

Electronic Thesis and Dissertation Repository

7-3-2020 10:30 AM

Barriers to Senior Leadership Positions for Women in Sport Management: Perceptions of Undergraduate Students and Insights from their Professors

Erika L. Gray, *The University of Western Ontario*

Supervisor: Dr. Jim Weese, *The University of Western Ontario*

A thesis submitted in partial fulfillment of the requirements for the Master of Arts degree in Kinesiology

© Erika L. Gray 2020

Follow this and additional works at: <https://ir.lib.uwo.ca/etd>



Part of the [Sports Management Commons](#)

Recommended Citation

Gray, Erika L., "Barriers to Senior Leadership Positions for Women in Sport Management: Perceptions of Undergraduate Students and Insights from their Professors" (2020). *Electronic Thesis and Dissertation Repository*. 7098.

<https://ir.lib.uwo.ca/etd/7098>

This Dissertation/Thesis is brought to you for free and open access by Scholarship@Western. It has been accepted for inclusion in Electronic Thesis and Dissertation Repository by an authorized administrator of Scholarship@Western. For more information, please contact wlsadmin@uwo.ca.

Abstract

A number of researchers have investigated the barriers that women often face in attempting to reach the senior leadership levels in sport management organizations (Acosta & Carpenter, 2014; Burton, Grappendorf & Henderson, 2011; Forsyth, Jones, Duval, & Bambridge, 2019; Kane & LaVoi, 2018; LaVoi & Dutove, 2012). This research extended the work of Hancock, Darwin, and Walker (2018) and focused on aspiring sport leaders at a different stage in their careers, specifically when they were in the senior years of their undergraduate programs. The researcher used the Career Pathways Survey instrument (P. Smith, Crittenden, & Caputi, 2012) to produce interval data from men and women undergraduate sport management students enrolled in one of nine Canadian universities offering a sport management program. The survey gauges the respondents' perceptions of the barriers that women may face in order to advance in the sport industry. Prior to the onset of the data collection procedures, the students were provided with a context slide that highlighted the men and women currently occupying President and Vice-President positions in sport management, presented in proportionate ratios. The data were analysed across four themes, namely: resilience, denial, acceptance, and resignation. Once the data were collected and analyzed, a focus group meeting was held with sport management professors from the nine universities to assess their reaction to the results and discuss corresponding strategies to ensure that their soon to be graduates understand the benefits of equality, equity, diversity, and inclusion. The results allowed the researcher to conclude that men and women do not have different career expectations for senior leadership, but they do differ with regards to barriers women may face to reach this level. Women felt more strongly than men that a glass ceiling exists for women as they progress in the field. Women also felt more strongly that women do not accept management positions. The two groups did agree that women are often

overlooked for promotions due to social and organizational barriers and that women are resilient in their pursuit for senior leadership. Finally, the professors that teach these sport management students agreed that they needed to continue to heighten awareness and sensitivities in their students on the topics of equality, equity, diversity, and inclusion. They believed that they could do this in their classes, meetings, and mentorship sessions.

Keywords: sport management, students, gender differences, careers, barriers

Summary for Lay Audience

This study was conducted in two parts. Part A researched the perceptions that undergraduate sport management students have of the barriers that women face to advance in the sport industry. It was found that men and women are equally aspiring to senior leadership roles in the sport industry. As well as, men and women have different perceptions of the barriers that make up the glass ceiling but they both agreed equally that women overcome barriers to gain these positions. Part B turned to these students' professors and asked them how they teach barriers in their classrooms and how these barriers could be taught better in the future. Professors felt as though equity, equality, diversity, and inclusion were key topics that should be taught in their courses, mentorship sessions, and meetings. This field is significant because there are not many women in senior leadership roles in the sport industry, in Canada. A senior leadership role can be defined as a president or vice president position. Research has been conducted that states having women in these positions promotes overall organizational function. However, equal opportunities still are not seen for women compared to men at these senior leadership levels. There are few women who do achieve these positions and research has been conducted where these women say they faced barriers to advance. These barriers can be things like, gender discrimination, access and treatment discrimination, stereotypes, juggling multiple responsibilities, and being discounted for things like promotions. Conducting research that will aid in a cultural change to debunk and break down these barriers is meaningful. Gender equity at the senior leadership level is necessary due to the fact that both men and women deserve to be in these positions equally and ultimately organizations will benefit. The value behind this research is increasing gender equity, ultimately for all and making the sport industry more powerful and successful as a result.

Acknowledgements

I would like to express thank you to my supervisor Dr. Jim Weese for his continuous support, and mentorship throughout this process. Thank you to my committee, Dr. Alison Doherty, Dr. Angela Schneider, Dr. Jennifer Irwin, and Dr. Karen Danylchuk for your constructive feedback and time. Your insights and guidance enhanced the research and this document. Thank you to my friends and family who supported me throughout this process. Without all of you, this would not have been possible.

Table of Content

Abstract.....	i
Summary for Lay Audience.....	iii
Acknowledgements	iv
Chapter I – Background to The Problem.....	1
Gender Differences in Sport Leadership.....	1
Barriers and Obstacles to Senior Leadership	5
Research Questions	7
Definition of Terms.....	7
Limitations	10
Delimitations.....	11
Summary	11
Chapter II – Review of Literature.....	13
Agentic and Communal Traits	13
Barriers to Leadership.....	15
Theoretical Framework.....	20
Student Perceptions and Expectations	22
Mentorship and Networking for the Future	26
Chapter III – Methodology	28
Research Ethics Board Approval	28
Research Design.....	29
Research Questions.....	30
Study Population.....	30
Instrumentation	31
Data Collection Procedures.....	33
Data Analysis Procedures	35
Chapter IV – Results	39
Response Rate.....	39

Quantitative Results of the Study	39
Qualitative Results of the Study	43
Chapter V – Summary, Discussion, and Conclusions	56
Introduction.....	56
Discussion of the Research Findings	57
Implications for Sport Management	68
Recommendations for Future Research	70
Conclusions.....	72
References	73
Appendices.....	90
Appendix A: Western University Research Ethics Board Approvals and Amendments	90
Appendix B: Career Pathways Survey.....	94
Appendix C: Permission to use the Career Pathways Survey.....	95
Appendix D: University Overviews.....	96
Appendix E: Student Survey.....	101
Appendix F: Student Recruitment Script.....	114
Appendix G: Professor Recruitment Script	115
Appendix H: Focus Group Letter of Information and Consent Form	116
Appendix I: Focus Group Questions.....	120
Appendix J: Focus Group Presentation.....	122
Appendix K: Mind Map One	126
Appendix L: Mind Map Two.....	127
Appendix M: Mind Map Three.....	128
Appendix N: Educating the Barriers to Advancement Infographic.....	129
Curriculum Vitae.....	130

Chapter I – Background to The Problem

The purpose of this chapter is to underscore the need for additional research into the real or perceived barriers that women may face when attempting to advance their careers in sport leadership. A number of researchers (Acosta & Carpenter, 2014; Burton, Grappendorf & Henderson, 2011; Forsyth et al., 2019; Kane & LaVoi, 2018; LaVoi & Dutove, 2012) have studied the issue from the perspective of women in professional roles. This research follows the lead of a smaller group of researchers (e.g., Forsyth, Jones, Duval, & Bambridge, 2019; Hancock, Darwin, & Walker, 2018; Harris, Grappendorf, Aicher, & Veraldo, 2015) who have analyzed the perspectives of graduates as they are about to enter into the field. These researchers sought to uncover the perceptions of barriers women face in attempting to secure senior level leadership positions in sport. The current study aims to build on their research to determine the gender differences among senior undergraduate students currently studying sport management regarding the barriers that women may face in advancing in the sport industry. The results of this research could have implications for the approaches sport management professors employ to prepare their students to advance their careers in the industry. The results could also help professors implement strategies to educate their students to be inclusive, to be open to gender equality, and a diverse, and equitable workplace. This chapter is portioned into seven sections which are: (a) Gender Differences in Sport Leadership; (b) Barriers and Obstacles to Senior Leadership; (c) Research Questions; (d) Definition of Terms; (e) Limitations; (f) Delimitations, and; (g) Summary.

