and NSOs. The importance of support for the coaches enabled barriers to be removed and displays the senior managers and NSOs intentions as genuine to help the women high-performance coaches' success and enjoyment in the role, as noted by Arnold (senior manager):

We do a bit of independent work where we really talk to the female coaches and say, all the other things, whether you would be a good one or not, or whatever it is, what are the things that are holding you back? What are the barriers? Really, understand what are the barriers, and go, right, what are the ones that we can address, what are the ones that we need to acknowledge, what are the ones that really have no control over and where do we get our

best bang, get the biggest impact in changing strategy or addressing something?

Support from mentors and peer networks was acknowledged as an important psychological factor by both cohorts. Having a peer cohort of women coaches from other sports to share stories, ideas, values, and experiences was noted by participants to provide confidence and comfort for the coaches. Similarly, mentors were stated by the participants to have a positive psychological affect for the coaches. Keanu (senior manager) noted the benefit of networks for the support they provide coaches “I think where we’ve identified we’re at five or six female coaches in our coaching pool, but it’s about creating that supportive network of coaches around each other”.

The impact of family responsibility and motherhood was noted by the majority of coaches and a number of the senior managers as a psychological factor that has a profound effect on women high-performance coaches’ attraction and retention. Psychologically, the coaches expressed a sense of guilt if they did not fulfil their role as a mother and family members. The coaches noted the positive effects for the senior managers and NSOs to understand the psychological needs of the coaches to have the flexibility and understanding to meet their motherhood and family responsibilities as well as perform their role as a high-performance coach.

The senior managers noted the benefit of understanding the importance of motherhood and family responsibilities for the coaches. It was noted by the senior managers that flexible schedules psychologically ease the burden and guilt associated with not meeting the role of motherhood and as a family member. The coaches highlighted the difficult decision placed on the women psychologically to retain their position as a high-performance coach and fulfil

their role as a mother and family member without supportive and understanding practices from the NSOs and senior managers, as stated by Steffi (coach):

With a lot of women sometimes it is quite hard for them to stay because, they've got their families, other priorities as well. New mothers especially too. I think again making sure that if there're sustainable practices or things put in place for women to be retained.

The support for ongoing development with the coaches was highlighted as an important practice by the senior managers. To work in collaboration with the women high-performance coaches to understand their development needs, their aspirations and long-term goals provided psychological benefits that the coaches' career aspirations were important, as stated by Keanu (senior manager):

Working with the coaches and see what are their long-term items and how do we support them going forward? What are their performance gaps? And how do they need support from us? Identify what they need. So, that's what we want to put in place for them, as well. Long term. That's part of our coaching strategy in the form of performance pathways as well.

Results Conclusion

The chapter presented descriptive results from Phase one document collection and Phase two multiple case study. Phase one analysed 46 NSOs publicly available strategic plans to reveal who had targeted women high-performance coaches. Twenty NSOs had strategic plans with a focus on high-performance coaching. Of the 20 NSOs examined it was revealed that five had strategic plans that targeted women high-performance coaches.

Phase one explored if the social, cultural, economic and psychological factors existed within the 20 NSO strategic plans related to high-performance coaching. Results revealed the

social factor was the most prominent followed by cultural, psychological, and economic. Five NSOs that were identified to have high-performance plans that targeted women's high-performance coaching were further analysed for keywords related to the four factors. The five NSOs that targeted women high-performance coaches were explored in the Phase two multiple case study.

Phase two comprised a multiple case study of the five NSOs and involved the conduct of semi-structured interviews. Two study groups were formed for the study. Sixteen coaches (Study-one) and thirteen senior managers (Study-two) accepted the invitation to participate in semi-structured interviews. Data analysis revealed good organisational practices to attract, develop, and retain women high-performance coaches.

The attraction, development, and retention themes revealed 12 codes for good organisational practices focused on women high-performance coaches. Attraction produced five codes, development revealed three codes, and retention produced four codes. Coaches and senior managers acknowledged the five attraction codes similarly, however, three codes were more prominent and acknowledged by over 70% of both the coaches and senior managers. In particular, the attraction theme revealed flexibility of family needs, talent identification, and transparent career pathways as key good practices for senior managers to understand and implement to attract women high-performance coaches.

High-performance coach skills development was also highly noted (75%) which acknowledged leadership, management, broad coaching skills, and communication. The provision of mentors and enabling a safe working environment were recognised by both cohorts as important development practices for women high-performance coaches (58%). Both participant groups noted AIS-led programs contained diverse programs for skills' development tailored for women high-performance coaches. The provision of mentors was

noted by both cohorts to help develop confidence, reduce stress, provide support, and help encourage the women high-performance coaches overall skills and performance. Enabling a safe environment was also highlighted to provide the optimal opportunities for the women high-performance coaches to develop in training camps, programs or courses without fear of feeling vulnerable or being ridiculed.

The retention theme revealed four codes referenced by both participants. The majority of the coaches (80%) highly referenced each code and the majority of senior managers (73%) for three codes. Three codes were regular communication, peer networks from across sports, and motherhood and parenting support (less noted by senior managers). The final code, advocacy of women high-performance coaches, was noted by the majority of both participant groups to elevate the coaches' prominence, celebrate their successes and showcase the coaches as valued leaders. Support practices for the coaches were highly prevalent for retention.

The attraction, development, and retention results from these coaches and senior managers were explored further to identify what four factors (social, cultural, economic, and psychological) were evident. The results revealed what factors interact and intersect with organisational practices and how they impact individually and/or collectively in attracting, developing, and retaining women high-performance coaches.

Findings revealed the social factor was the most prominent of the four factors. The three associated components were level of experience of senior managers, interaction between senior managers and women high-performance coaches, and values and beliefs were revealed from the exploration. The experience of the senior managers was noted by the number of NSOs these managers had worked for, how many years they had been at the NSO as a senior manager, and if the senior manager had transitioned from a high-performance

coach role to a senior manager role. The more experienced the manager, the more conscious they were of the need for women in high-performance coach positions. The influence of senior managers was highlighted in regard to the environment they created for interaction between these women coaches and themselves which was deemed very important by both participant cohorts for enabling positive communication, development opportunities, and experience. Social networks that include mentors and peers for the connection and interaction of people from within the organisation and external to the organisation were highlighted as important influences. Values and beliefs were deemed vital components to encourage women high-performance coaches. Values and beliefs were highlighted for women high-performance coaches as respected leaders, role models, and for motherhood and family needs. NSOs and senior managers ability to embrace diversity was prominent in the results for women as leaders, senior managers, role models, community leaders, and an inspiration for current and younger generations.

The cultural factor was acknowledged similarly by the coaches and senior managers. Findings revealed three key components related to culture to encourage women high-performance coaches. First, the visibility of women high-performance coaches was noted as poor and required attention from the senior managers in these NSOs. Visibility referred to the coaches as strong leaders and role models to peers and the community. Second, power dynamics were noted as a problematic cultural component for male dominated groups affecting the encouragement, inclusion, and experiences of women high-performance coaches. The findings show it is necessary for senior managers to express strong leadership to disrupt the male-dominated culture. Finally, the status belief of women high-performance coaches was highlighted as low and remains a challenge to address for senior managers. The senior managers and coaches expressed the advocacy of the women high-performance coaches is critical to advance their standing. In doing so, both participant groups highlighted

a change to the cultural perception of the coaches' status as respected and valued members of the NSOs and community is required.

The economic factor revealed two components acknowledged by both cohorts. The first component revealed NSOs high-performance provision of financial support is limited. However, the financial support given to women high-performance coaches is lacking and disproportionate to their male colleagues. The lack of financial support was focused, in particular, on the coaches travel requirements to competitions or training camps, coaches with young children that needed to travel with them, and national uniforms were all often self-funded requirements that caused financial distress and anxiety. The second component was the need for NSOs to invest in the development of women high-performance coaches. Investment was noted to be via educational programs, scholarship programs, mentorships, and coaching apprenticeships.

The psychological factor produced one component. Support from senior managers and NSOs for women high-performance coaches was highlighted as a key component that encompassed several perspectives from both participant cohorts. Findings revealed the women high-performance coaches can be affected psychologically from several aspects that were noted including:

- guilt from being absent from family or partner responsibilities
- lack confidence in their role as a high-performance coach
- stress from feeling isolated as a women high-performance coach
- feeling marginalised

Support was indicated through positive communication, listening, understanding, actions and removal of barriers.

The results presented in this chapter reveal good organisational practices perceived by coaches and senior managers, in particular, for the attraction, development, and retention of women high-performance coaches. Results also identify how these practices intersect and interact with social, cultural, economic, and psychological factors to act as enablers within the EIM organisational level, focused on women high-performance coaches. These results build knowledge to enable discussion and address the research questions. The following discussion chapter will discuss the new knowledge to reveal how these factors interact and intersect to drive good organisational practices as a guide for senior managers to encourage women high-performance coaches.

Chapter Four: Discussion

The purpose of the current research was to determine what social, cultural, economic, and psychological factors intersect with organisational work practices of senior managers in NSOs in Australia to encourage women high-performance coaches. In this chapter, the findings are discussed and analysed with reference to the literature reviewed. The two research questions framed to address the research purpose were:

- 1) What organisational practices attract, develop and retain women high-performance coaches?
- 2) What components within the social, cultural, economic and psychological factors enable good practices to encourage women high-performance coaches?

To answer the research questions, this chapter is presented in two sections. Section one discusses good organisational practices identified for NSOs to attract, develop, and retain women high-performance coaches. Section two discusses findings at the organisational level focused on the four factors and their interactive components that enable good practices focused on women high-performance coaches. New theoretical and practical knowledge gained from the discussion evolves. The chapter concludes with a summation of key findings and new knowledge that emanates from the current research. In doing so, the findings can guide NSOs and their senior managers on good organisational practices to encourage women high-performance coaches.

Organisational Practices to Attract, Develop, and Retain Women High-Performance Coaches

National sporting organisations are reliant on their people for success (Westerbeek, 2012). Institutional theory, in particular institutional work, recognises these people as actors whose actions shape practices that create, maintain, or disrupt institutions (Lawrence et al.,

2011; Nite & Nauright, 2020). Actors such as senior managers in NSOs play a significant role in the outcome of these practices (Nite & Edwards, 2021). Findings from this current research reinforce the vital role actors' play to enable good organisational practices to encourage women high-performance coaches. More specifically, senior managers determine the outcome of strategic organisational practices (Federo & Saz-Carranza, 2017; Fletcher & Arnold, 2011; Petkovic et al., 2016), to attract, develop and retain women high-performance coaches.

Time spent as a senior manager at an organisation and the number of organisations a senior manager has experienced can impact their practices, values, beliefs, leadership and management that they implement to stakeholders (Voronov & Weber, 2020). These findings are supported by the current research, specifically in high-performance sport settings such as NSOs. Senior managers involved in this research tended to have worked for multiple NSOs in Australia and abroad or had transitioned from coaching to management roles, giving them broad experience. As a result, these managers were open to diversity in their practices and displayed a willingness to develop opportunities to attract, develop, and retain women high-performance coaches. These findings reveal that to embrace and promote leadership diversification in coaching related to women high-performance coaches, it is recommended that NSOs appoint senior managers who have cross-sport experience or who have transitioned from high-performance coaching to management.

Previous research has failed to shed light on organisational practices established by senior managers to attract, develop and retain women high-performance coaches, in consequence this topic has remained poorly identified and understood (Banwell et al., 2020; Lavoie & Dutove, 2012; LaVoi et al., 2019). The current research sought to address this gap and identified 12 good organisational practices to encourage women high-performance coaches. Associated recommendations evolved from each of these 12 practices. To dissect

these practices in detail, the following section is presented in three subsections: attraction, development, and retention. Furthermore, each subsection provides associated recommendations to guide senior managers for good practice outcomes.

Attraction Practices

It was recently revealed that less than 15% of high-performance coaches in Australia are women (Sport Australia, 2019). The low percentage of women in high-performance coaching roles in sport has been consistent throughout the history of modern sport (Kane & LaVoi, 2018a). The underrepresentation can be associated with a lack of good organisational practices recognised to attract women to become high-performance coaches (Kenttä et al., 2020; Kidd, 2013; Norman, 2008). To address this problem, there is a need for senior managers to facilitate opportunities to enable women to apply for and become high-performance coaches (Kidd, 2013; Surujlal & Vyas-Doorgapersad, 2015). Findings from the current study reveal five good organisational practices and associated recommendations recognised by women high-performance coaches and senior managers that attracted women to high-performance coaching. These practices include: flexibility with family needs; talent identification; transparent career pathways; training camps; and showcase women high-performance coaches. These findings will assist NSO senior managers with targeted practices to attract women high-performance coaches.

Flexibility with Family Needs

The provision of flexibility and support for high-performance coaches with dependent children and/or family needs was deemed essential practice in the current research to attract women high-performance coaches. Such flexibility, however, has been problematic in the past. Potential conflicts with the demands of time required for women high-performance coaches in regards to their family responsibilities and job demand has been a long-term frustration and hindrance to attract women in the profession (Cunningham et al., 2019;

Didymus et al., 2021). The coaches in the current study highlighted examples of school drop-off and pick-up times were important as a parent, however, inflexible work schedules hindered their availability to be present for their children at these crucial times causing anxiety and conflict towards their role as a coach. Inflexible work schedules also included time spent working on weekends by these coaches. Senior managers in the current research who understood this conflict were aware that practices to support family needs required flexibility to accommodate these coaches. Despite ample research conducted on the need for senior managers to accommodate family demands, in particular for women, good organisational practices are yet to be recognised (Allen & Shaw, 2009; Bruening & Dixon, 2008; Cunningham et al., 2019; Didymus et al., 2021; Lavoie & Dutove, 2012; Sisjord et al., 2022b). The findings from the current research reinforce the need for senior managers to move to a flexible stance, one that actively engages in sustainable good organisational practices to support the family needs of women high performance coaches. Three associated recommendations emerged to guide senior managers on what flexibility with family needs could include:

- Roster training schedules to non-school hours (e.g., between 9.30 am and 2.30 pm)
- Establish on-site childcare
- Roster days off for coaches on weekdays throughout the year

Talent Identification

To identify and encourage women who are high-performance athletes close to retirement or have just retired, to move into a high-performance coaching career, was recognised as a good attraction practice. Similar practices were indicated in past research (Barker-Ruchti et al., 2014). However, in the case of women, this practice has not necessarily been adopted by NSOs (Sport Australia, 2017) and the current research identified this to be a proactive step specific to women. Former or retiring high-performance women athletes have

shown a passion to remain in their sport and are attracted to pursue high-performance coaching roles if provided the opportunities by NSOs (Barker-Ruchti et al., 2014). In several cases, coaches indicated as a former athlete, being approached by senior managers and encouraged to consider high-performance coaching roles had been effective in attracting them to follow a high-performance coaching pathway. Fast tracking former women athletes directly into high-performance coaching did present challenges for both cohorts to manage including their inexperience in the broad skills of leadership, athlete management, and effective communication required of high-performance coaches. The current study recognised the associated recommendation for senior managers of NSOs:

- identify recently retired women athletes with an interest to continue in the sport, “tap them on the shoulder” and encourage the skill set they have to become a high-performance coach

Transparent Career Pathway

A transparent high-performance coach career pathway was noted as a good practice to attract women high-performance coaches. Previous research however, indicates a career pathway for women to become high-performance coaches has been poorly defined, unclear, and therefore detrimental to women’s pursuit of such roles (Greenhill et al., 2009b; Sisjord et al., 2021). It was acknowledged in the current research that an inconsistent pathway existed. In some cases, it was luck that had secured women high-performance coaching roles. Specifically, these coaches noted the selection criteria that underpinned the skills and experience needed for the role was unclear and therefore diminished confidence of potential women to apply. Adopting a clear, transparent high-performance coach pathway in NSOs would enable aspirants, regardless of gender, to be assessed according to set standards and build a clear understanding on what skill set and experience is required and where they fit in the journey to become a high-performance coach.

Women coaches and senior managers in the current study recognised that a transparent pathway should incorporate key actions to maximise opportunities to attract women to the role. The coaches highlighted transparent recruitment practices needed to be clearly defined. There was also the need from these coaches to articulate skills and experience required for the role to gauge their suitability based on the criteria. The senior managers took a different stance and highlighted the need to expose high-performance state and national programs and scholarships to showcase the career pathway for women into high-performance coaching. An additional recruitment practice suggested by these managers was to establish high-performance coach positions that strongly encouraged women to apply. Quotas were highlighted with some trepidation by these managers, based on the perception and negative attention this may bring to women aspirants and the NSO. To reinforce this trepidation, the coaches highlighted that quotas were not an attraction and could become a deterrent due to the negative perceptions about it being tokenistic rather merit based. To change tact from quotas, senior managers highlighted a need to target a percentage increase in the number of women applying for high-performance coaching roles in their plans through the exposure of opportunities of scholarships, state and national programs.

Four associated recommendations have emerged to guide senior managers on providing transparent career pathways to attract women into high-performance coaching:

- provide a clear transparent selection criteria
- showcase a clear statement on skills and experience required as a high-performance coach
- promote internal and external scholarship opportunities that include provision for childcare and family responsibilities
- strongly encourage women to apply in the position description

Training Camps

To showcase the opportunity women high-performance coaches had to lead at training camps, including international training camps was recognised as a good attraction practice in the current study. Specifically, to be a leading coach at high-performance training settings such as pre-event and training camps or specialised athlete training sessions. Women high-performance coaches have previously expressed the need to participate as a lead coach in formal training to advance their knowledge and practical skills. Opportunities however for them to lead at these camps were scarce (Allen & Shaw, 2009; LaVoi, 2016; Norman, 2012; Norman et al., 2018). Regardless of this need, the current study identified change had still not occurred and the appetite for women coaches to be a leading coach at international training camps was high. Findings reveal the women even in assistant coach positions are not being fully utilised for their skill set at these camps. Frustration was apparent, these opportunities were infrequent and rare. Instead the leadership role was assigned to male high-performance coaches and these women coaches were given non-coaching related administration tasks such as to arrange buses, hotel transfers and food. To attract women coaches there was a need to provide opportunities for them to attend international training camps where their leadership responsibilities to perform high-performance coaching duties were clearly understood by all stakeholders. The coaches in the current research identified that senior male high-performance coaches tended to assign the other coaches tasks which negatively impacted the experiences of women in the coach role. To avoid this reoccurring these women coaches recommended senior managers become more involved in assigning coaching tasks and to attend camps.

The current research identified practical experiences gained by women during formal training camps enhanced a gender-diverse high-performance culture. Specifically, women high-performance coaches were exposed to managing athletes and teams, meeting NSO and

stakeholder expectations and experiencing how other countries differ in their high-performance programs under the pressure to perform at the highest level at an event. These experiences are difficult to replicate in a professional development workshop environment and leading at training camps became a way to attract women into this role. Another good attraction practice example at training camps and more broadly was for women to coach male teams or athletes, which reinforces previous research (Fink et al., 2016; LaVoi, 2020). Four associated recommendations have emerged focused on training camps:

- senior managers to be involved in the planning process of coach roles during training camps
- senior managers to attend training camps
- women high-performance coaches to play an active leadership role in training camps
- enable women to coach male teams and athletes

Showcase Women High-Performance Coaches

To showcase women high-performance coaches internally and externally by NSOs was recognised in the current research as a vital practice for senior managers to implement. Previously, male coaches and sports in general, have shunned recognition of women coaches for their valued work and contributions (Norman & Rankin-Wright, 2018; Picariello & Angelle, 2016). This is despite the social, cultural, economic, and psychological benefits that women high-performance coaches provide to athletes and the NSO as a whole (Lavoi & Dutove, 2012; Sisjord et al., 2021; Wicker et al., 2019a).

Different perceptions existed in the current research between coach and senior manager participants about organisational practices related to showcasing. Women high-performance coaches highlighted they were not celebrated and were often devalued. Examples were noted that showcased successful events and campaigns within the workplace or on social media

feeds that rarely contained images of women high-performance coaches. If women in these roles were showcased as role models by senior managers, the introductions by senior managers to media, external stakeholders, and generally the community, noted their gender instead of their skills as a high-performance coach. The lack of visibility of women high-performance coaches is not a new finding, men are predominantly showcased in high-performance coaching roles (Burton, 2015; Knoppers et al., 2021; Picariello & Angelle, 2016). The consequence is this lack of showcasing makes it difficult for women to believe that being a high-performance coach is valued and achievable. Therefore, findings from the current research reveal that showcasing the success of women high-performance coaches builds prominence in their sport for women as leaders. Associated recommendations to emerge from these findings are the need for senior managers to:

- understand the effects of not showcasing women high-performance coaches
- ask women high-performance coaches in their sport how they would like to be showcased to stakeholders to promote their strong skills set

Development Practices

High-performance coaches require diverse skills to lead and manage their athletes, and teams and stakeholder and organisational expectations (Lyle & Cushion, 2010). Ongoing coach development is required. Such development assists to build the quality of high-performance coaches including their leadership, management, psychology, teaching, social and cultural awareness, and mentoring skills (Cassidy et al., 2016; Dawson et al., 2013; Shaw & Allen, 2009). To assist NSOs in the implementation of associated practices, findings from the current research reveal three good organisational practices recognised by participants for the development of women high-performance coaches. These include high-performance coach skills, the provision of mentors, and enable a safe working environment.

High-Performance Coach Skills

Women high-performance coaches want to continually improve their skills (Norman, 2010b; Poos & Carson, 2022). The findings in the current research show that women high-performance coaches prefer tailored development programs designed for individuals rather than generic development programs. Periodically (twice yearly) evaluating the knowledge and experience of each woman high-performance coach with their senior manager to discover opportunities related to development was deemed a good organisational practice in the current research. Collaborative evaluation between the senior manager and coach was highlighted as vital to establish the coaches preferred option to attend specific programs designed for their individual needs. Furthermore, participants recognised formal development of coaches' management and leadership skills was essential. Past research indicates senior managers have assumed women high-performance coaches possess a high level of management and leadership knowledge and experience, however, this has caused distress for women coaches due to knowledge gaps that needed further development (Allen & Shaw, 2009). Three recommendations have emerged from the current study to guide senior managers:

- establish a structured development process that includes a minimum of two annual collaborative meetings with women high-performance coaches to discuss knowledge and experience gaps
- tailor individual development programs
- enable attendance at leadership and management programs led by the AIS and other agreed professional development providers

Provision of Mentors

Mentors were a critical source in the current study to help develop and support women high-performance coaches. The coaches in this investigation highlighted that mentors provide

valuable developmental input and support based on their personal experience, which reinforces previous research (Banwell, Kerr, et al., 2019; Banwell et al., 2020; Norman, 2012). These mentors provide support particularly when the feeling of isolation women may experience as high-performance coaches exists that affects their confidence (Lavoie & Dutove, 2012; Norman, 2010b, 2018). Mentors help develop coaching philosophies, improve communication skills, develop personal growth, and improve organisational relationships (Allen & Shaw, 2009; Banwell et al., 2020). Findings from the current research however identified mentors for women high-performance coaches are limited. In this case the key recommendation to emerge from this finding is for senior managers to:

- identify and provide suitable mentors for women high-performance coaches

Enable a Safe Working Environment

Provision of safe environments for women high-performance coaches to engage with stakeholders in programs, training camps or events without fear of ridicule or scorn was recognised in the current research as a good practice. In particular, it was noted the opportunity for these women to feel comfortable to openly and freely participate as senior coaches in decision-making in athlete development programs and training camps was important. The effects of male-dominated environments in sport are negatively impacting the development of women high-performance coaches (Acosta et al., 2012; Norman, 2013; Walker & Bopp, 2010). In consequence, attention is required to establish practices for safe environments to assist strengthen these women's leadership role and maximise their development (Cunningham et al., 2019; Kenttä et al., 2020; Lavoie & Dutove, 2012). The findings in the current research articulated senior managers develop and implement a structured approach and related code of conduct to enable the development of safe working environments that are clearly understood by all stakeholders. Two associated recommendations emerged from this finding and include senior managers to:

- establish training camp structures that comprise high-performance coaches with strong skill sets in which women are highly represented
- activate a code of conduct signed by senior managers and high-performance coaches to provide welcoming and inclusive elite athlete training program environments for all coaches

Retention Practices

Globally, the retention of women high-performance coaches in NSOs has proven to be difficult (Cunningham et al., 2019). Women high-performance coaches are more likely faced with the decision to leave their role rather than feel supported to establish a long-term career as a high-performance coach (Lavoie & Dutove, 2012; Poos & Carson, 2022; Thompson et al., 2020). One reason could be due to a lack of understanding on what good organisational practices are required to support and encourage the retention of women as coaches (Kane & LaVoi, 2018b; LaVoi, 2016; Wicker et al., 2019b). Urgent attention to enable support is required from senior managers (Norman & Rankin-Wright, 2018). Different perceptions between coach and senior manager participants in the current research existed on good organisational practices to retain women high-performance coaches. These coaches recognised the need for good retention practices more than the senior managers. To assist senior managers, findings from the current research reveal four good practices recognised by participants that retain women high-performance coaches. These include: regular communication; peer networks from across sports; motherhood and parenting support; and advocacy for women high-performance coaches.