Gender Differences in Sport Leadership

As of July of 2018, only 3.3% of women held Chief Executive Officer (CEO) positions in the companies on the Toronto Stock Exchange (“Women in the Workforce,” 2018). In addition,

only 30% of these companies had a woman as an executive officer (“Women in the Workforce,” 2018). Various researchers have confirmed that there are a minimal number of women in leadership positions in business (Dean, 2016; Desvaux, Devillard-Hoellinger, & Baumgarten, 2007; Hartmann-Tews & Pfister, 2005; Lyness & Grotto, 2018; Sanchez & Frey, 2019). The data for sport organizations reveal a similar trend. For example, men significantly outnumber women in various types of positions in sport, such as athletic trainers (Mazerolle, Burton, & Cotrufo, 2015), sport physicians (Stern, Gately, & Barrett, 2013), sport coaches or head coaches (Acosta & Carpenter, 2014; Kane & LaVoi, 2018; Reade, Rodgers, & Norman, 2009; Walker & Bopp, 2010), female sport academics (Whakley & Krane, 2012), and executive roles within organized sport (Acosta & Carpenter, 2014; Burton et al., 2011; Forsyth et al., 2019; Kane & LaVoi, 2018; LaVoi & Dutove, 2012). Recent research continues to state the inequality that is present at senior leadership levels, which happens in multiple sectors such as business, academic, and sport (Burton, 2019; Hideg & Shen, 2019; Seo & Huang, 2017). Although numbers of women on executive boards are increasing, inequalities with respect to representation still exist (Seierstad, Warner-Søderholm, Torchia, & Huse, 2017; Torchia, Calabro, Gabaldon, & Kanadli, 2018).

These inequalities are concerning because increasingly more young women are graduating from undergraduate programs (Statistics Canada, 2017). In 2006, 32.8% of women aged 25 to 34 held a bachelor’s degree or higher, while 24.8% of men did (Statistics Canada, 2017); by 2016, this rose to 40.7 % of women, and 29.1% of men (Statistics Canada, 2017). Furthermore, the same source reports that 50.6% of women held a doctorate degree from the ages 25 to 34 (49.5% business, management, and public administration, 73.6% from education, and 62.4% from health-related fields). It is clear that more women are graduating than men, but there is not a direct transfer to the gender breakdown within the senior leadership ranks in a

number of sectors. Unfortunately, this pattern is also played out in the sports industry where women are disproportionately underrepresented at senior leadership levels, despite the increase of women enrolling in sport management programs (Simmons, 2011). In fact, there is a “glacially slow progress toward the advancement of women into sport leadership” (Burton & Leberman, 2017, p. 16). In Canada, as of 2018, women only held 2% of positions on boards in sport organizations (Facts and Stats, n.d.). To be specific, in Major League Sport in Canada (i.e., Major League Soccer, Major League Baseball, the National Hockey League, The National Basketball Association, and the Canadian Football League) there are 98 Vice-President and President positions available. Fourteen of these positions are occupied by women (15%). More women are being prepared in educational institutions, but something happens along a career path that perpetuates this imbalance. Unlike many other studies, this research focuses on a different time period to determine if students understand the barriers that women may face in advancing their careers and determine if a gender difference exists. The results of this research could have implications on the preparation of students and rectifying the inequality and inequity for future generations of sport leaders.

In addition to rectifying an inequity and gender inequality, the presence of women in leadership roles has been proven to have positive implications on an organization’s effectiveness. For example, researchers Desvaux et al. (2007) have determined that the presence of women in leadership roles correlate to better decision-making processes, a diverse perspective, richer set of ideas, increased financial performance (i.e., increased return on equity, stock price growth, and operating result). In addition, researchers have determined that when women sit on Boards of Directors they contribute organizational innovation and better decision-making around conflict, preparation, and involvement during board meetings (Torchia et al., 2018). Moreover, current

thinking in leadership calls for advanced communication skills (Robinson, Lloyd, & Rowe, 2008; Yang, Chawla, & Uzzi, 2019); heightened levels of emotional intelligence (Ashkanasy & Humphrey, 2011), and; a higher ability to emotionally relate with one's experiences (Mayer, Caruso, & Salovey, 2016). Researchers have confirmed that these skills are generally more prevalent in women opposed to men (Lee & Chelladurai, 2018; Zheng, Surgevil, & Kark, 2018). Additionally, leadership theorists place a high premium on these skills that are typically more prevalent with women (Khattab, Shemla, & Paluch, 2018; Seierstad et al., 2017; Torchia et al., 2018).

Many organizations have attempted to address the inequity by implementing diversity and gender equity policies (Facts and Stats, n.d). For example, 47% of Canadian sport organizations, stated that they committed to implementing a gender equity policy to their governance documents by January of 2019. Furthermore, 17% of these sport organizations made the same commitment for their senior staff officers in their organizations (Facts and Stats, n.d). Additionally, affirmative action laws and employment equity legislation have been put in place within organizations as per government policies and change is still being seen at a snail's pace (Lough & Grappendorf, 2007; Moore, Parkhouse, & Konrad, 2001). However, as many researchers (Acosta & Carpenter, 2014; Burton, 2015; Burton & Leberman, 2017; Hancock et al., 2018; Kamphoff, 2010; Lovett & Lowry, 1994; Mazerolle et al., 2015; Shaw, 2006; P. Smith et al., 2012) have highlighted, institutional and social barriers like the glass ceiling, glass cliff, glass wall, homologous reproduction, role congruity theory, "old boys network", sexual harassment, discrimination, access and treatment discrimination, and stereotypes continue to contribute to the underrepresentation of women in leadership positions in organizations including those from the sport domain. Some (Burton, 2015; Forsyth et al., 2019; Kay & Shipman, 2014;

Moreau & Leathwood, 2006) suggest that women put parameters on their own advancement. They suggest that the realities of working in a male-dominated industry, the lack of mentors, role models, and sponsors, might contribute to a decrease in self-confidence. Women often underestimate their contributions and abilities, they often think that they lack the skills and ability to position and promote themselves relative to their male counterparts and leave middle management roles early due to a perceived lack of support, recognition, and respect (Burton & Leberman, 2017; Aman et al., 2018). This is also described by other researchers (Aman, Yusof, Ismail, & Razali., 2018; Helfat, Harris, & Wolfson, 2006; Pell, 1996; Ragins, Townsend, & Mattis, 1998; White, 2004) as the leaky pipeline. A number of researchers have thus discovered these barriers by interviewing the women who have broken through the barriers and moved into senior leadership roles (Cosentino, 2017), or have experienced the sport industry firsthand (Burton, Borland, Mazerolle, 2012; Kamphoff, 2010; Mazerolle et al., 2015; Mazerolle & Eason, 2016). Perhaps it would be valuable to secure the insights and perceptions of those on the way up, namely the men and women undergraduate students who are studying sport management and potentially preparing for senior leadership roles. Consulting the students' professors would also help to determine if, and how they are preparing their graduates to effectively navigate the industry and help ensure a more equitable, equal, inclusive, and diverse workplace.

Barriers and Obstacles to Senior Leadership

Many women pursuing senior leadership roles face barriers that impact their advancement in the workplace (Burton & Leberman, 2017; Hancock et al., 2018; Jones & Palmer, 2011; Pfister & Radtke, 2006). These barriers include role congruity stereotypes, glass ceilings, glass cliffs, glass walls, barriers to being heavily involved and committed to their families, and discrimination by employees and employers (Burton & Leberman, 2017; Hancock

et al., 2018; Jones & Palmer, 2011; Pfister & Radtke, 2006). Women in senior leadership positions, primarily in the United States, have indicated that these barriers were significant barriers to overcome in their advancement of their careers (Eason, Mazerolle, & Goodman, 2014; Hancock & Hums, 2016; Mazerolle & Eason, 2016). Research has been conducted in Canada on women and girls in sport (The Rally Report, 2020), Women in Canadian Sport (Demers, Thibault, Briere, & Culver, 2019), decision maker's in Canadian sport (Danylchuk & Chelladurai, 1999), Canadian Sport Centre Partnerships (Babiak & Thibault, 2004), race in Canadian sport (Darnell, Joseph, & Nakamura, 2012), the barriers women face as coaches and administrators in intercollegiate athletics (Inglis, Danylchuk, & Pastore, 2000; Pastore, Inglis, & Danylchuk, 1996; Wells, & Kerwin, 2016). To the researcher's knowledge there is no information on how undergraduate students in Canadian sport management programs perceive barriers that women face to progress in the sport industry.

Hancock et al. (2018) conducted a study of sport management students in the United States using of the Career Pathways Survey (CPS) instrument. These researchers found that there is a complex navigation of the barriers that was once termed a "glass ceiling" but should now be looked at as a "leadership labyrinth" (Hancock et al., 2018). This is where women in particular will experience barriers, but in different ways and at different points in time (Hancock et al., 2018). In similar context, Harris et al. (2015) used focus groups to determine perceptions of undergraduate female students. Three major themes emerged from the results of the focus groups, specifically: (a) concern about job discrimination (i.e., gender stereotypes, and gender discrimination); (b) concerns that were specific to the sport industry (i.e., difficulty networking, job market constraints, long work hours, low salary range, multiple role conflict, excitement regarding entrance into the field), and; (c) high levels of enthusiasm about the prospects of

entering the sports industry (Harris et al., 2015). Forsyth et al. (2019) also used focus groups to address this issue and the results of this research were captured in four themes, specifically: (a) gender junction; (b) women as barriers to themselves; (c) importance of role models, and; (d) token equality. Additional research is clearly needed with future sport management professionals, and especially those studying in Canadian universities. They are the next generation of leaders of sport in the country. As noted, there is unequal representation of women in senior levels of sport leadership in spite of the stated objectives of organizations, their commitment to equality, equity, diversity, and inclusion, and the purported benefits of women as leaders. This study helps to understand if students understand the issue, and if their professors are doing what they can to foster greater sensitivity and awareness to its importance.

Research Questions

1. Do men and women senior undergraduate students studying sport management have different career expectations for a senior leadership career in sport?
2. Do men and women senior undergraduate students studying sport management have perceptual differences regarding the barriers that women may face in advancing in sport to senior leadership roles?
3. What are professors doing to prepare men and women students to advance in their careers in sport leadership?

Definition of Terms

Affirmative action.

Governmental policies that have been put in place to create improvement in hiring practices of organizations (Moore, Parkhouse, & Konrad, 2001). Specifically, employment laws that promote equality of opportunity within organizations (Moore, Parkhouse, & Konrad, 2001).

Allyship.

Members of dominant social groups pursuing meaningful change to work together to break down systemic change on a societal issue (Bishop, 2002). In the context of this research, the term allyship was used when talking about gender inequalities and inequities in the sport industry. Allyship can be used to create a more diverse and inclusive sport industry.

Barrier.

A barrier is defined as something that is in someone's way when they are attempting to complete a task or goal.

Equality.

Providing fair opportunities to all (Sun, 2014). In the context of this research, providing fair opportunities to both men and women.

Equity.

Providing fairness to all parties involved (Sun, 2014). In the context of this research, providing women the same tools to achieve success as men while advancing to and in senior leadership positions.

Diversity.

Valuing, accepting, and understanding the differences between people (Mondal, 2020). "Treasury Board" (2018) described a diverse workforce as being made up of the current and evolving population of Canada by having a vast amount of identities, abilities, backgrounds, cultures, skills, perspectives, and experiences.

Gender.

For the purpose of this study, gender will be defined by character traits of masculine and feminine as opposed to sex, and by those who identify as a man or as a woman (“Government of Canada,” 2020).

Glass ceiling.

The Glass Ceiling is a phenomenon that states that there is a lack of access for women to move up the organizational hierarchy to achieve leadership positions (Weyer, 2007).

Inclusion.

Incorporating all people to promote participation, collaboration, support, contribution, and ultimately create a respectful environment (Mondal, 2020). As per “Treasury Board” (2018) an inclusive workplace is one that reinforces Canada’s human rights framework by being: fair, equitable, supportive, welcoming and respectful. People with various identities, abilities, backgrounds, cultures, skills, experiences and perspectives should be supported in this environment.

Leadership.

In the context of this study, leadership can be defined by Barrow (1977) as “...the behavioural process of influencing individuals or groups toward set goals...” (p. 232).

Leadership labyrinth.

The leadership labyrinth is comprised of various barriers that promote unusual paths, dead ends, detours, and complexities. Women may face this leadership labyrinth when they advance to senior leadership roles. However, each woman may face the labyrinth at various time points and in different ways than their other women colleagues. (Burton, 2019; Eagly & Carli, 2007; Hancock et al., 2018; Martin, 2007).

Leaky pipeline.

This phenomenon describes women who enter the sport industry but then leave due to various reasons (e.g., personal commitments, structural barriers, and individual barriers) prior to being considered for management positions in the field (Aman et al., 2018; Helfat et al., 2006; Pell, 1996; Ragins et al., 1998; White, 2004).

Privilege.

“The very processes that confer privilege to one group and not another group are often invisible to those on whom that privilege is conferred” (Kimmel, 2003, p. 04). There are various domains that one can experience privilege in, including but not limited to the following: racial/ethnic gender, sexual orientation, and age (Black & Stone, 2005).

Role congruity theory.

Role congruity theory is examining the possible congruence that may be present between both gender and leadership roles (Eagly & Karau, 2002).

Limitations

The researcher acknowledges the following limitations for this research:

1. The questionnaire was distributed online as a result of COVID-19 and this may have affected participation rates due to the overwhelming number of online tasks students were being asked of at the time.
2. The Career Pathways Survey was developed for professionals working in industry and as a result, and in spite of the context setting produced prior to survey completion, the students participating in this study may have felt that some of the statements fell outside their scope of knowledge and experience.

3. It is possible that the participants of this study may not have given their full attention or effort to the questions asked of them due to lack of interest in the focus of the research.
4. The study results may be limited by the psychometric properties of the research instruments.

Delimitations

The researcher has outlined the scope of this study in the following ways:

1. The study was delimited to undergraduate students in Canada who are senior students (considered third, fourth, or fifth year) at a school that offers a sport management program.
2. The survey was delivered to students studying at one of the nine universities that offer sport management undergraduate programs in Canada who participated in this study.

Summary

Sport management continues to be an area of growth in higher education. Students enrolled in these programs aspire to have careers in the field upon graduation. However, some later report as professionals that there are barriers to progression to be in senior leadership positions, especially for women colleagues. Women still face barriers to advancement into senior leadership roles in the sports industry (Burton & Leberman, 2017; Hancock et al., 2018; Jones & Palmer, 2011; Pfister & Radtke, 2006).

This study investigates the degree to which senior undergraduate students studying sport management perceive these barriers for women to advance into leadership positions. It will explore where perceptual differences exist at this developmental stage. Finally, the sport management professors teaching these students will be asked how they are preparing their students for career progression, if they are educating their students on the barriers, and how they

are incorporating this content in their lectures or class. Strategies will be discussed to increase students understanding and awareness of the barriers women face to advance into senior leadership positions in the sport industry, and the importance of fostering equality, equity, diversity, and inclusion in the workplace.

Chapter II – Review of Literature

An increasing number of women are studying in undergraduate and graduate programs (Statistics Canada, 2017) and higher percentages of women are entering sport management programs (Simmons, 2011). By volume alone, it is logical to assume that a higher number of women sport management students have aspirations to hold senior leadership positions in the sport industry upon graduation. However, we know that this is not the career reality for many women currently in the sport industry (Acosta & Carpenter, 2014; Burton, 2015; Burton & Leberman, 2017; Hancock et al., 2018; Kamphoff, 2010; Lovett & Lowry, 1994; Mazerolle et al., 2015; Shaw, 2006; P. Smith et al., 2012).

The purpose of this chapter is to present the rich literature on the topic of women in leadership and sport leadership. The literature review is presented below in five sections, which are: (a) Agentic and Communal Traits; (b) Barriers to Leadership; (c) Theoretical Framework; (d) Student Perceptions and Expectations, and ; (e) Mentorship and Networking for the Future.

Agentic and Communal Traits

Strong, effective leadership helps an organization to grow and prosper. Leadership is described by Barrow (1977) as “the interpersonal process of influencing members toward the attainment of organizational goals” (p. 232). A few things can be unpacked from this definition that relate to goal attainment of an organization. Weese (2018) described successful leadership using the *5 C Leadership Model*. His model suggests that leadership encompasses five key components, namely: (a) credibility; (b) compelling vision; (c) charismatic communicator; (d) contagious enthusiasm, and; (e) culture builder (Weese, 2018). Weese’s concept draws on 150 years of leadership research and is consistent with the latest thinking in the area that places a heavy premium on communication, emotional engagement, and teamwork. Ironically,

researchers have concluded that women typically excel in these areas relative to their male colleagues (Desvaux et al., 2007; Torchia et al., 2018).