Regular Communication

Perspectives differed in the current study between the women high-performance coaches and senior managers on effective communication strategies to ensure good practices were conducted and maintained. These high-performance coaches articulated their preference

for consistent, regular communication each week from senior managers. Currently this did not occur. Regular, clear and concise communication was essential with their teams and athletes, and receiving this type of communication from their senior managers. Senior managers admitted that more focus was required for them to engage in one-on-one communication with the women high-performance coaches and to listen and respond to the points and concerns raised. The senior managers, however, did not raise the need to prioritise consistent regular communication. Women coaches have an inherent strength to provide clear and consistent information which reduces uncertainty and ambiguity (Brown & Light, 2012; LaVoi, 2016; Schlesinger & Weigelt-Schlesinger, 2012). The inconsistent communication practices of senior managers responsible for women high-performance coaches, has contributed to the feelings of isolation, ambiguity, and lack of support for these coaches (Allen & Shaw, 2013a; Fletcher & Streeter, 2016). Regular communication between women high-performance coaches and senior managers was highlighted in the current research as a good practice that creates a positive working relationship and productive workplace. Two associated recommendations emerged from this finding and include senior managers to:

- establish open, clear, regular (preferably weekly) one-on-one communication
- listen and respond to needs communicated by the women high-performance coaches to help reduce ambiguity and frustration

Peer Networks from Across Sports

The current research highlighted the need to bring together experienced coaches from across sports to form peer networks, this provided essential support for women high-performance coaches. Peer networks are shown to be an important support mechanism and assist with the retention of coaches (Banwell, Kerr, et al., 2019; Barker-Ruchti et al., 2014; Poos & Carson, 2022). Development of these peer networks provides confidence, support, information sharing, and assists with building resilience to remain a high-performance coach

(Lavoi & Dutove, 2012; Wicker et al., 2019b). In particular, findings in the current research identified NSOs that facilitated peer networks for women high-performance coaches was beneficial and enabled the move away from the reliance on these women to create their own peer networks. Peer networks from across sports were highlighted to provide positive reinforcement, offer support to share experiences and ideas, listen to storytelling to help grow knowledge, and showcase experienced coaches who can be role models for new inexperienced coaches. These peer networks were noted to be limited and required focus from senior managers to build accessibility and growth of these networks, whether that be in-person or online. Three associated recommendations have emerged from this finding and include senior managers to:

- identify cross-sport coach professional development programs for women coaches to attend
- create online peer-coach networking opportunities sessions e.g., Facebook groups, WhatsApp groups, online coffee catch ups
- encourage experienced women high-performance coaches to lead peer groups to assist with growth and development

Motherhood and Parenting Support

The demands of motherhood and associated family responsibilities were foremost considerations by the women high-performance coaches involved in the current research. In particular for senior managers to provide good practices that enable work/family balance. Historically, motherhood and family responsibility have been recognised as a stressor and a continual barrier for women high-performance coaches to remain in the role (Bruening & Dixon, 2008; Fraser et al., 2018b; Kamphoff, 2010). These coach roles challenged family interaction and had an adverse effect on women as mothers to remain coaches (Fraser et al., 2018b; Sisjord et al., 2022a). It was recognised by coaches in the current study that

organisational structures and practices can be modified to consider family responsibilities. This would reduce associated stressors and barriers. Despite the need to recognise and support family needs from these coaches, only half of the senior manager respondents recognised this as a good practice. As a result, it was suggested from these coaches that senior managers are better educated on the complexity of motherhood and parenting needs to help gain knowledge on the impacts from the women coaches' perspectives. In turn, the new knowledge will help facilitate proactive good practices for the retention of women high-performance coaches. Three associated recommendations emerged to guide senior managers:

- professional development for senior managers on the complexity of motherhood and parenting needs for coaches
- ask women high-performance coaches on their parenting needs
- enable family travel to competitions and training camps

Advocacy for Women High-Performance Coaches

The advocacy from senior managers in an NSO for women high-performance coaches was a recognised good retention practice from participants in the current research. However, the advocacy role played by senior managers has lacked attention in regard to supporting the achievements of their women high-performance coaches with reference to organisational, sport, team, or community success (Blom et al., 2011; Thompson et al., 2020). The findings from the current research highlight that advocacy for women high-performance coaches from senior managers improves the recognition and prominence of these coaches as valued team members and skilled individuals. In doing so these women are recognised as role models and inspire current and future generations of the legitimate career pathway for women (Kenttä et al., 2020; Norman & Rankin-Wright, 2018; Pape, 2020), in this case as a high-performance coach. It is encouraging to note findings from the current research reveal the historical lack of advocacy for women high-performance coaches can be changed. In particular senior

managers now celebrate, encourage, and educate staff about the value, diversity, and importance of women high-performance coaches. Specifically, it was highlighted by participants that practices from senior managers to actively advocate for women high-performance coaches promotes greater focus and awareness for stakeholders that women high-performance coaches are valued and supported by their organisation and assists with retention. Three associated recommendations emerged to guide senior managers:

- be a strong advocate for women high-performance coaches
- call out inappropriate situations that may be faced by women high-performance coaches
- track the equitable acknowledgement of high-performance coach achievement for women and men

Summary

The purpose of this section was to discuss the good organisational practices identified for NSO senior managers to attract, develop, and retain women high-performance coaches. In doing so, the first research question has been addressed. The results from this explorative research reveal 12 organisational practices were identified to attract, develop and retain women high-performance coaches. In addition, 31 associated recommendations were identified to assist guide senior managers with future good practices (refer to Table 10). Findings from this research begins to address LaVoi, McGarry and Fisher's (2019) request for good practices by NSOs to encourage women's coaching and organisational practices. In addition to the identification of good practices, associated recommendations for senior managers at NSOs have evolved. For example, the results in the current research reveal that a good attraction practice is talent identification. To assist build this practice, the associated recommendation is to identify recently retired women athletes with an interest to continue in

the sport, “tap them on the shoulder” and encourage the skill set they have to become a high-performance coach.

Table 10

Attraction, Development and Retention Practices and Recommendations to Encourage Women High-Performance Coaches

	Practice	Associated recommendations
Attraction	Flexibility with family needs	<ol style="list-style-type: none"> 1) Roster training schedules to non-school hours (e.g., between 10 am and 2 pm) 2) Establish on-site childcare 3) Roster days off for coaches on weekdays throughout the year
Attraction	Talent identification	<ol style="list-style-type: none"> 1) Identify recently retired women athletes with an interest to continue in the sport, to “tap them on the shoulder” and encourage the skill set they have to become a high-performance coach
Attraction	Transparent career pathways	<ol style="list-style-type: none"> 1) Provide a clear transparent selection criteria 2) Showcase a clear statement on skills and experience required as a high-performance coach 3) Promote internal and external scholarship opportunities that include provision for childcare and family responsibilities 4) Strongly encourage women to apply in the position description
Attraction	Training camps	<ol style="list-style-type: none"> 1) Senior managers to be involved in the planning process of coach roles during training camps 2) Senior manager to attend training camp 3) Women high-performance coaches to play an active leadership role in training camps 4) Enable women to coach male teams and athletes
Attraction	Showcase women high-performance coaches	<ol style="list-style-type: none"> 1) Understand the effects of not showcasing women high-performance coaches 2) Ask women high-performance coaches in their sport how they would like to be showcased to stakeholders to promote their strong skills set

	Practice	Associated recommendations
Development	High-performance coach skills	<ol style="list-style-type: none"> 1) Establish a structured development process that includes a minimum of two collaborative meetings with women high-performance coaches to discuss knowledge and experience gaps 2) Tailor individual development programs 3) Enable attendance at leadership and management programs led by the AIS and any other agreed professional development providers
Development	Provision of mentors	<ol style="list-style-type: none"> 1) Identify and provide suitable mentors for women high-performance coaches.
Development	Enable a safe working environment	<ol style="list-style-type: none"> 1) Establish training camp structures that comprise high-performance coaches with strong skill sets in which women are highly represented 2) Activate a code of conduct signed by senior managers and high-performance coaches to provide welcoming and inclusive elite athlete training program environment for all coaches
Retention	Regular communication	<ol style="list-style-type: none"> 1) Establish open, clear, regular (preferably weekly) one-on-one communication 2) Listen and respond to needs communicated by the women high-performance coaches to help reduce ambiguity and frustration
Retention	Peer networks from across sports	<ol style="list-style-type: none"> 1) Identify cross-sport coach professional development programs for women coaches to attend 2) Create online peer-coach networking opportunities sessions e.g., Facebook groups, WhatsApp groups, online coffee catch ups 3) Encourage experienced women high-performance coaches to lead peer groups to assist with growth and development of them
Retention	Motherhood and parenting support	<ol style="list-style-type: none"> 1) Professional development for senior managers on the complexity of motherhood and parenting needs for coaches 2) Ask women high-performance coaches on their parenting needs 3) Enable family travel to competitions and training camps

	Practice	Associated recommendations
Retention	Advocacy for women high-performance coaches	1) Be a strong advocate for women high-performance coaches 2) Call out inappropriate situations that may be faced by women high-performance coaches 3) Track the equitable acknowledgement of high-performance coach achievement for women and men

Social, Cultural, Economic and Psychological Factors

Organisations are complex institutions influenced by social, cultural, economic, and psychological factors (Nite & Edwards, 2021; Patriotta, 2020; Voronov & Weber, 2020). Based on findings from the current research, for good organisational practices to occur components within these four factors stimulated by actors, activated these practices to attract, develop, and retain women high-performance coaches. The identification of these components assist to address the second research question: What components within social, cultural, economic and psychological factors enable good practices to encourage women high-performance coaches?

It was at the organisational level, that institutional theory (Kilculis, 2000; Nite & Edwards, 2021) played a key role. Specifically, institutional work was evident based on the actors and practices at play (Lawrence et al., 2011). Institutional work refers to how the actions of people and institutions in which they belong are shaped by each other or simultaneously shaped (Battilana & D'Aunno, 2009). In the case of the current research, senior managers are the actors who acted individually to enable the activation of good organisational practices. To expand, senior managers need to consider each of the four factors and associated components when implementing the identified practices and in doing so, this interaction enables good practices to occur to attract, develop and retain women high-performance coaches. Practically, these findings can be adopted as a guide for senior

managers to assist in their quest to encourage women high-performance coaches in their sport.

To delve deeper into addressing the second research question, the following section is presented in four sub-sections. The first three focus on the social, cultural, economic, and psychological factors and associated components. Each of the four factors interacts with each practice however, the social and cultural factors are presented separately based on the prominent role played to enable good practices. The economic and psychological factors are less prominent and are presented together in the third sub-section. The final sub-section draws the research findings together to recognise the institutional work of senior managers and their need to consider the four factors to enable good practices to occur. In doing so new knowledge has been gained from the current research that has expanded the EIM at the organisational level to move beyond the focus of barriers to reveal good practices to encourage women high-performance coaches.

Social Factor

The social factor has a strong influence on organisational practices. It is stimulated by humans within an organisation, who through interaction directly influence the practices experienced by stakeholders (Burton, 2015; Cortis, 2009; Kidd, 2013). Findings from the current research show that the social factor was the most dominant of the four factors. Three components evolved from this factor including the experience of senior managers, interaction between senior managers and women high-performance coaches, and values and beliefs of senior managers.

Experience of Senior Managers

Leaders in the form of senior managers within NSOs directly influence organisational environments. Leadership environments within NSOs however, tend to be male-dominated

and thus contain hegemonic practices impacting women high-performance coaches experiences to feel unwelcome, dominated, undervalued, and the need to continually prove themselves (Norman & Rankin-Wright, 2018). Findings from the current research revealed the experience of a senior manager played a role in what practices were activated. Senior managers for example who had worked in multiple NSOs or transitioned from a high-performance coach to senior manager displayed more social interactive considerations and diversity to enable good practice than those who had worked in only one NSO.

Findings revealed senior managers who had worked across more than one sport and / or were high-performance coaches prior to their management role held similar views to those of women high-performance coaches in regard to identifying good practices that attracted, developed and retained women high-performance coaches. On the other hand, senior managers who had worked in only one NSO had the potential to be socially biased toward hegemonic male-dominated practices. As an illustration of this in the current research was, in the board room of an NSO, a photo was displayed of an all-male senior management team, high-performance coaches, and support staff alongside two female athletes, to celebrate the Olympic success of these athletes. The senior managers involved in the current research did not consider this photo abnormal however it was noted as a concern for women high-performance coaches.

Interaction Between Senior Managers and Women High-Performance Coaches

The interaction between senior managers and women high-performance coaches, when aligned, indicated in the current study that their effort and mutual focus towards achieving goals and decision assisted to disrupt practices and shape an organisation (Lawrence et al., 2011) to encourage women high-performance coaches. As such, the interaction and relationships developed between senior managers and these coaches are vital (Allen & Shaw, 2013b; Lavoie & Dutove, 2012; Picariello et al., 2021). Interpersonal relationships between

senior managers and the high-performance coaching team influence ideologies, environments, behaviours and organisational practices (Allen & Shaw, 2013b; De Haan & Sotiriadou, 2019). Findings from the current research indicate embedded practices can be disrupted with good practices to reach the goal of attracting, developing and retaining women high-performance coaches. Senior managers can initiate and embed, with the support from women high-performance coaches, good practices and create change.

Findings revealed that at times perceptions between these two cohorts were not aligned on good practices to encourage women high-performance coaches. On the other hand, when practices were aligned, increased confidence, positive behaviours, social experiences, and reduced isolation existed among women high-performance coaches. Senior managers, identified in the current research, were the key actors to enable good practices. These managers can establish peer networks across sports, be connectors to their state sporting organisations high-performance coaching teams, review internal social network practices to avoid negative ideologies, set standards for behaviour, and advocate. Proactive interaction initiated by senior managers, leads to good practices.

Values and Beliefs of Senior Managers

Values and beliefs are influential components in organisations. These components are inherent in individuals that affect actors and their practices to enable women high-performance coaches, yet research has been limited (Kane & LaVoi, 2018a; Norman & Rankin-Wright, 2018). The current study revealed that senior managers who portrayed positive values and beliefs focused on women high-performance coaches, lead practices that displayed and advocated these women as leaders, showcased them as strong role models, and recognised motherhood and family needs.