Apart from developing one's leadership style using the 5C Leader Model, it is thought that men and women would approach this differently, and thus approach leadership differently (Zheng et al., 2018). Wood and Eagly (2012) explained this concept using agentic (i.e., aggressive, dominant, self-confident) and communal (i.e., gentle, nurturing, passive, helpful, affectionate) characteristics. The presence of stereotypes of the ideal traits that women should display as leaders contributes to role incongruity that may be present between both gender and leadership roles (Eagly & Karau, 2002; Koenig, Eagly, Mitchell, & Ristikari, 2011; Rosette & Toast, 2010). Role congruity theory was adapted from the social role theory, which examines the expectations men and women occupy about their roles in society (Eagly & Karau, 2002). Weiner and Burton (2016) provided an example of social role theory in leadership, where traits that are considered "leadership" traits are agentic and women tend to display more communal traits. The attributes and behaviours of leaders and the attributes and behaviours for each gender are prescribed by social mores and is a role incongruence that women face in leadership roles (Eagly & Karau, 2002; Koenig & Eagly, 2014). Women tend to cope or fit into the organization by counteracting their stereotyped gender role by using less emotion (J. S. Smith et al., 2016). This may be due to the stereotype that states women are those who take care and men are stereotyped as those who take charge (Dodge, Gilroy, & Fenzel, 1995; Heilman, 2001; Hoyt & Burnette, 2013; Hoyt, 2010). With this act outside of a woman's typical gender role, women often receive a negative response and are then penalized within the workplace with words of "unemotional" and "neutral" (Rudman & Glick, 2001). Based on stereotypes, women feel that they need to act a certain way in leadership positions and if they do not act this way they will be criticized or

presented with various barriers to overcome (Shaw & Hoerber, 2003; Zheng et al., 2018). Women have dual standards when it comes to leadership positions, being stereotyped to have to display both agentic and communal traits causes evident role incongruity (Zheng et al., 2018; Rosette & Toast, 2010). As stated by Zheng et al. (2018) women are expected to accept this role incongruity that is present in leadership positions. Zheng et al. (2018) described three strategies that women use to accept role incongruity as: (a) weakening one's communal traits by enhancing their agentic traits through being more assertive, having control, being tough, and displaying strength; (b) presenting the value that communal traits bring to leadership roles, by rejecting the stereotype to display only agentic expectations, (this could include being collaborative in the leadership role, open, and enhancing the value of mutual respect through being more relationship focused), and; (c) attempting to combine both agentic and communal, this strategy has been proven to be especially effective, advantageous, and attributed to follower satisfaction for women who utilize this strategy in their leadership positions (Zheng et al., 2018). Therefore, according to this logic and consistent with the findings of Desvaux et al. (2007); Torchia et al. (2018); and Zheng et al. (2018) women can be equally, if not more effective than men in leadership positions by displaying both agentic and communal traits.

Barriers to Leadership

The research literature presents clear evidence that having more women in leadership positions is good for business (Hoobler, Masterson, Nkomo, & Michel, 2018). Their meta-analysis indicated that women in leadership positions and holding senior executive roles or a position on the Board of Directors generally leads to improved company performance (Hoobler et al., 2018). Current literature which focuses on women in business leadership presents similar conclusions to research on women in sport leadership. In spite of the continuation of women

enrolling in sport management programs (Simmons, 2011), and the fact that performance gains can be realized by having women in senior leadership roles (Desvaux et al., 2007; Hoobler et al. (2018), they are not represented equally in the industry (Aman et al., 2018; Burton, 2019; Burton, 2015; Hideg & Shen, 2019; Sartore & Cunningham, 2007; Walker & Bopp; 2010).

Workplace power dynamics affect women in leadership positions within physical education, causing misrepresentation of women in leadership in the schools where girls are taught to be strong leaders (Webb & Macdonald, 2007). If girls see women in leadership positions, they see and feel that they can achieve these positions (Sperandio & Kagoda, 2008). Education department heads and physical education teachers were interviewed in a study conducted by Webb and Macdonald (2007) on topics such as careers, work and non-work life, physical education, culture, job duties, and power relevance in their work environment (Webb & Macdonald, 2007). Power was a very relevant theme in the social relations discussed by participants of this study. Examples of power that were relevant included masculine dominance, male gaze to the female body, gender expectations and appearance, dominant male leadership, and exclusion from networks dominated by males (Webb & Macdonald, 2007). These themes are also evident in the work of Sperandio and Kagoda (2008) who spoke to the need for women in leadership positions in education. Specifically, this research focused on the underrepresentation of women in educational leadership positions in developing countries such as Uganda (Sperandio & Kagoda, 2008). Women in leadership roles within such contexts can provide young women with role models and serve as visible evidence of social justice (Sperandio & Kagoda, 2008).

In similar context, the identity theory and identity control process were used by Sartore and Cunningham (2007) to investigate the effect that self-concept, stereotypes, and gender-role meanings have on women in upper leadership positions in sport. These three concepts were used

to develop a model that can be used in a sport organization environment (Sartore & Cunningham, 2007). The model proposes that women do not pursue top leadership positions in sport organizations due to self-limiting behaviours such as low self-efficacy when overcoming barriers like discrimination (Sartore & Cunningham, 2007). This phenomenon needs to be investigated further, specifically with the women who may or may not apply for these positions or desire to advance to these positions: women in sport related undergraduate programs. In a sporting environment, women may quite often feel that they need to prove themselves to their colleagues by working harder (Betzer-Tayar, Zach, Galily, & Henry, 2017; Burton et al., 2012; Kilty, 2006; Norman, 2010a; Norman & Rankin-Wright, 2018; Walker & Bopp, 2010). In addition, Ryan and Haslam (2005) emphasized the fact that women achieve top positions, but they are more risky or precarious than that of the positions that men achieve. It has been reported that women face greater challenges when climbing the corporate ladder, and greater challenges (i.e., criticism, negativity, job insecurity) once in the same position as men (Ryan & Haslam, 2005).

In continuum to the above, there are various barriers that are thought to contribute to the glass ceiling phenomenon (Hancock et al., 2018; P. Smith et al., 2012). These include barriers that reward and value men's activities (Knoppers, 1992) and barriers that contribute to making workplace environments hostile, antagonistic, and discriminatory (Cunningham, 2008). Moreover, sport being male-dominated creates male-dominated leadership in sport (Burton, 2015) and as a result, this creates a power dynamic within the workplace that tends to favour men (Knoppers & Anthonissen, 2007; Sartore & Cunningham, 2007). In turn, this influences behaviours and attitudes in the workplace (Sartore & Cunningham, 2007). These barriers are named and described in terms of structural (i.e., organization specific) and individual (i.e., to the individual) barriers to leadership below.

Homologous reproduction “is a tendency for those hiring...to give employment to those who are the most similar to them, as a means of reducing organizational uncertainty” (Forsyth et al., 2019, p. 82). In a sport setting, homologous reproduction is typically white, middle class men, hiring white, middle class men (Forsyth et al., 2019). This is a structural barrier to women advancing in leadership that refers to a concept often described by researchers as the “old boys club” (Forsyth et al., 2019; Shaw, 2006). In sport settings this could be a strong barrier for women to progress in sport-related fields (Acosta & Carpenter, 2014; Kamphoff, 2010; Lovett & Lowry, 1994; Mazerolle et al., 2015). Despite the research on bridging the contradictory consequences of utilizing agentic and communal characteristics in women’s leadership, women still struggle to advance to the top due to other structural barriers that are present in workplaces that hinder their advancement (Zheng et al., 2018). Various phenomena express negative advancement opportunities that present women with a glass wall, ceiling, cliff (Burton & Leberman, 2017). The glass wall refers to the opportunities that women are provided with, in that there is a lack of access to working in sport (Burton & Leberman, 2017). The glass ceiling refers to the lack of support that women receive to advance, in other words there is an inability to progress in the organization (Burton & Leberman, 2017). The final glass phenomenon is the glass cliff, characterized by a lack of support or consistency for women, resulting in higher risk and ultimately prompting failure when women are promoted to positions (Burton & Leberman, 2017). Hancock et al. (2018) challenged the idea of the glass ceiling by stating that women actually experience a leadership labyrinth and the ceiling is too general. They stated that not every woman will hit a glass ceiling; however, most women hit the leadership labyrinth in which they experience challenges but at different timepoints and to different extents in their careers (Hancock et al., 2018). There is a need for continued research on the increase of responsibility

that women face as they age and advance in their careers, such as competing responsibilities like having a family, and working long hours that are prominent in a non-traditional sport job (Burton, 2015; Harris et al., 2015; Whitmarsh, Brown, Cooper, Hawkins-Rodgers, & Wentworth, 2007). Despite programs that have been put in place as a result of affirmative action, women are still facing the biological timeclock as a barrier. The responsibility of child rearing contributes to the leadership labyrinth and should be further discussed when creating organizational policies. Employers need to be more accommodating and supportive of this responsibility for both men and women.