These findings reinforce the importance of senior managers establishing and practising strong values and beliefs in NSOs that enable good practices targeted to women high-performance coaches. As identified in the document analysis, these values and beliefs can be formalised in strategic plans to recognise the focus on women high-performance coaches and embed social language including equality, inclusion and diversity.

Cultural Factor

The culture in organisations can limit or advance progression to achieve goals. Previous research has shown that the culture established in an organisation sets the standards, values, beliefs, expectations and practices for people (Goldman et al., 2006; Mitrovic et al., 2019). Historically, NSOs have contained male-dominated management structures that has held hegemonic cultural perspectives affecting practices to encourage women high-performance coaches (Cunningham et al., 2019; LaVoi et al., 2019). Findings from the current research reinforce the vital role cultural factors and associated components play with senior managers to enable the implementation of good organisational practices to encourage women high-performance coaches. To assist senior managers create an enabling cultural environment to encourage women in this role, three components were identified: visibility, power dynamics and status belief.

Visibility

The visibility of gender diverse leadership in an organisation helps to create and advocate a diversified culture. Despite the high visibility of male-dominated leadership being recognised and problematic in sport (Adriaanse & Claringbould, 2016; Cunningham et al., 2019), disruption and change can be established through intersectional work (Lawrence et al., 2011). Subsequently, the current research highlights senior managers are aware of their influence to increase the visibility of women high-performance coaches as strong leaders and change organisational culture through driving associated organisational practices. Evidence

from the current study for example, indicated that senior managers can disrupt limited visibility of women high-performance coaches based on a top-down approach that educates fellow staff on the benefits of such visibility including these women becoming role models and showcasing career pathways and inclusive leadership. Internal and external visibility was recognised that included the use of social media, print media, and strategic online platforms (e.g., television and radio) to promote women high-performance coaches.

Power Dynamics

Groups within organisations can be powerful influences. Male-dominated groups in sport have wielded a powerful influence on cultural practices, limiting the progress of women high-performance coaches (Kitching et al., 2017). To shift the culture, a disruption to power dynamics of these male-dominated groups has been recommended (Knoppers et al., 2021). The current research identified that senior managers interviewed were aware that such a disruption is required in the quest to encourage women high-performance coaches. Education for senior managers through formal training sessions was recommended to assist this disruption of male-dominated power dynamics and encourage women in high-performance coaching. Senior managers create cultural standards of behaviour, however, these current standards have been influential in maintaining male-dominated power (Norman et al., 2018). Disruption of the power dynamics and the creation of new leadership standards including increased numbers of senior women high-performance coaches could result in the enactment of inclusive influences that support the growth of women high-performance coaches.

Status Belief

History and tradition in sport can influence senior managers as a custodian to continue homologous structural design and hegemonic decisions that constrain women high-performance coaches (Norman, 2012; Reade et al., 2009; Surujlal & Vyas-Doorgapersad, 2015). Reinforcing this finding, senior managers and women high-performance coaches in

the current research, acknowledged the status of these women remains low and is a challenge to overcome. Findings from this research revealed, however, the status of women high-performance coaches can be changed through the direct practices of senior managers. The status of employees and cultural beliefs of the organisations are a derivative of the advocacy provided by the intersection of senior managers who can affect positive change to practices (Darvin & Sagas, 2017; Greenhill et al., 2009b), in this case to women high-performance coaches. An example of a positive shift recognised by respondents in the current study that disrupted status beliefs was the support gained from senior managers to activate collective professional development for women and men senior managers in an NSO that shifted traditional homologous structural designs and hegemonic ideologies for good practices that raised the status of women high-performance coaches.

Economic and Psychological Factor

The economic and psychological factors were less prominent in application within the current research. They do however, contain key components for senior managers to consider and intersect with organisational practices to encourage women high-performance coaches.

Economic Factor

Economic practices conducted by senior managers affect the financial circumstances of employees. This is particularly the case in Australian NSOs that operate on very tight budgets due to limited external income from sponsorship and small membership. Disparities in economic investment coupled with disproportionate financial support for women high-performance coaches have been recognised (Kamphoff, 2010; Natalie et al., 2012). Findings from the current research revealed the importance for senior managers to consider gender parity in regards to financial support and investment for high-performance coaches.

Historically, financial support for women high-performance coaches has been limited, which has resulted in these coaches having to pay their own coaching-related expenses including travel to international or national competitions. In consequence distress has been caused for these coaches to personally fund travel, often with young children, based on receiving little or no financial support from their organisation (Banwell, Kerr, et al., 2019; Reade et al., 2009). The findings in the current research highlight senior managers need to consider financial support, in particular for travel. Travel requirements for women high-performance coaches was recommended to be considered on a case-by-case basis to clearly understand the needs of each coach. For example, senior managers need to discuss travel requirements with coaches who have young dependent children to support and allocate funds accordingly. Women high-performance coaches without children could also be allocated funds according to their personal situation. The intersection from the senior managers to consider financial support and interact proactively with attention to these coaches needs will assist to enable good practice.

To increase the number of women high-performance coaches requires genuine financial investment from NSOs. In particular, to assist the development of women into high-performance coaching roles, an investment in formal education programs, scholarship programs, mentorships, and apprenticeships is required (Banwell et al., 2020; Banwell et al., 2019; LaVoi et al., 2019). To enable these opportunities for women will assist attracting them to become high-performance coaches (Lavoie & Dutove, 2012). The findings in the current research support the need for financial investment in particular to create a career development pathway for women high-performance coaches. To provide a suitable opportunity for investment, an opportunity exists for the senior manager to interact with each woman high-performance coach to mutually consider, agree, and for the NSO to invest in a targeted sponsorship, apprenticeship, or mentoring platform for this coach.

Psychological Factor

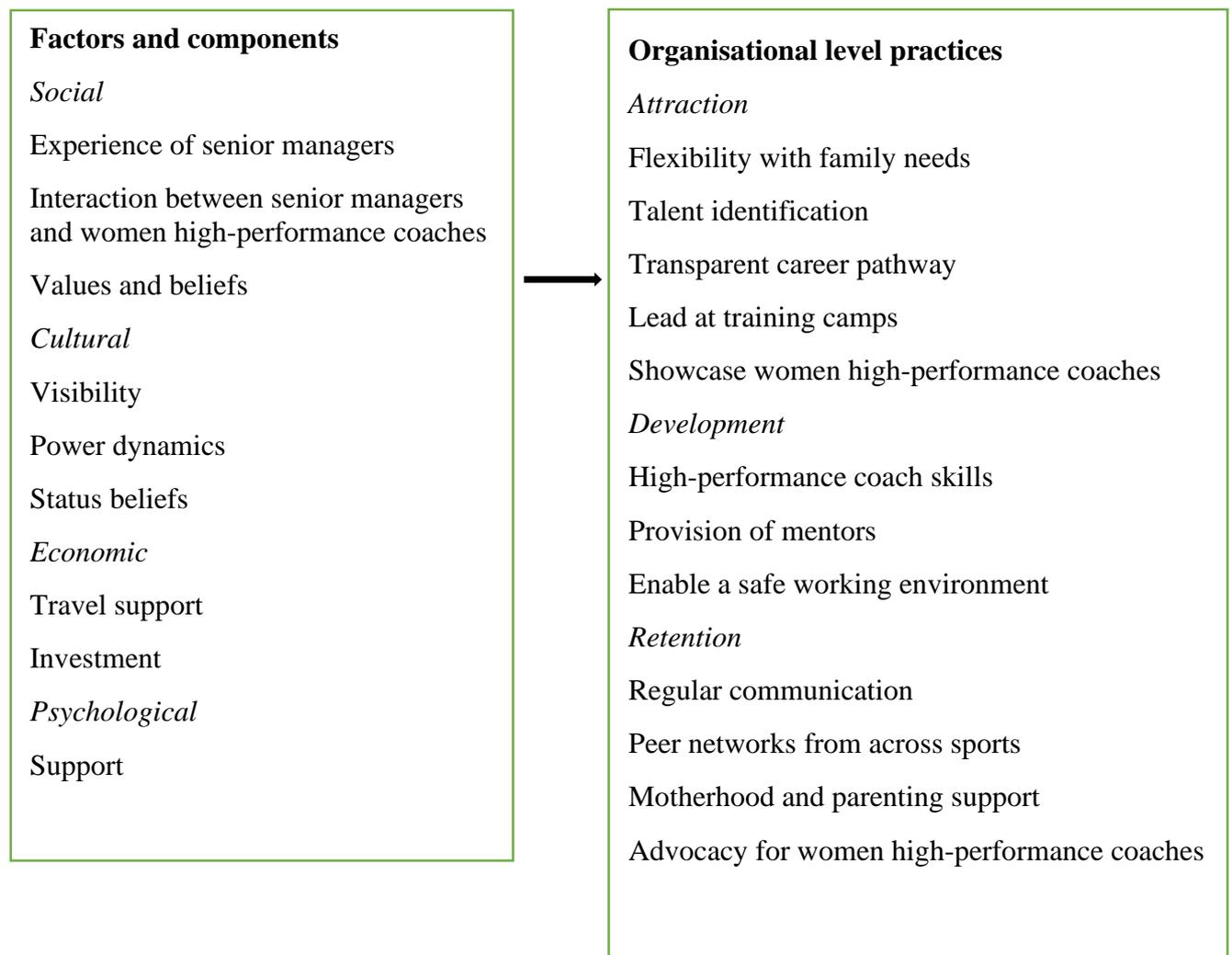
The psychological effects women high-performance coaches have expressed in past research include: guilt of being absent from family and partner; lack of confidence; stress; low self-worth; feelings of isolation; and marginalisation (Norman, 2010b; Norman & Rankin-Wright, 2018; Schlesinger & Weigelt-Schlesinger, 2013). Findings from the current research identified the importance of senior managers to interact with their women high-performance coaches and proactively provide psychological support that in return signifies good practice.

Despite the scrutiny women high-performance coaches face compared to men in similar positions, ongoing positive support from their senior managers provides positive psychological benefits (Norman et al., 2018). Increased psychological support and understanding on the needs of these women has been recognised that focus on motherhood and family needs, provision of suitable mentors, support environments, and skill development to build confidence (Kidd, 2013; Kilty, 2006; LaVoi et al., 2019; Norman, 2014a; Norman et al., 2018). The current research identified support proactively initiated by senior managers was well received by women high-performance coaches. In particular the proactive approach instigated by senior managers contributes to portraying a genuine understanding of the needs of women high-performance coaches whereby the initiation of support plans and resources create positive psychological effects. Senior managers can create supportive psychological practices to align with the needs of these coaches through regular communication and collaboration to establish understanding. The interaction with these coaches helps senior managers disrupt problems and establish alignment to provide support in the form of mentors, family support, flexible schedules, or further educational development.

Summary

The purpose of this second section was to discuss what components within the social, cultural, economic and psychological factors enable good practices to encourage women high-performance coaches. By doing so, research question two was addressed. The findings from the current research revealed how the intersection of components within social, cultural, economic, and psychological factors enacted by senior managers influenced practices to enable these to turn into good organisational practices.

Institutional work was revealed in the current research to play an active role where the actions of people (senior managers) and the institution (NSO) in which they belong are shaped by each other or simultaneously shaped. It was recognised that the knowledge gained from the current research can be used to expand LaVoi's (2016) EIM organisational level that moves from the focus on barriers to enablers that encourage women high-performance coaches. The factors, associated components that enable organisational practices to become good practices are recognised in Figure 7. Findings from this current research reveal new knowledge at the organisational level on the need for senior managers (CEOs, high-performance managers, and managers of high-performance coaches) to consider the social, cultural, economic and psychological factors to enable good organisational practices to occur that attract, develop, and retain women high-performance coaches.

Figure 7

Intersection of Factors and Components to Enable Good Practices

The next chapter is the final chapter and conclusion to this thesis. The conclusion provides a summary of the current research, the theoretical and practical contributions, significance of the research, limitations and suggestions for future research.

Chapter Five: Conclusion

The purpose of this chapter is to draw the current research to a conclusion. The chapter begins with an overview of the current research led by the problems identified in the literature reviewed, specifically, the lack of knowledge of organisational practices in sport to encourage women high-performance coaches in Australia. This includes social, cultural, economic, and psychological factors associated with these practices. These problems formed the purpose of the research and the identification of two research questions. As such, these questions guided the decision to use a qualitative methodological approach. The combination of findings from the literature reviewed and results from the current research enabled answers to these questions. In doing so, a new framework was created to advance the EIM organisational level on good practices that illustrates how the intersection of four factors and actors enables good practices targeted to women high-performance coaches. The chapter provides an overview of key findings, contribution to theoretical and practical knowledge, key limitations and future research opportunities, and a final conclusion to bring the thesis to a close.

Overview of the Research and Key Findings

The purpose of the research was to determine what social, cultural, economic, and psychological factors intersect with organisational work practices of senior managers in NSOs in Australia to encourage women high-performance coaches:

- 1) What organisational practices attract, develop and retain women high-performance coaches?
- 2) What components within the social, cultural, economic and psychological factors enable good practices to encourage women high-performance coaches?

To answer these questions, the researcher employed the qualitative research methods of document analysis of public NSO strategic plans and semi-structured interviews with senior managers and high-performance women coaches from NSOs. Findings from the current research in combination with the literature reviewed facilitated answers to the research questions. As a result, two key contributions to theoretical knowledge emerged:

- 1) a new framework at the EIM organisational level to focus on good practices that encourage women high-performance coaches;
- 2) the expansion of understanding institutional work in the context of high-performance sport whereby components within each of the social, cultural, economic, and psychological factors need to be enabled by senior managers (actors) of NSOs (institutions) to turn practices into good practices to encourage women s high-performance coaches.

Practically, the research findings identified 12 attraction, development and retention practices. In doing so, 31 associated recommendations were identified to assist guide senior managers at NSOs in Australia to encourage women high-performance coaches.

The literature reviewed provided background knowledge on organisational practices related to women high-performance coaches and respective theoretical models. Key findings enabled the identification of:

- low numbers of women high-performance coaches
- lack of knowledge on NSOs organisational practices targeted to women high-performance coaches
- benefits of women coaches from a macro, meso, and micro perspective
- social, cultural, economic, and psychological factors associated with women high-performance coaches

- related theoretical models on organisational management, the EIM, and institutional theory specifically institutional work
- the role of strategic plans

The current research comprised two phases using a qualitative methodology process. Deductive and inductive data analysis (Vogt, 2014) were conducted in both phases.

Phase one comprised document analysis from publicly available strategic plans sought from NSOs that met the 2019 AIS high-performance tiered funding criteria or were recognised as the top six independent NSOs in Australia. A total of 40 NSOs were identified from the 2019 AIS list and a further six independent NSOs were included that comprised the AFL, FFA, CA, NRL, NBL, and TA. Deductive and inductive analyses were conducted on these documents which allowed the researcher to work backward and forward between data to establish codes and themes until a comprehensive set of themes had emerged (Creswell, 2014; Merriam, 2014; Miles, 1994). The process provided the opportunity to build initial concepts from the coding, then explore the relationship between the categories and concepts to each other to develop a reduced number of distinct themes through the organisation of data into units of information (Yin, 2016a). The coding process comprised three stages of open, axial, and selective coding (Miles, 1994). There were 46 NSOs identified that matched the criteria; however, only five NSOs publicly displayed documents had referenced high-performance coaching related to women. These five NSOs were targeted for a multiple case study in phase two.

Phase two comprised of multiple case studies that added focus and depth of exploration to address research question two (Merriam, 2014). The case studies consisted of semi-structured interviews conducted with two study groups recognised as Study-one and study-two. Study-one contained interviews with 16 women who were current high-performance

coaches and coached at the Olympic Games, Commonwealth Games, or World Championship levels from 2016 onward. Study-two contained interviews with 13 current CEOs, high-performance managers, and managers of high-performance coaches. To guide the semi-structured interview, open-ended questions for both cohorts were derived from the literature reviewed (refer to Appendices E and F). The nature of open-ended questions allowed participants to discuss topics important from their perspective, which the researcher may not have considered at the inception of the research project (Galletta & Cross, 2013a). The aim was to explore what aspects of the five NSOs strategic decision-making practices were deemed enablers to attract, develop, and retain women high-performance coaches.

The interview transcripts were deductively and inductively analysed to explore the four factors. The exploration was conducted separately by the researcher and then cross-referenced to add more depth, rigour and validity to the results. To ensure depth and validity of the data analysis, reliability was gained through peer-review cross-checking with the researcher's supervisors and triangulation in the form of several different sources of data collection (Chandra, 2019; Yin, 2016). Phase one provided rich data compiled from the document collection and analysis of 20 NSOs' strategic plans. Phase two provided multiple sources of rich data through 29 semi-structured interviews that comprised two cohort study groups from five NSOs. Triangulation of the results through these multiple methods of data collection and cross-checking of analysis ensured rigorous methodology and validity of this research was conducted (Merriam, 2014; Merriam & Tisdell, 2016).

Subsequently, as a result of addressing the two research questions, key findings from this current research built new theoretical and practical knowledge. The new knowledge led to the development of a new framework at the EIM organisational level, focused on good practices to encourage women high-performance coaches. The framework illustrates the intersection of the four factors (social, cultural, economic, and psychological) driven by

senior managers to enable 12 good attraction, development, and retention practices coupled with 31 associated recommendations. New theoretical knowledge gained moves beyond the previous focus on barriers to the enablers at the organisational level to encourage women high-performance coaches. Institutional theory, specifically the institutional work of senior managers was revealed as vital to activating good practices to encourage women high-performance coaches. Practically, findings provide a tool to guide senior managers on good practices to attract, develop, and retain women high-performance coaches.

Contribution to Theoretical Knowledge

Research on the lack of women high-performance coaches has, in most cases, tended to focus on the barriers to inclusion, particularly at the organisational level, which are now well known (Krahn, 2019; LaVoi et al., 2019). The low numbers of women high-performance coaches (Sport Australia, 2019) shows the historical practices to entice women to consider a career as a high-performance coach and remain in the role has been relatively ineffective (Clarkson et al., 2019; Norman, 2012; Norman & Rankin-Wright, 2018; Picariello & Angelle, 2016). To draw the findings together in the current research, two key theoretical contributions to knowledge have emerged. First, a new focus was developed for the EIM at the organisational level on good practices to encourage women high-performance coaches. Second, within this level, a framework has been created that illustrates the intersection of social, cultural, economic, and psychological factors and their components, with actors (senior managers) to enable good organisational attraction, development and retention practices to encourage women high-performance coaches.

Good Practices at the Organisational Level

An understanding of good organisational practices employed by NSO senior managers to attract, develop, and retain women high-performance coaches was unclear (LaVoi, 2016; LaVoi et al., 2019; Norman & Rankin-Wright, 2018). Findings from the

current research moved beyond the focus on barriers to identify enablers that encourage women high-performance coaches. The importance of the current research has shifted several decades of focus that examined deterrents for women high-performance coaches to good practices to attract, develop, and retain women high-performance coaches. In doing so, 12 practices were identified: five attraction; three development; and four retention. Theoretically these practices advance empirical knowledge related to the EIM at the organisational level (refer to Figure 7) and become a new standard of good practices for researchers to explore in more detail.

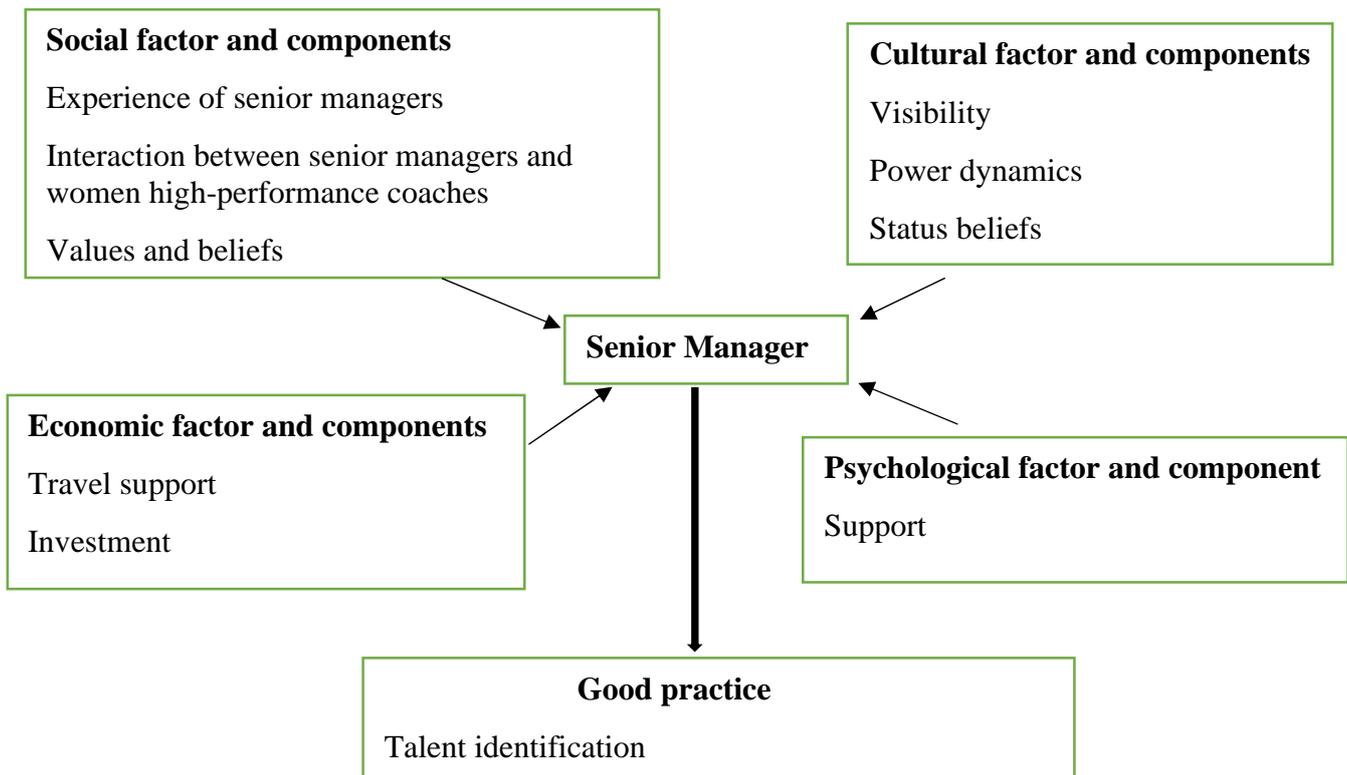
Intersection at the Organisational Level of the EIM

Explorations of the EIM at the organisational level on the lack of women high-performance coaches have drawn particular attention to the prominence of social and cultural factors (Burton, 2015; Cortis, 2009; Cunningham et al., 2019; Norman, 2008). The literature reviewed also identified the economic and psychological factors, although these are less prominent they play a key role affecting women high-performance coaches.

The intense focus on barriers for women high-performance coaches (Banwell et al., 2020; Lavoie & Dutove, 2012) has resulted in a call for action on research to change direction to advance knowledge at the organisational level focused on what practices enable women as coaches (LaVoi et al., 2019). To assist this change in direction, findings in the current research have provided an understanding on what factors and associated components need to be embraced at the organisational level to turn practices into good practices to encourage women high-performance coaches.

Institutional theory and in particular institutional work (Nite & Edwards, 2021) played an active role in the current research where the actions of people (senior managers) within an institution (NSO) are shaped by influential factors for the benefit of women high-

performance coaches. The findings highlighted organisational practices enacted by the senior managers intersect with the four factors and their components to enable the 12 attraction, development, and retention practices and their 31 associated recommendations to become good practices. As a result, senior managers in NSOs who sought to disrupt embedded practices applied the four factors to create good practices. For example, talent identification was a recognised attraction practice. To enable this practice to be a good practice, senior managers intersect with all four factors and their components (refer to Figure 8). To expand on how this practice can become a good practice through applying the four factors: senior managers interact with former or retiring women athletes in recognition of their strong skill sets as potential high-performance coach candidates (social); the visibility of the competencies of these former or retiring women athletes is raised, a shift in power dynamics from male hegemonic perspectives on coaches is made and the belief of high-performance coaching roles for women becomes a legitimate career path through a transparent pathway (cultural); the financial support for travel and investment to women in these roles is on parity with men (economic); and a proactive stance is evident by these senior managers on the provision of individualised support plans and resources (psychological). Consequently, for any of the 12 practices to be good practices, senior managers first need to interact with all four factors and their components prior to enacting the practice.

Figure 8

Interaction of Factors and Components with Actors to Make a Good Practice

The call continues to be made by researchers for studies to identify good organisational practices to encourage women high-performance coaches (LaVoi et al., 2019; Norman, 2010b; Norman & Rankin-Wright, 2018). The importance of the findings from the current research moves beyond previous research that examined factors, institutional work, and organisational practices as foundations for barriers. The new knowledge adds to two theoretical models the EIM at the organisational level, and institutional theory specifically institutional work. At the EIM organisation level, findings from the current research have revealed good organisational practices are activated for women high-performance coaches when the senior managers intersect with the four factors and associated components first, therefore enabling the 12 good organisational practices and their associated recommendations to take place (refer to Figure 9).

The new knowledge also contributes to institutional theory, in particular, institutional work (Nite & Edwards, 2021). It highlights how people (senior managers) intersect with social, cultural, economic, and psychological factors that affects the activation of good organisational practices. The findings from this current research highlight the need for the intersection between people, in particular senior managers, and the four factors to enable good practices. As such, the institutional work of the senior managers is an important intersection to establishing collaborative and cohesive good practices focused on the alignment, maintenance, or disruption for change and to ensure that good practices can be activated.