The second component of barriers to advance are the barriers that women put on themselves. These are individual barriers otherwise known as self-limiting behaviours (Kay & Shipman, 2014). According to Steel, Chelladurai, and Brown (1987) both male and female university students have comparable aspirations and potential. That being said, it is possible that at different career stages, women may have differences in self-confidence and self-belief and the ones who do have these traits pursue a career in sport (Forsyth et al., 2019). This could attribute to the low numbers of women who are working in sport (Forsyth et al., 2019). Women tend to undermine their confidence in themselves compared to males (Kay & Shipman, 2014). It is stated that men will apply to jobs when they meet a minimal percent of the requirements (Kay & Shipman, 2014), whereas women will only apply to the job when they meet all of the requirements (Kay & Shipman, 2014). Therefore, confidence is a self-limiting behaviour that is potentially limiting women from advancing to top leadership in their careers (Kay & Shipman, 2014). This lack of confidence ultimately leads women to apply for positions they qualify for and deserve, and consequently leave positions in senior leadership and coaching (Burton, 2015). This results in a leaky pipeline consistent with findings from various researchers (Aman et al., 2018;

Helfat et al., 2006; Pell, 1996; Ragins et al., 1998; White, 2004). Both emotional and cognitive processes are present when working in a male-dominated industry, and thus there is an identity comparison (the women feeling as if they have to conform to the stereotypical masculine traits exhibited in leadership) and women feel they need to engage in these stereotypes in order to “fit into” this male dominated area (Sartore & Cunningham, 2007). This can be attributed to the lack of respect and recognition that women receive in careers like coaching (Burton, 2015; Norman 2010b). Overall, there are both structural and individual barriers that contribute to leadership advancement for women who choose to advance in the sport industry. Due to the fact that hiring women leads to an increase in organizational performance as per Hoobler et al. (2018), solutions to address and minimize these barriers should be researched further in both education and industry settings.

Theoretical Framework

This study was based on the rich glass ceiling research literature base. The glass ceiling is a metaphor that is commonly used in research when referring to the barriers and obstacles that women commonly face when they are seeking promotions in the top levels of organizations (Burke & Vinnicombe, 2005; International Labour Office, 2004; McLeod, 2008; P. Smith et al., 2012). This approach was originally mentioned in 1986 by the *Wall Street Journal* and states that there is a lack of access to move up the organizational hierarchy to achieve leadership positions for women (Weyer, 2007). Women receive a lack of support when seeking to advance and this creates a lack of progression for women in the organization (Burton & Leberman, 2017).

The glass ceiling metaphor was investigated by P. Smith et al. (2012) where the researchers developed a measure – the Career Pathways Survey (CPS) – to determine how women in management positions perceived the glass ceiling barriers that women face when

advancing. Namely four factor models of attitude were evaluated: denial, acceptance, resilience, and resignation. Overall, *denial* refers to beliefs that the glass ceiling no longer exists.

Acceptance about the glass ceiling in the survey demonstrates why women are happy and satisfied to stay in the position that they are in. *Resilience* are statements that describe how women overcome challenges and describe that women will continue to move forward in their journey despite the glass ceiling. *Resignation* refers to women deciding to give up or fail to strive to achieve promotions due to various obstacles such as social and organizational (P. Smith et al., 2012). Overall, this instrument was created to gather data on gender inequality in organizations both from male and female perspectives; the researchers hoped that this instrument would be used to find gender differences in the perceptions of the glass ceiling in the future (P. Smith et al., 2012). In order to ensure reliability of this four factor measure, P. Smith et al. (2012) conducted two studies utilizing the CPS. Both studies utilized a snowball sampling approach to women first in the newspaper, and then secondly more specifically the researchers recruited participants from women's networks in Australia. The instrument was edited after study one with the addition of some statements regarding the glass ceiling. The purpose of this study was to develop a reliable measure to prove that women indeed do have beliefs of the glass ceiling, and they can be measured on the four factors of resilience, denial, acceptance, and resignation.

To the researcher's knowledge, Hancock et al. (2018) are the only researchers who have developed a study that aimed to determine how male and female students perceive the glass ceiling in the sport industry. Hancock et al. (2018) used the 38-item CPS in conjunction with a demographic profile survey to measure students' perceptions of the glass ceiling. Students rated the perceived barriers of acceptance, denial, resilience, and resignation on a seven-point Likert-type scale. Key findings from this research were that: (a) males felt more strongly than females

that barriers to advancement for females no longer exist; (b) males felt that women were content, more so than the female respondents, with not seeking positions at high levels in sport management; (c) males and females both believe that women will overcome the barriers that compose the glass ceiling; (d) even though males state that barriers to advancement for females are non-existent, they also believed that females will overcome the barriers to advancement, and; (e) females were less likely to agree that women give up or fail to advance in sport organizations as a result of obstacles (Hancock et al., 2018). The researchers concluded that the career advancement for women may resemble more of a leadership labyrinth as opposed to a glass ceiling (Hancock et al., 2018). This is due to the fact that women navigate multiple barriers such as bias and discrimination to advance in their careers (Hancock et al., 2018)

Student Perceptions and Expectations

Forsyth et al. (2019) employed a qualitative research design to explore female perceptions of employment in the sport industry. Three focus groups were utilized that incorporated a group of high school females aged 15 to 16 ($n = 20$) who were studying or interested in sport, students in a university sport-related degree ($n = 8$), and graduated students from sport-related degrees ($n = 7$). Four specific themes emerged from the focus groups being: (a) gender junction; (b) women as barriers to themselves; (c) importance of role models, and; (d) token equality (Forsyth et al., 2019). Gender junction was termed by the participants as themselves being a junction at some point in their career (Forsyth et al., 2019). Terms such as stereotypes, gender discrimination, and gender discriminative attitudes all came up in the three focus groups as being junctions within the women's careers at some point in time (Forsyth et al., 2019). Some examples were provided of women having to change their appearance, dressing more conservatively, and encountering issues that involved their sexuality (Forsyth et al., 2019).

It was apparent across all three focus groups that women are also barriers to themselves and put individual barriers on themselves (Forsyth et al., 2019). The focus groups indicated that in order for women to succeed they need to have self-confidence and self-belief as opposed to believing that they do not fit the typical gender stereotype (Forsyth et al., 2019). It is important to note that the women who participated in this study felt that they had self-confidence and self-belief (Forsyth et al., 2019). They attributed these feelings to the reason for their success (Forsyth et al., 2019). The participants felt that perhaps women who do not believe in themselves and do not have self-confidence are not succeeding (Forsyth et al., 2019). The other barrier that was expressed as more of a structural barrier was the multiple role conflict that the job presents by having to work weekends and long hours that conflict with traditional family time or childcare responsibilities (Forsyth et al., 2019). Multiple role conflicts have also been expressed in other research done by (Harris et al., 2015; Kamphoff, 2010; Kilty, 2006; Mazerolle et al., 2015; Pfister & Radtke, 2009).

The third theme that emerged from the three focus groups is the need for role models for women, and both the importance of role models and the impact that a lack of role models has (Forsyth et al., 2019). This is seen in previous research, which states that the lack of role models may be due to the although increasing, still minimal number of women studying and advancing in sport careers (Harris et al., 2015; Simmons, 2001; Walker & Bopp, 2010). This statement exemplified the importance that having women role models to encourage and help young women pursue a “if she can do it, why can’t I” attitude (Forsyth et al., 2019, p. 86). The final theme found as a result of the focus groups is token equality (Forsyth et al., 2019). Token equality was defined as the members of the focus group feeling that although there are efforts being done in order to represent females, these efforts are not enough and are not the right efforts to solve the

particular problems (Forsyth et al., 2019). Overall, the main conclusions of the study done by Forsyth et al. (2019) were that role models for women are needed, and organizations should promote the success of women achieving both sport and general business employment. If possible, structural barriers within organizations can be decreased and hopefully non-existent with the use of flexible childcare, networking, and not disclosing gender on applications (Forsyth et al., 2019). Open discussion on stereotypes are needed within educational settings, and finally self-confidence, belief and the creation of one's networks should be a focus for females as opposed to deeming themselves incapable or not confident (Forsyth et al., 2019).

Harris et al. (2015) investigated perceptions of undergraduate sport management females toward their future careers in sport. This study had participants aged 20-22 (N=16) from one large NCAA Division 1 institution in the southeast of the United States. The majority of participants were single, had no children or dependents, and were Caucasian with one African-American student (Harris et al., 2015). This study used three different focus groups to gather qualitative data, as well as a supplemental survey with demographic questions on race, gender, grade level, grade point average, collegiate athletic participation, entry-level salaries, and work experiences (Harris et al., 2015). The majority of participants stated that their expected-level salary upon entry to the sport industry was \$35,000 to \$39,000 or less with two participants stating over \$40,000 (Harris et al., 2015). Upon analysis of the focus group sessions using transcription, the following three themes emerged: (a) various concerns related to job discrimination (i.e., gender stereotypes, gender discrimination); (b) industry specific worries (i.e., difficulty networking, job market constraints, long work hours, low salary range, multiple role conflict), and; (c) despite these concerns, enthusiasm to enter the field (Harris et al., 2015). The researchers concluded that there was significant concern from participants regarding gender

stereotypes in the workplace (Harris et al., 2015). This finding is supported in the sport management literature base (Burton et al., 2011; Grappendorf & Lough, 2006; Harris et al., 2015, Quarterman, DuPree, & Willis, 2006). However, additional research is still required on the topic.

Women continue to experience limiting gender-role stereotypes that impact their career progression in sport management (Harris et al., 2015). Job discrimination during the hiring process in the workplace has also been documented by previous researchers and was a theme discussed by the participants in the Harris, et al. (2015) study. Kirchmeyer (2002) found that discrimination in the workplace impacts progression and raises more concern for mid-career women more than it does men. Furthermore, bias and discrimination contribute to the underrepresentation of women who are athletic directors (Grappendorf & Lough, 2006). Confidence of these women is lost before they even apply to positions in their sport career because of the potential job discrimination (Eccles, 1987; Harris et al., 2015). Other concerns such as difficulty networking, job market constraints, and long working hours were also evident in the Harris et al. (2015) findings. These concerns were directly linked to concerns in the sport industry and were attributed to being a woman in a non-traditional job in sport, such as working nights and weekends, and the gender make-up of their field being predominately male making networking more difficult and thus a career in sport seem less attainable (Harris et al., 2015).

The overall conclusion was that women who are successful in their careers should be encouraged to mentor female sport management students through speaking to them and giving presentations (Harris et al., 2015). The final conclusion was that the job market is very competitive as students are not only competing against males in their respective programs, but also females and males in business programs attributing to the limited availability of job

positions in sport (Harris et al., 2015). Overall, despite the perceptions of the barriers indicated in Harris et al. (2015) the women were still eager to enter the sport field and it is hoped that this encourages others to enter the field.

These articles exemplify the need for undergraduate and graduate students to be aware of, and sensitive to barriers that women frequently face as they endeavour to advance their careers in the sport industry.

Mentorship and Networking for the Future

In the 21st century, increasingly, women are pursuing university degrees in higher proportions to men, but they still are not achieving top levels of leadership (Johnson, 2016). This non-diverse community created in organizations hinders institutional progress and success (Block & Tietjen-Smith, 2016). Mentorship from men is important for these women but more importantly they need mentorship from other women (Block & Tietjen-Smith, 2016).

A consistent theme that women have expressed in qualitative studies within the literature is that there is a small number of women employed in sport, which makes networking opportunities challenging (Walker & Bopp, 2010). As a result, there are also fewer mentors for other women in sport (Kilty, 2006), and thus, women-specific support groups would be helpful to create mentorship and network opportunities and increase both the confidence of women and their employment rates (Burton et al., 2012; M'mbaha & Chepyator-Thomson, 2018). The minimal number of networking and mentorship opportunities accessible to women could be attributed to the minimal number of women employed in sport (Forsyth et al., 2019; Harris et al., 2015).

Interviews have been used by Bower and Hums (2009) to produce data from colleges and universities within international physical education departments on the importance of women

mentoring women to achieve leadership positions. Conclusions from this study reinforced the underrepresentation of women in leadership roles within national sport and physical education organizations (Bower & Hums, 2009). They found that mentoring helped women overcome various barriers that prevented others from advancing their sport management careers in North America (Bower & Hums, 2009). The motives expressed for women deciding to mentor another woman included a professional obligation and a desire to help. They indicated that they wanted to especially help other women in the area of professional decorum, communication, knowledge acquisition, gaining confidence, and knowing one's limitations (Bower & Hums, 2009). Finally, experience is relevant to securing future roles so a focus on career building was also identified as a popular and valued theme of the mentoring sessions (Bower & Hums, 2009).

In conclusion, women face both structural and individual barriers that have been explained by various theoretical positions and are perceived by many people involved in their advancement within both sport and regular organizations. Better resources can be established to help women navigate the barriers that they may face when advancing in their careers. More importantly a greater understanding could be established by minimizing these barriers and teaching them to undergraduate students. This would create an increase in mentorship and networking available to women to advance in sport leadership. This can be done through more research in undergraduate and graduate students' perceptions of the barriers, and an increased understanding through teaching to generate more networking and mentorship to women in similar professions.

Chapter III – Methodology

The purpose of this chapter is to outline the procedures that were taken to address the research questions that guided this study. The chapter is divided into seven sections which include: (a) Research Ethics Board Approval; (b) Research Design; (c) Research Questions; (d) Study Population; (e) Instrumentation; (f) Data Collection Procedures, and; (g) Data Analysis Procedures.

Shortly after this study was approved and data collection was about to proceed the COVID-19 pandemic emerged. Universities immediately suspended face-to-face interactions and the data for this study could not be collected as proposed. Permission was granted by the Western Universities Research Ethics Board (REB) and the candidate's prospectus committee to collect the data questionnaire and focus group data electronically. An added benefit of this transition to an on-line mode was the expansion of the original four Universities to nine universities dispersed throughout Canada.

Research Ethics Board Approval

Before conducting any research on this project an REB Application was submitted to Western Universities REB. Western Universities REB approved this project on December 16th, 2019. Following committee approval on February 24th, 2020 data collection began. As a result of the COVID-19 pandemic, an amendment to move the original study to an online platform was granted on March 13th, 2020. A second amendment was granted on March 27th, 2020 to allow recruitment at all universities in Canada that offered an undergraduate sport management program, according to the North American Society of Sport Management (NASSM) (NASSM, n.d). A final amendment was approved on April 21st, 2020 to conduct the focus group via an

online platform, specifically via Zoom. All REB amendments and approvals are presented in Appendix A.

Research Design

This descriptive study was designed to explore and describe perceptions that men and women undergraduate students have about the barriers women may have in advancing their careers to the senior leadership levels within the sports industry. A second purpose of the study was to secure the reaction of their professors and uncover the strategies that they were employing to ensure that their graduates understood the importance and the benefits of gender equality in the workplace and thus advancing an equal, equitable, diverse, and inclusive workplace.

The quantitative data for this study were generated through the completion of the Career Pathways Survey (CPS), a valid and reliable instrument specifically designed to produce interval data on the perceptions respondents have about the barriers that might exist to impede career progression for women. It measures the degree to which respondents believe a glass ceiling exists for women across four independent factors of attitude, namely: resignation, acceptance, resilience, and denial. It has been used in a project focused on sport management students in the United States (Hancock et al., 2018). The CPS instrument is presented in Appendix B.