Contribution to Practical Knowledge

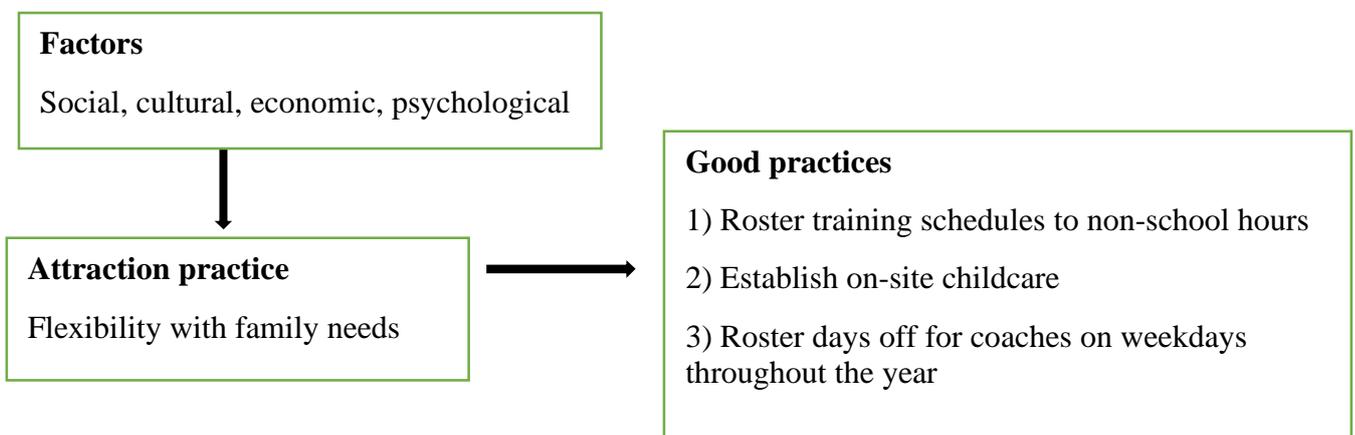
Research to explore what facilitators can be used by senior managers from a practical sense to encourage women high-performance coaches has been limited (Fisher, 2019; Norman, 2010a; Poos & Carson, 2022). This includes, in particular, on the good organisational practices to encourage women high-performance coaches (Banwell et al., 2020; Krahn, 2019; LaVoi et al., 2019). The current research has sought to rectify this.

Good Practices at the Organisational Level

To address this gap and enable organisational practices that are focused, structured and with clear direction (Banwell et al., 2020; LaVoi et al., 2019; Pape, 2020), the current research has provided new knowledge to assist senior managers develop and implement good practices to attract, develop, and retain women high-performance coaches. As a result, senior managers can use these findings as a guide focused on evidence-based good organisational practices rather than only being aware of the barriers (Lavoie & Dutove, 2012; Norman & Rankin-Wright, 2018). Twelve organisational practices with 31 associated recommendations have emerged (refer to Table 10). An intersectional approach however is required to form good practices whereby the four factors enabled by senior managers to activate these

recommendations are applied. In doing a practical guide in the form of a checklist can be developed for senior managers in NSOs to assist their quest to encourage women high-performance coaches. For example the attraction practice, 'Flexibility with family needs' contains three associated recommendations. To assist form the checklist, Figure 9 represents the attraction practice and associated recommendations for senior managers to follow. As such, the factors and associated components need to be considered on what 'Flexibility with family needs' entails to then create the good practice.

Figure 9



Intersection of Four Factors with Attraction Practice and Associated Recommendation

Intersection at the Organisational Level

An absence of understanding the influence of the four factors and associated components by the key actors (senior managers) in the current study, resulted in women high-performance coaches identifying where practices needed to be improved. Findings from the current research for example highlighted communication, evident within all four factors, between these senior managers and coaches, was identified as a risk that, in the past had divided these two cohorts on good attraction, development and retention practices. An absence of regular (weekly) communication initiated by the senior managers was found in the current research as likely to result in resistant institutional work practices (Hampel et al.,

2017). To avoid this situation, the application of regular, clear, purposeful communication through written, verbal, and visual (social media/marketing) forms is recommended to assist the institutional work environment (Nite, 2017). Thereby this will assist to disrupt historically embedded practices and enable organisational change.

The new practical knowledge gained from this current research highlights the importance of the intersection and influence of the four factors and their components with practices enacted by the actors, to create good practices. Practical guidance for senior managers as a result of the current study is presented in Figure 9 to encourage women high-performance coaches.

Key Limitations and Future Research

Every effort has been made to ensure a valid and rigorous methodological approach for the current exploratory research has been applied. However, limitations do exist. The following section identifies key limitations and suggests opportunities for future research.

Limitations experienced in Phase one data collection concerned the limited number of publicly available strategic plans from the identified 46 NSOs. Only 29 of these 46 NSOs had strategic plans publicly available to review. In addition, four of the major sports organisations in Australia did not have their strategic plans publicly available. There is an opportunity for future research to expand the current study and target the NSOs who do not have publicly available strategic plans. The focus would be to explore if and what strategic practices exist in these organisations to encourage women high-performance coaches and if the four factors concur with or differ from those identified in the current study.

Limitations experienced in Phase two semi-structured interviews concerned the number of interviews conducted. Twenty-nine semi-structured interviews were conducted with 16 current women high-performance coaches and 13 senior managers from five NSOs in

Australia. This is a strong sample to provide rich data to answer the research questions (Dworkin, 2012). There is an opportunity for future research to expand the current study and conduct quantitative research to numerically validate the four factors and organisational practices that attract, develop, and retain women high-performance coaches.

The importance of institutional work related to this research only came to fruition when the findings revealed the vital role senior managers played in their attempt to disrupt traditional practices and turn them into good practices. These findings enable a prime opportunity for future research to embed from the start, institutional work enacted by senior managers. That is, cross-referencing the intersection of factors, actors, and organisational practices identified in the current research with organisational practices currently existing in NSOs targeted to encourage women to become high-performance coaches. This would determine if these are aligned and/or opposed practices and if maintenance of current practices or creation of disruptive practices is required (Nite & Edwards, 2021). Findings could reveal a deeper exploration of each factor related to values, beliefs, and emotions.

A final opportunity for future research relates to the framework at the organisational level developed as a result of the current research. The framework is focused on the intersection of social, cultural, economic, and psychological factors with actors, and the 12 practices to enable these to become good practices (refer to Figure 7). The framework is yet to be piloted. An opportunity exists for a case study intervention to be conducted with NSOs to pilot the framework to identify its effectiveness, fine-tune and potential roll-out across national and /or state sport organisations. Such an intervention could be piloted in Australia or more broadly in other countries to identify its global relevance.

Final Conclusion

The lack of knowledge on good organisational practices targeted to encourage women high-performance coaches acted as a motive for the current research. As a result, the purpose of this research was to determine what social, cultural, economic, and psychological factors intersect with organisational work practices of senior managers in NSOs in Australia to encourage women high-performance coaches. To achieve this, the literature review identified substantive research focused on women high-performance coaches over several decades (Cunningham et al., 2019; Kidd, 2013; Knoppers, 1987, 1992; Lavoie & Dutove, 2012; Norman, 2008, 2010b; Norman & Rankin-Wright, 2018; Sisjord et al., 2021). However, most research focused on barriers (Cunningham et al., 2019; Norman et al., 2018; Reade et al., 2009; Schlesinger & Weigelt-Schlesinger, 2012, 2013; Surujlal & Vyas-Doorgapersad, 2015). As a result, these barriers are now well known and substantiated (Krahn, 2019; LaVoi et al., 2019). Despite this, limited research was identified that focused on the intersection of social, cultural, economic, and psychological factors, actors, and their influence on organisational practices for women high-performance coaches. Possibly because of this gap in the research, the number of women high-performance coaches in NSOs globally and particularly in Australia remains below 15% (IOC, 2021; SportAus, 2018).

To change direction, the findings from the current research theoretically revealed the important intersectional role that four factors and their components and actors play with 12 practices to assist turn these into good practices. Intersection is stimulated by the institutional work created by senior managers to align, oppose, maintain, or create disruptive practices to encourage women high-performance coaches. These findings have advanced the EIM organisational level to provide a model focused on good organisational practices to attract, develop, and attract women high-performance coaches. Practically, these findings provide a guide that illustrates the intersection of the four factors, components, actors, and practices for senior managers.

The knowledge gained from the current research provides a new approach to addressing the sports industry's lack of women high-performance coaches and help facilitate organisational change practices through activation of good practices. The current research and future studies stimulated by findings from this research, will challenge embedded historical social and cultural values and beliefs to drive new dialogue and critically analyse NSOs practices and institutional work to align people and the sports industry to initiate change. Our sporting landscape has the potential to attract, develop, and retain highly skilled women high-performance coaches who can enhance our athletes, teams, NSOs, communities, and society as high-performance coaches. The current research can act as a stepping-stone to inculcate strategic organisational practices to encourage women high-performance coaches in Australia.

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Appendices

Appendix A: Sport Australia allocated funding to NSOs 2019 – 2020



Updated 30 June 2020

Investment allocation Financial Year 2019-20¹

NSO	High Performance - Able ²		High Performance - Para ³		Sport Business ⁴		Other ⁵		Total FY2019-20 (\$)	
	FY2019-20 (\$)		FY2019-20 (\$)		FY2019-20 (\$)		FY2019-20 (\$)			
Archery	\$	1,133,777	\$	111,908	\$	100,000	\$	75,000	\$	1,420,685
Artistic Swimming	\$	150,000	\$	-	\$	-	\$	-	\$	150,000
Athletics	\$	7,827,326	\$	2,615,000	\$	450,000	\$	391,000	\$	11,283,326
Badminton	\$	560,000	\$	-	\$	325,000	\$	-	\$	885,000
Baseball	\$	714,902	\$	-	\$	650,000	\$	-	\$	1,364,902
Basketball	\$	5,448,778	\$	1,061,251	\$	950,000	\$	867,500	\$	8,327,529
BMX	\$	-	\$	-	\$	250,000	\$	125,000	\$	375,000
Bocce	\$	-	\$	-	\$	50,000	\$	-	\$	50,000
Bowls	\$	877,200	\$	-	\$	725,000	\$	745,000	\$	2,347,200
Boxing	\$	1,098,436	\$	-	\$	50,000	\$	-	\$	1,148,436
Combat Centre*	\$	230,000	\$	-	\$	-	\$	-	\$	230,000
Cycling	\$	9,105,825	\$	1,385,000	\$	750,000	\$	350,000	\$	11,590,825
Diving	\$	2,976,194	\$	-	\$	115,000	\$	-	\$	3,091,194
Equestrian	\$	2,699,845	\$	475,000	\$	450,000	\$	-	\$	3,624,845
Fencing	\$	150,000	\$	-	\$	50,000	\$	-	\$	200,000
Football	\$	2,053,749	\$	-	\$	75,000	\$	1,169,000	\$	3,297,749
Golf	\$	1,169,500	\$	-	\$	650,000	\$	700,000	\$	2,519,500
Gymnastics	\$	2,386,322	\$	-	\$	1,025,000	\$	620,000	\$	4,031,322
Hockey	\$	7,206,961	\$	-	\$	1,005,530	\$	545,000	\$	8,757,491
Ice Racing	\$	-	\$	-	\$	50,000	\$	-	\$	50,000
Judo	\$	639,252	\$	-	\$	100,000	\$	-	\$	739,252
Karate	\$	-	\$	-	\$	100,000	\$	-	\$	100,000
Lacrosse	\$	-	\$	-	\$	100,000	\$	-	\$	100,000
Modern Pentathlon**	\$	194,150	\$	-	\$	-	\$	-	\$	194,150
Motorcycling	\$	-	\$	-	\$	100,000	\$	-	\$	100,000
Motorsport	\$	-	\$	-	\$	200,000	\$	19,530	\$	219,530
Mountain Bike	\$	-	\$	-	\$	-	\$	57,500	\$	57,500
Netball	\$	2,488,198	\$	-	\$	950,000	\$	2,600,000	\$	6,038,198
Olympic Winter Institute	\$	5,002,645	\$	-	\$	-	\$	-	\$	5,002,645
Orienteering	\$	-	\$	-	\$	100,000	\$	-	\$	100,000
Paddle	\$	7,205,259	\$	475,000	\$	200,000	\$	183,500	\$	8,063,759
Paralympics***	\$	-	\$	8,184,280	\$	300,000	\$	-	\$	8,484,280
Polocrosse	\$	-	\$	-	\$	50,000	\$	-	\$	50,000
Pony Club	\$	-	\$	-	\$	150,000	\$	87,500	\$	237,500
Rowing	\$	8,725,564	\$	585,906	\$	200,000	\$	145,500	\$	9,656,970
Rugby League	\$	-	\$	-	\$	200,000	\$	375,000	\$	575,000
Rugby Union	\$	2,437,075	\$	-	\$	-	\$	350,000	\$	2,787,075
Sailing	\$	8,116,000	\$	-	\$	650,000	\$	158,272	\$	8,924,272