Permission to use the CPS instrument in this research was obtained (letter appears in Appendix C).

The CPS produced quantitative data about the perceptions that senior men and women undergraduate students studying sport management ($n = 93$) had of the barriers women may face to advance in the sport industry.

The qualitative data for this study was generated by an on-line focus group with the students' sport management professors ($n = 9$) from the nine universities participating in the

study. The goal of the focus group was to secure the professors reactions to the quantitative results of the study and have them discuss how they were or could be preparing students for career progression and advancing concepts of equality, equity, diversity, and inclusion with their graduates.

Research Questions

Three research questions were prepared to guide this research project. These questions were:

1. Do men and women senior undergraduate students studying sport management have different career expectations for a senior leadership career in sport?
2. Do men and women senior undergraduate students studying sport management have perceptual differences regarding the barriers that women may face in advancing in sport to senior leadership roles?
3. What are professors doing to prepare men and women students to advance in their careers in sport leadership?

Study Population

This research study was conducted at the nine universities that offer a sport management program in Canada as per the North American Society for Sport Management (NASSM) (NASSM., n.d). The study population involved 93 undergraduate students (Year III, Year IV, and Year V+), and nine of their professors (one from each university). The Universities that participated in this study were Brock University, Mount Royal University, University of Alberta, University of New Brunswick, University of Ottawa, University of Regina, University of Waterloo, Western University, and University of Windsor. It is important to note that 14 Canadian universities offer a Sport Management program according to the North American

Society of Sport Management NASSM (n.d). However, one university (Memorial University) only offered a course in the area, one university (Laurentian University) was unable to participate in the research, and three universities (Nippising University, Trinity Western University, and York University) did not reply to the recruitment email. An overview of each participating university and its sport management program is presented in Appendix D.

The CPS was completed by senior students taking sport management as an undergraduate degree program or senior students enrolled in a sport management course at the time of survey distribution. The courses that the students were enrolled in at the time of survey distribution covered the following sport management topics: Marketing, Business, Event Management, Statistics, Economics, Policy, Government, Innovation, and Sport Issues. A total of 966 enrolled students were eligible to participate in the study. Students listed in two or more sport management classes were asked to complete one survey.

Instrumentation

The researcher collected both quantitative and qualitative data in this research. Quantitative data were collected using The Career Pathways Instrument, a 38-item survey that produces internal data on a seven-point Likert type scale (i.e., 1 = “strongly agree” through 7 = “strongly disagree”). The instrument was designed to measure differences across four glass ceiling phenomena (i.e., resignation, acceptance, resilience, and denial). Each of the four factors are discussed below.

Denial is a measure of the belief that both men and women will have the same experiences when seeking leadership positions; in other words, the glass ceiling no longer exists (P. Smith et al., 2012). Ten of the-38 items in the Career Pathways Survey measure denial, and the internal consistency was also determined ($\alpha = 0.81$) (P. Smith et al., 2012).

Acceptance is a measure of women being content with not seeking careers in senior leadership; in other words, high-level positions in sport management (Hancock et al., 2018). P. Smith et al. (2012) determined that the internal consistency of the acceptance factor was $\alpha = 0.72$. Seven of the 38-items in the Career Pathways Survey measure acceptance (P. Smith et al., 2012).

As per Hancock et al. (2018), resilience refers to the fact that women will overcome the barriers that they face and that women will keep pushing forward to achieve senior leadership positions in sport. The internal consistency ($\alpha = 0.70$) was measured for *resilience* (P. Smith et al., 2012). Eleven of the 38-items in the Career Pathways Survey measure resilience (P. Smith et al., 2012).

Resignation is a measure of the perception that women give up or fail to achieve promotions because of social barriers (i.e., role congruity theory) or organizational obstacles (i.e., sexual discrimination, harassment) (Hancock et al., 2018). Ten of the 38-items in the Career Pathways Survey measure resignation (P. Smith et al., 2012). P. Smith et al. (2012) determined that the internal consistency of the resignation factor was $\alpha = 0.71$.

Two of the factors have a reverse coding mechanism built into the scale to detect response set errors that threaten the validity of the data. P. Smith et al. (2012) verified the internal consistency of the instrument by computing Cronbach Alphas for each factor. All exceeded the threshold of 0.70 that Santos (1999) established as critical.

The instrument was designed to measure variables that were critical to the aims of this research and following a phone discussion with the researchers who used the instrument in a similar study (Hancock et al., 2018), the CPS was deemed to be appropriate for use in this study.

Qualitative data were collected via a focus group session conducted following the procedures outlined by Patton (2014). Focus groups typically consist of open-ended questions with five to eight participants (Patton, 2014). Focus groups are a cost-effective method of gathering deep insights into a research question. They facilitate researchers to bring in large groups of participants (Patton, 2014) to focus on a specific issue. Data quality and richness are enhanced when participants can interact and elaborate on their opinions, conform or challenge the opinions of others, and elaborate on a discussion issue (Patton, 2014). The focus group was used to obtain high-quality data that may be presented in social context by professors testing their ideas with each other and responding to a series of open-ended questions.

Data Collection Procedures

Permission to conduct the study was obtained from each of the sport management professors at the nine universities. As per Western University's REB, the REB's at the other institutions were completed upon their specific universities REB protocols for online survey distribution to students.

The quantitative data from the undergraduate sport management students was collected using the Qualtrics program, an on-line platform that is ideal for conducting survey research. This approach was chosen due to the fact that professors needed to quickly distribute the survey forms to students given the immediate campus closings and shift to an on-line program delivery due to the impact of the COVID-19 virus. The professors at the nine Universities distributed a survey link to their undergraduate students enrolled in senior sport management classes at their institution (years three, four, or five). The survey link along with the letter of information, the consent letter, and the purpose of the study was outlined in the opening section of the survey form. A context slide was then provided for the students which had images of head and shoulders

pictures, job titles, and organizations of the men and women in senior leadership within sport organizations in Canada (these documents can be found in Appendix E). The images represented the Presidents and Vice Presidents of Major League sport teams and the leagues that operate in Canada. They were presented in the exact proportion that they exist in 2020. A caption accompanied the image that read:

“Pictured below are a number of men and women who hold senior leadership positions in sport in Canada. They are either vice presidents or presidents in sport organizations like the Montreal Canadiens, Winnipeg Jets, Saskatchewan Roughriders. Perhaps you are interested in this kind of role in the future. Fifteen percent of the President and Vice President positions in Major League Sport in Canada are occupied by women. Eighty-five of the President and Vice President positions in major League Sport in Canada are occupied by men.”

Students were required to identify if they had read the slide with a yes or no answer. If students answered no they were eliminated from the study.

A two-step non-response procedure was enacted to maximize participation rates. A reminder email was distributed to the students one week after the initial distribution of the questionnaires (see Appendix F). After four weeks the site was closed and the collected data were uploaded to an excel spreadsheet to facilitate the analysis.

The focus group with the nine professors was one-hour in duration and took place on May 6th, 2020. The nine professors who agreed to participate in the focus group process received a letter of information and consent form in a recruitment script (presented in Appendices G and H). Three introductory questions were asked (see Appendix I) to inform them of the topic of the focus group and get them interacting (Patton, 2014). The professors were provided with a brief overview of the study and they were thanked for their assistance in securing the participation of their students and for participating in the focus group session. The results of the quantitative component of the study were presented to the professors for their information and to seek their

preliminary reaction to the findings. The researcher then asked the professors a series of open-ended questions designed to uncover their perspectives on the topic (presented in Appendix I). They were asked about the real or perceived barriers that their female students may face in securing senior leadership roles in sport. They discussed their strategies for creating awareness of the issue with their students and for helping their students understand the need and benefits of having an equal, equitable, diverse, and inclusive workplace. They also discussed their pedagogical strategies and what they could do to help bring awareness to and improve the situation. The facilitator allowed the professors to determine which areas warranted more in-depth discussion and deeper reflection (Patton, 2014). The researcher followed the advice of Patton (2014) to ensure that respondents were not influenced by her and/or the group did not succumb to “group think” which can be an issue for research using a focus group technique (Patton, 2014). This was done by creating a safe place where all opinions were welcome and encouraged, as well as by utilizing the chat function of Zoom to express additional opinions and statements that one may not have felt comfortable saying out loud.