NSO	High Performance - Able ²		High Performance - Para ³		Sport Business ⁴		Other ⁵		Total FY2019-20 (\$)
	FY2019-20 (\$)		FY2019-20 (\$)		FY2019-20 (\$)		FY2019-20 (\$)		
Shooting	\$	2,580,000	\$	280,250	\$	200,000	\$	50,000	3,110,250
Skate	\$	634,000	\$	-	\$	-	\$	-	634,000
Snow	\$	1,192,600	\$	1,238,479	\$	500,000	\$	150,000	3,081,079
Softball	\$	2,064,354	\$	-	\$	450,000	\$	-	2,514,354
Squash	\$	875,000	\$	-	\$	450,000	\$	106,500	1,431,500
Surf Life Saving	\$	-	\$	-	\$	650,000	\$	265,000	915,000
Surfing	\$	1,827,993	\$	-	\$	525,000	\$	398,600	2,751,593
Swimming	\$	11,775,170	\$	2,233,000	\$	812,000	\$	575,000	15,395,170
Table Tennis	\$	150,000	\$	506,947	\$	275,000	\$	183,000	1,114,947
Taekwondo	\$	573,004	\$	-	\$	200,000	\$	60,000	833,004
Tenpin Bowling	\$	-	\$	-	\$	525,000	\$	175,000	700,000
Touch Football	\$	-	\$	-	\$	721,094	\$	125,000	846,094
Triathlon	\$	2,542,000	\$	505,286	\$	450,000	\$	225,000	3,722,286
University Sport	\$	-	\$	-	\$	50,000	\$	225,000	275,000
Volleyball	\$	2,601,513	\$	-	\$	450,000	\$	125,000	3,176,513
Water Polo	\$	3,656,927	\$	-	\$	200,000	\$	-	3,856,927
Waterski & Wakeboard	\$	-	\$	-	\$	100,000	\$	-	100,000
Weightlifting	\$	512,600	\$	-	\$	50,000	\$	-	562,600
Wrestling	\$	-	\$	-	\$	50,000	\$	-	50,000

National Sporting Organisations for people with disability (NSOD)

Blind Sports	\$	-	\$	-	\$	65,000	\$	-	65,000
Deaf Sports	\$	-	\$	-	\$	85,000	\$	-	85,000
Disability Sports	\$	-	\$	-	\$	210,000	\$	217,000	427,000
Disabled Wintersport	\$	-	\$	-	\$	60,000	\$	-	60,000
Riding for the Disabled	\$	-	\$	-	\$	100,000	\$	-	100,000
Special Olympics	\$	-	\$	-	\$	545,000	\$	800,000	1,345,000
Sport Inclusion Australia	\$	-	\$	-	\$	100,000	\$	302,500	402,500
Transplant	\$	-	\$	-	\$	70,000	\$	-	70,000

Total

NSO:	\$	111,582,119	\$	19,657,307	\$	17,778,624	\$	12,227,402	161,245,452
NSOD:	\$	-	\$	-	\$	1,235,000	\$	1,319,500	2,554,500
Total Investment	\$	111,582,119	\$	19,657,307	\$	19,013,624	\$	13,546,902	163,799,952

Notes

- This table reflects investment allocations for activities primarily undertaken in 2019/20, and includes a portion of investment paid in June 2019 and reported in the 2018/19 ASC Annual Report. The expenditure profile of an High Performance program can vary significantly from year to year of an Olympic/Paralympic cycle. It is the expectation of the AIS that the sport manages the funding provided annually to support activities to enable the implementation of their 4 year High Performance plan.
 - High Performance Able: includes High Performance program funding (including \$3.7m to Swimming paid in June 2019 for 2019/20 activities), Performance Support, Athlete Wellbeing & Engagement, Performance Pathways (for a two-year period commencing in 2019/20), Performance Pathways Solutions, Rapid Impact Investment Fund, High Performance Infrastructure funding and other special initiatives.
 - High Performance Para: includes High Performance program funding, Performance Support, Athlete Wellbeing & Engagement and Performance Pathways (for a two-year period commencing in 2019/20) funding.
 - Sport Business funding: includes Core funding (including \$0.225m to Volleyball paid in June 2019 for 2019/20 activities) and Impact funding (paid in June 2019 for 2019/20 activities).
 - Other funding: includes One Management funding, Women Leaders in Sport grant funding and other special initiatives.
- * Combat Centre: funding paid to Judo Federation of Australia.
** Modern Pentathlon: investment to this sport has been made to Modern Pentathlon Australia and elite athletes.
*** Paralympics: \$3m of the High Performance - Para amount is for an election commitment.

Appendix B: Consent form for participants involved in the research



CONSENT FORM FOR PARTICIPANTS INVOLVED IN RESEARCH

INFORMATION TO PARTICIPANTS:

We would like to invite you to be a part of a study to examine the strategic organisational practices in sport to advance women high-performance coaches in Australia.

The principal aim of the project is to examine the strategic decision-making and practices that Australian National Sporting Organisations undertake to attract, develop, and retain women high-performance coaches.

Minimal research has been conducted from an organisational strategic perspective to attract, develop and retain women high-performance women coaches in sport. Therefore, the current research will explore existing NSO strategic practices focused on high-performance coaches, in particular for women. Your participation and 'voice' will provide vital information to advance research and industry understanding on this important field of research.

Your participation and 'voice' will be invaluable to help guide future strategies and practices for NSOs and Sports Australia to attract, develop and retain women high-performance coaches.

You have been invited to participate in this study because you are a:

- (a) CEO, director of high-performance or high-performance manager of coaches or

(b) Woman currently involved as a high-performance coach at the national level.

Your decision to participate in an interview that will involve you sharing your experiences and insights to help advance the knowledge in this under-researched area.

If you accept the invitation, you will be interviewed to share your experiences and insights to help advance the knowledge in this under-researched field. The interview will take approximately 60 minutes and conducted via zoom at a time that suits you. Your responses will be audio-recorded using a handheld device, and confidentially transcribed. What you say will not be attributed to you personally. Your name will not be shared with others, and at no time will you be required to identify yourself. **Responses made during the interview will be reported anonymously.**

There are no inherent risks associated with your participation in this project, however, you will need to set aside 60 minutes to participate in the interview.

Knowledge will be gained on the individual, interpersonal, organisational, and sociocultural levels associated with attracting and retaining women as coaches in elite sport. The research will provide important knowledge to guide senior managers on strategic practices to incorporate focused on women as coaches in their high-performance plans within national sport organisations. Your vital contribution will help advance the understanding at a national organisational level for women high-performance coaches

If you experience unease while answering questions about your organisational experiences, you are free to withdraw from the interview or decline to answer particular questions. You will be reminded at the start of the interview that you are welcome any time to request that you not be recorded and if you feel uneasy afterwards with the recording you may request your answers/recording is deleted. You may also withdraw your consent to be

involved at any point before data analysis commences, and the associated information you provide will be destroyed.

Your participation in this study is voluntary. The decision to take part is yours to decide, however, your contribution to the research is extremely valuable to help guide national sport organisations to build strategic practices to advance women high-performance coaches.

CERTIFICATION BY SUBJECT

I, "[Click here & type participant's name]"

of "[Click here & type participant's suburb]"

certify that I am at least 18 years old* and that I am voluntarily giving my consent to participate in the study:

To examine the strategic organisational practices in sport to advance women high-performance coaches in Australia being conducted at Victoria University by:

Professor Clare Hanlon

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research, have been fully explained to me by:

Damien Taylor

and that I freely consent to participation involving the below-mentioned procedures:

- Interview conducted via Zoom for approximately 60 minutes in duration. Audio recorded only.
- The interview is confidential.

- What is said during the interview will not be attributed to me personally.
- My name will not be shared with others, and at no time will I be required to identify myself.
- Responses made during the interview will be reported anonymously.

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw from this study at any time and that this withdrawal will not jeopardise me in any way.

I have been informed that the information I provide will be kept confidential.

Signed:

Date:

Any queries about your participation in this project may be directed to the researcher

The Chief Investigator of this research is Professor Clare Hanlon.

Email: clare.hanlon@vu.edu.au

Ph: 99194383

The Student Researcher conducting the interviews is PhD research candidate Damien Taylor.

Email: damien.taylor2@live.vu.edu.au

Mob: 0418131154

If at any time you experience any distress arising during or after your participation in this project you may wish to consult a mental health professional. Victoria University provides a number of counselling and mental health services at their Psychology Clinic which can be reached by phone on +613 9919 2353 or by clicking here:

<https://www.vu.edu.au/about-vu/facilities-services/our-services/health-clinics/psychology-clinic>

The director of clinical services is Dr Glen Hosking <https://www.vu.edu.au/contact-us/glen-hosking>

If you are looking for immediate assistance, you should call LifeLine on 13 11 14.

If you have any queries or complaints about the way you have been treated, you may contact the Ethics Secretary, Victoria University Human Research Ethics Committee, Office for Research, Victoria University, PO Box 14428, Melbourne, VIC, 8001, email Researchethics@vu.edu.au or phone (03) 9919 4781 or 4461.

[*please note: Where the participant/s are aged under 18, separate parental consent is required; where the participant/s are unable to answer for themselves due to mental illness or disability, parental or guardian consent may be required.]

Appendix C: Information to participants involved in the research



INFORMATION TO PARTICIPANTS INVOLVED IN RESEARCH

You are invited to participate

You are invited to participate in a research project entitled; To examine the strategic organisational practices in sport to advance women high-performance coaches in Australia.

This project is being conducted by a student researcher Damien Taylor as part of a PhD study at Victoria University under the supervision of Professor Clare Hanlon and Dr Andrew Dawson from Victoria University.

Project explanation

The principal aim of the project is to examine the strategic decision making and practices that Australian National Sporting Organisations undertake to attract, develop, and retain women high-performance coaches.

Minimal research has been conducted from an organisational strategic perspective to attract, develop and retain women high-performance women coaches in sport. Therefore, the current research will explore existing NSO strategic practices focused on high-performance coaches, in particular for women.

Your participation and 'voice' will be invaluable to help guide future strategies and practices for NSOs and Sports Australia to attract, develop and retain women high-performance coaches.

What will I be asked to do?

You have been invited to participate in this study because you are a:

- (a) CEO, director of high-performance or high-performance manager of coaches or
- (b) Woman currently involved as a high-performance coach at the national level.

If you accept the invitation, you will be interviewed to share your experiences and insights to help advance the knowledge in this under-researched field. The interview will take approximately 60 minutes and conducted via zoom at a time that suits you. Your responses will be audio-recorded using a handheld device, and confidentially transcribed. What you say will not be attributed to you personally. Your name will not be shared with others, and at no time will you be required to identify yourself. **Responses made during the interview will be reported anonymously.**

Your responses will be combined with those of CEOs, directors of high-performance, high-performance managers of coaches, and other female coaches participating in this research.

What will I gain from participating?

Your participation in this study is voluntary. The decision to take part is yours to decide, however, your contribution to the research is extremely valuable to help guide national sport organisations to build strategic practices to advance women high-performance coaches.

How will the information I give be used?

The information you provide will assist develop strategic plans and high-performance plans to focus on social, cultural, economic, and psychological factors to advance women in high-performance coaching.

What are the potential risks of participating in this project?

There are no inherent risks associated with your participation in this project, however, you will need to set aside 60 minutes to participate in the interview.

Knowledge will be gained on the individual, interpersonal, organisational, and sociocultural levels associated with attracting and retaining women as coaches in elite sport. The research will provide important knowledge to guide senior managers on strategic practices to incorporate focused on women as coaches in their high-performance plans within national sport organisations. Your vital contribution will help advance the understanding at a national organisational level for women high-performance coaches.

If you experience unease while answering questions about your organisational experiences, you are free to withdraw from the interview or decline to answer particular questions. You will be reminded at the start of the interview that you are welcome any time to request that you not be recorded and if you feel uneasy afterwards with the recording you may request your answers/recording is deleted. You may also withdraw your consent to be involved at any point before data analysis commences, and the associated information you provide will be destroyed.

How will this project be conducted?

This project will be conducted via a Zoom meeting.

Who is conducting the study?

This study is being conducted through Victoria University – Institute of Health and Sport

The Chief Investigator of this research is Professor Clare Hanlon.

Email: clare.hanlon@vu.edu.au

Ph: 99194383

The secondary supervisor of this research is Dr Andrew Dawson.

Email: andrew.dawson@vu.edu.au

Ph: 99199456

The Student Researcher conducting the interviews is PhD research candidate Damien Taylor.

Email: damien.taylor2@live.vu.edu.au

Mob: 0418131154

If at any time you experience any distress arising during or after your participation in this project you may wish to consult a mental health professional. Victoria University provides a number of counselling and mental health services at their Psychology Clinic which can be reached by phone on +613 9919 2353 or by clicking here:

<https://www.vu.edu.au/about-vu/facilities-services/our-services/health-clinics/psychology-clinic>

The director of clinical services is Dr Glen Hosking <https://www.vu.edu.au/contact-us/glen-hosking>

If you are looking for immediate assistance, you should call LifeLine on 13 11 14.

Any queries about your participation in this project may be directed to the Chief Investigator listed above.

If you have any queries or complaints about the way you have been treated, you may contact the Ethics Secretary, Victoria University Human Research Ethics Committee, Office for Research, Victoria University, PO Box 14428, Melbourne, VIC, 8001, email researchethics@vu.edu.au or phone (03) 9919 4781 or 4461.

Appendix D: Human Ethics Application – Email to the (organisation) CEO.

Hello,

As a PhD research candidate from Victoria University, Australia, my research focuses on strategic organisational practices in sport to advance women high-performance coaches in Australia.

Five NSO's in Australia have been recognised for good practice through their strategic plans to advance and increase women high-performance coaches. (Organisation) Australia is one of these NSO's. To identify what strategic decision-making practices exist to attract and retain women high-performance coaches and what else could be done, my supervisors and I would warmly welcome (Organisation) Australia to be involved in this research. To assist (Organisation) Australia in their quest to advance women high-performance coaches, results will be provided to you.

The only commitment required by (Organisation) Australia is to gain your approval to conduct interviews with two groups:

1. The CEO, director of high-performance and high-performance managers of coaches (if applicable) to identify what strategic decision-making practices exist to attract and retain women high-performance coaches.
2. Women who are current high-performance coaches to identify what strategies are working and what else could be done to attract, develop and retain women high-performance coaches

Interviews would be conducted via Zoom and audio-recorded. Responses will be reported anonymously and combined with responses from other CEOs, directors of high-performance, high-performance managers of coaches, and women high-performance coaches. To activate these interviews, it would be appreciated if a liaison person from your

organisation could be identified where we could provide a draft email for this person to invite the potential people to interview.

The vital contribution from (Organisation) Australia will help advance the understanding at a national organisational level for women high-performance coaches. The 'voice' gained from managers and women high-performance coaches will be invaluable to advance the structures, plans, and practices for NSOs and Sports Australia about an evidence informed strategy to attract, develop and retain women high-performance coaches.

My PhD supervisors are Professor Clare Hanlon (primary supervisor) and Dr Andrew Dawson. I have added their profiles below for your review. They are both very experienced and prominent within the sports industry landscape and work very closely with me in all aspects of my research.

Thank you for your consideration. I look forward to your reply.

Kind regards,

Damien

Damien Taylor | PhD Research Candidate

MSc Sport Business and Integrity. (Hons 1st class)

Victoria University

Mob: +61 418 131 154

Email: damien.taylor2@live.vu.edu.au

Appendix E: Human Ethics Application – Email invitation from the CEO to potential participants

Dear,

(Organisation) have been approached to participate in a research project that I believe is very beneficial to our organisation, National Sports Organisations, and Sport Australia.

Damien Taylor, a PhD research candidate from Victoria University, Australia, has a research project that focuses on strategic organisational practices in sport to advance women high-performance coaches in Australia. Five NSO's in Australia have been recognised for good practice through their strategic plans to advance and increase women high-performance coaches. (Organisation) Australia is one of these NSO's. The need to identify what strategic decision-making practices exist is crucial to explore how to attract and retain women high-performance coaches and what else could be done.

Damien, with your approval, will conduct individual interviews that involve two groups.

1. The CEO, director of high-performance and high-performance managers of coaches to identify what strategic decision-making practices exist to attract and retain women high-performance coaches.
2. Women who are current high-performance coaches with (organisation) to identify what strategies are working and what else could be done to attract, develop and retain women high-performance coaches

If you accept the invitation, you will be interviewed to share your experiences and insights to help advance the knowledge in this under-researched field. The interview will take

approximately 60 minutes and conducted via zoom at a time that suits you. Your responses will be audio-recorded using a handheld device, and confidentially transcribed. What you say will not be attributed to you personally. Your name will not be shared with others, and at no time will you be required to identify yourself. Responses made during the interview will be reported anonymously.

The welcome pack attached to the email provides you with additional project information, confidentiality information, and support contacts.

Damien, with his supervisors, Professor Clare Hanlon, and Dr Andrew Dawson, will be able to gain valuable information that otherwise could be obtained without our assistance. From our assistance in their quest to advance women high-performance coaches, results will be provided to (organisation).

The vital contribution from (Organisation) Australia will help advance the understanding at a national organisational level for women high-performance coaches. The 'voice' gained from you will be invaluable to advance the structures, plans, and practices for our organisation, other NSOs, and Sports Australia about an evidence informed strategy to attract, develop and retain women high-performance coaches.

Damien and his PhD supervisor's profiles are below for your review. They are very experienced and prominent within the sports industry landscape.

I thank you for your consideration to be involved in the project.

Kind regards,

CEO

Appendix F: Interview questions – Managers

Individual characteristics

1. How long have you been involved in sport as a manager?
2. How long have you been in your current management role?

Current state

3. What do you think attracts women to become a high-performance coach?
4. How do people in (organisation name) assist to attract and retain women as high-performance coaches?
5. What development has (organisation name) provided the women high-performance coaches?

Future state

6. What strategic practices by (organisation name) would attract women as high-performance coaches?
7. What strategic practices by (organisation name) would develop women as a high-performance coach?
8. What strategic practices by (organisation name) would retain women as high-performance coaches?
9. What support practices by (organisation name) do you believe the women high-performance coaches would like to have implemented?
10. Based on the (organisation name) strategic plan, explain any focus areas you think should target women high-performance coaches?
11. Based on the (organisation name) high-performance plan, explain any focus areas you think should target women high-performance coaches?

12. Explain how the overall sport environment affect the retention of women as high-performance coaches?
13. Are there any final comments you would like to make?

Appendix G: Interview questions – Women high-performance coaches

Individual characteristics

1. How long have you been a high-performance coach in your current role?

Current state

2. What attracted you to become a high-performance coach?
3. How do people in (organisation name) assist to attract and retain women as high-performance coaches?
4. What development has (organisation name) provided the women high-performance coaches?
5. What organisational practices cause the greatest frustration related to attraction and retention of women as high-performance coaches?

Future state

6. What strategic practices by (organisation name) would attract women as high-performance coaches?
7. What strategic practices by (organisation name) would develop women as a high-performance coach?
8. What strategic practices by (organisation name) would retain women as high-performance coaches?
9. What support practices by (organisation name) do you believe the women high-performance coaches would like to have implemented?
10. Based on the (organisation name) strategic plan, explain any focus areas you think should target women high-performance coaches?
11. Based on the (organisation name) high-performance plan, explain any focus areas you think should target women high-performance coaches?

12. Explain how does the overall sport environment affect the retention of women as high-performance coaches?
13. Are there any final comments you would like to make?

Appendix H: Human Ethics Application and Identification Number



Human Ethics Application

Application ID :	0000026907
Application Title :	To examine the strategic organisational practices in sport to advance women as high-performance coaches in Australia
Date of Submission :	
Primary Investigator :	PROF CLARE HANLON (Chief Investigator)
Other Personnel :	DR ANDREW DAWSON (Other Staff) MR Damien Anthony Taylor (Student)

Appendix I: Summary of good practices and associated recommendations

	Practice	Associated recommendations
Attraction	Flexibility with family needs	<ol style="list-style-type: none"> 1) Roster training schedules to non-school hours (e.g., between 10 am and 2 pm) 2) Establish on-site childcare 3) Roster days off for coaches on weekdays throughout the year
Attraction	Talent identification	<ol style="list-style-type: none"> 1) Identify recently retired women athletes with an interest to continue in the sport, to “tap them on the shoulder” and encourage the skill set they have to become a high-performance coach
Attraction	Transparent career pathways	<ol style="list-style-type: none"> 1) Provide a clear transparent selection criterion 2) Showcase a clear statement on skills and experience required as a high-performance coach 3) Promote internal and external scholarship opportunities that include provision for childcare and family responsibilities 4) Strongly encourage women to apply in the position description
Attraction	Training camps	<ol style="list-style-type: none"> 1) Senior managers to be involved in the planning process of coach roles during training camps 2) Senior manager to attend training camp 3) Women high-performance coaches to play an active leadership role in training camps 4) Enable women to coach male teams and athletes
Attraction	Showcase women high-performance coaches	<ol style="list-style-type: none"> 1) Understand the effects of not showcasing women high-performance coaches 2) Ask women high-performance coaches in their sport how they would like to be showcased to stakeholders to promote their strong skills set
Development	High-performance coach skills	<ol style="list-style-type: none"> 1) Establish a structured development process that includes a minimum of two collaborative meetings with women high-performance coaches to discuss knowledge and experience gaps 2) Tailor individual development programs 3) Enable attendance at leadership and management programs led by the AIS and any other agreed professional development providers

	Practice	Associated recommendations
Development	Provision of mentors	1) Identify and provide suitable mentors for women high-performance coaches.
Development	Enable a safe working environment	1) Establish training camp structures that comprise high-performance coaches with strong skill sets in which women are highly represented 2) Activate a code of conduct signed by senior managers and high-performance coaches to provide welcoming and inclusive elite athlete training program environment for all coaches
Retention	Regular communication	1) Establish open, clear, regular (preferably weekly) one-on-one communication 2) Listen and respond to needs communicated by the women high-performance coaches to help reduce ambiguity and frustration
Retention	Peer networks from across sports	1) Identify cross-sport coach professional development programs for women coaches to attend 2) Create online peer-coach networking opportunities sessions e.g., Facebook groups, WhatsApp groups, online coffee catch ups 3) Encourage experienced women high-performance coaches to lead peer groups to assist with growth and development of them
Retention	Motherhood and parenting support	1) Professional development for senior managers on the complexity of motherhood and parenting needs for coaches 2) Ask women high-performance coaches on their parenting needs 3) Enable family travel to competitions and training camps
Retention	Advocacy for women high-performance coaches	1) Be a strong advocate for women high-performance coaches 2) Call out inappropriate situations that may be faced by women high-performance coaches 3) Track the equitable acknowledgement of high-performance coach achievement for women and men

Appendix J: Open Coding Results of 20 NSOs Strategic Plans that Recognised High-Performance Coaching

NSOs with strategic plan that recognised HP coaching (n=20)	Social factor	Cultural factor	Economic factor	Psychological factor
Athletics Australia	<p>We remain steadfast to our values of integrity, innovation, excellence and inclusion.</p> <p>Seamlessly connected competitions, programs and events delivering athletic activities to all Australians.</p> <p>Create an environment for our HP athletes and coaches to achieve international success</p>	Create an environment for our HP athletes and coaches to achieve international success	No	No
Badminton Australia	Encourage the growth of badminton athletes, coaches, and officials throughout Australia	No	No	No

Basketball Australia (Women)	<p>To be recognised globally as having a world leading High Performance structure.</p> <p>Basketball Australia takes a whole of organisation approach to recognise and celebrate diversity and to be inclusive in what we do and the way in which we do it</p> <p>Embed principles of racial equality into all policies and player and staff education</p>	We Will Monitor and Evaluate our progress in achieving true diversity and inclusion within Basketball Australia and in our leadership role	No	Implement a pathway that enables world leading coach education and support systems at all levels
Basketball Australia (Men)	To be recognised globally as having a world leading High Performance structure	No	No	Implement a pathway that enables world leading coach education and support systems at all levels
Boxing Australia	<p>Development of targeted national coaches</p> <p>Encourage greater diversity</p> <p>Reinforce integrity in all aspects of boxing</p>	Strong leadership that engenders a performance focussed culture	Become a financially sustainable national sporting organisation	No
Cricket Australia	We want to be a leader in embracing diversity	Our people will be the best in Australian sport - players, coaches, officials (Values)	No	No

Football Australia (Men)	Demonstrate behaviours such as trust, integrity, inclusion			
Football Australia (Women)	Demonstrate behaviours such as trust, integrity, inclusion	No	No	No
Football Federation of Australia	Demonstrate behaviours such as trust, integrity, inclusion	No	No	Every coach in Australia must have access to a coach mentor. Mentors will provide on the ground guidance to coaches A network of educators to guide coaches
Golf Australia	High performance and coaching: More female coaches to nurture and develop them;	Culture and leadership: More women on boards and in senior positions;	No	No
Gymnastics Australia	Engage with key stakeholders across all areas of diversity and inclusion Advocate for the expansion of visa opportunities for international coaches Develop and deliver an inclusive coach education course	Recruit, develop and recognise Gymnastics Australia leaders (staff and volunteers) in-line with our values Promote positive and reflective coaching practices through education resources to all levels of the sport to support the provision of	No	Implement the coach support and mentor program

		a safe, inclusive and welcoming environment		
Hockey Australia (Men)	<p>Safeguard the integrity</p> <p>We will endeavour to ensure that aspiring coaches are provided with the best opportunities possible to enhance and develop their coaching capabilities to world class levels.</p> <p>Introduce targeted career development program for identified coaches</p>	Our values are central to our way of working	No	No
Hockey Australia (Women)	Safeguard the integrity of hockey	Our values are central to our way of working	No	No
Rowing Australia	<p>Develop a high-performance pathway plan that details the strategy, structures and actions to ensure long-term sustainable success.</p> <p>Ensure increased opportunity for female coach selection and development</p> <p>Infuse integrity in every aspect</p>	No	No	Mentor and develop coaches

	and level of rowing			
Squash Australia	Establish a World-Class High-Performance Coach environment. Develop a 'Winning Edge' performance group targeting world class medal success	Establish a World-Class High-Performance Coach environment. Develop a 'Winning Edge' performance group targeting world class medal success	No	No
Surfing Australia	Guide and promote the development of surfing within Australia	No	No	Surfing Australia's purpose is to create a happier and healthier Australia through surfing.
Swimming Australia	Enrich and inspire the nation	Culture and capability (Values)	No	Mentoring from National Head Coach Swimming Australia Coach
Taekwondo Australia	One Taekwondo: Unified, respected, successful and sustainable, and providing opportunities for all. Promoting unity of purpose and inclusion across all aspects of Taekwondo	Culture acting with integrity	Be financially viable with a sustainable balance of government funding,	Developing our people
Water Polo Australia (Men)	Our behaviours are to continually in pursuit of excellence. We	No	No	No

	inspire people to be their best			
Water Polo Australia (Women)	Lead the development of coaches,	As leaders, collectively we have a responsibility to leave the sport in a better place. Lead the development of coaches	No	No
NSOs (n=20)	Social factor (n=32)	Cultural factor (n=15)	Economic factor (n=2)	Psychological factor (n=8)