The session was recorded with permission of the professors and the researcher took field notes to ensure that data were effectively and accurately captured (Patton, 2014). To allow the facilitator to appropriately moderate an on-line focus group, the professors were asked to electronically raise their hand when they wanted to speak, and to put any additional comments in the Zoom chat box. A copy of the focus group presentation can be found in Appendix J.

Data Analysis Procedures

The quantitative data analysis for this study was computed using the Statistical Package for Social Sciences 26 (SPSS). A chi-square analysis was computed to determine if there was a statistically significant difference between career aspirations of men and women students. A chi-

square test was chosen due to there being two dichotomous items being cross-tabulated with another (i.e., “yes to senior leadership” versus “no to senior leadership” and these results were cross-tabulated with gender men or women). The analysis was undertaken following the guidance of Tabachnick, Fidell and Ullman (2007). This generated a 2 x 2 matrix where the chi-square was able to evaluate the observed or expected values in this matrix to determine if there was a statistical difference (Tabachnick et al., 2007). Computed values were compared to critical values at the 95% confidence interval level. Adjusted residuals were also calculated to confirm statistical significance. Finally, the phi coefficient association was calculated to determine strength between the variables.

Descriptive statistics were computed on the data produced by the quantitative instrument. The four types of barriers (i.e., acceptance, denial, resilience, and resignation) served as the dependent variables in the study. Means and standard deviations were calculated for each of the variables. A *MANOVA* was computed to determine if a significant difference existed between gender, specifically the perceptions that men and women students had regarding the barriers women face to advance. The *MANOVA* was used due to the fact that there were multiple dependent variables (Tabachnick et al., 2007). Computed F ratios were compared to the critical F ratios at a 95% confidence interval level. Wilk’s Lambda post hoc analyses was not computed to determine precise areas of disparity due to the fact that there were only two independent groups and it was apparent which group was larger. Alpha values were computed to ensure continued reliability and validity of the CPS instrument. When calculating the means for each student, for each factor of the CPS, missing data were filled in using the SPSS’s function for missing data to provide the best estimation for these values.

The qualitative data analysis procedures were undertaken following the guidance of Patton (2014). The qualitative data was gathered and transcribed by the researcher using Braun and Clarke's (2006) six phase framework to identify themes. The six phase framework is widely used throughout the psychology discipline and was used to analyze the qualitative focus group data in the Forsyth et al. (2019) study. In phase one the researcher transcribed the data from an audio file to a text file. The researcher then re-read the data and highlighted the initial themes or ideas (Braun & Clarke, 2006). The researcher listened to the recording of the focus group three times to ensure that the transcription was as accurate as possible. The researcher then read the transcribed focus group in full three times while also highlighting quotes that were deemed significant based on the literature bias that the researcher had. Words that were repeated more than once that attributed to a significant theme later were also highlighted. Phase two involved taking the highlighted words and generating initial ideas of potential themes (Braun & Clarke, 2006). The researcher created a mind map of the highlighted words (Appendix K). Phase three involved searching for the themes in the transcribed data by matching the quotes from phase one to the mind map from phase two (Braun & Clarke, 2006). The researcher utilized NVivo Coding Software 12 to assist with breaking the themes down into a smaller mind map and placing relevant quotes underneath the listed themes. It was also in this phase that similar themes were grouped under one main theme (Braun & Clarke, 2006). A copy of the second mind map is presented in Appendix L. Phase four of the qualitative data analysis procedure consisted of reviewing the identified themes and refining them, ensuring that the coded themes were similar to what the participant had stated when stating their answer (Braun & Clarke, 2006). After the pockets of data were reviewed in NVivo to fulfill phase four, phase five involved the creation of a final mind map. The final mind map involved summarizing, defining, and creating a story of all

the identified themes based on the original data set (Braun & Clarke, 2006). The primary researcher of this study was the primary reviewer of the qualitative data. Consistent with the process of Forsyth et al. (2019), two secondary reviewers were commissioned to independently review the data following a training and testing program to ensure interrater reliability. Both secondary reviewers utilized Braun and Clarke's (2006) transcribing framework. The use of two secondary reviewers increased the researcher's confidence in the trustworthiness of the qualitative data. The secondary reviewers' notes were submitted to the researcher and the researcher followed up with each of them individually to discuss their findings. Prior to the primary researcher proceeding to phase six (i.e., the writing and interpreting themes) final approval was received from each reviewer. Any themes (not applicable) and sub-themes (applicable) that were not in the researcher's original thematic map were then added. Following the individual discussions a final copy of the thematic map (see Appendix M) was sent to each reviewer.

Chapter IV – Results

This chapter outlines the study's findings from both the qualitative and quantitative data analysis procedures in the following three sections (a) Response Rate; (b) Quantitative Results of the Study, and; (c) Qualitative Results of the Study.

Response Rate

One hundred eighteen surveys were collected for a 12% response rate. Ninety-three of the 118 surveys were completed in their entirety and therefore usable ($n = 93$) in the study. Of the 93 surveys, 41 students identified as women and 52 students identified as men. Fifty six percent of the women indicated that they aspired to senior leadership positions in sport, while 67% of the men indicated that they were looking to achieve senior leadership positions in sport. Sixty-seven students stated that they were enrolled in Sport Management, 11 stated that they were enrolled in Kinesiology and 17 stated "other". There was an option to specify which program the "other" students considered themselves to be enrolled in and these programs included: Business, Sciences, Sport and Recreation Management or Studies, Human Kinetics, Political Sciences, Mathematics, Bachelor of Arts in Recreation and Sport Tourism, and a Minor in Sport Management. Twenty-nine students identified as third year students, 54 students identified as fourth year students, and ten students identified as fifth year plus students. The students ranged in age from 20 years of age to 34 years of age. Eighty-four percent of the respondents were between the ages of 21 and 24 years of age.

Quantitative Results of the Study

A chi-square analysis was computed on the quantitative data collected to address the first research question in this investigation which was:

1. *Do men and women senior undergraduate students studying sport management have different career expectations for a senior leadership career in sport?*

The computed chi-square statistic ($\chi^2 (1) = 1.23, p = 0.27$) did not reach statistical significance within a 95% confidence interval. As a result, the observed or expected values within the 2 x 2 matrix was not statistically significant. Additionally, the association (phi coefficient) between the variables is 0.12, indicating no relationship between the variables (gender and senior leadership, yes or no). These computations are presented in Table 1. Therefore, the null hypothesis was accepted that there are no differences with respect to career aspirations between men and women senior undergraduate students.

Table 1

Men and Women Senior Leadership Career Aspirations

	Men	Women
Yes (<i>n</i>)	35	23
Adjusted Residuals	1.1	-1.1
No (<i>n</i>)	17	18
Adjusted Residuals	-1.1	1.1

$$\chi^2 (1) = 1.23, p = 0.27$$

The researcher also tested the psychometric properties of the CPS instrument. Cronbach Alpha were computed for each of the four factors to determine the internal consistency values. The results from this analysis are in harmony with the results P. Smith et al. (2012) produced

when the instrument was created. All but the resignation variable exceeded the threshold of 0.70 that Santos (1999) established as a reliable score.

Table 2

Internal Consistency Measures of the Career Pathways Survey Instrument

Factor	Cronbach Alpha
Denial	0.84
Acceptance	0.77
Resilience	0.71
Resignation	0.69

A multivariate analysis of variance (*MANOVA*) was computed on the quantitative data in order to address research question two which was stated as:

2. *Do men and women senior undergraduate students studying sport management have perceptual differences regarding the barriers that women may face in advancing in sport to senior leadership roles?*

This statistical treatment was appropriate given the interval data produced by the CPS instrument and the nature of the research question. The computations were carried out using the SPSS program.

The gender variable had two levels (men versus women) and was evaluated as the independent variable in this analysis across the four dependent measures produced by the CPS instrument (i.e., denial, acceptance, resilience, and resignation). The CPS factors were evaluated on a seven-point Likert type scale found in table 3. Descriptive statistics were initially computed for the dependent variables and they are presented in Table 4.

Table 3

Career Pathways Survey Seven Point Likert Scale

Strongly Agree	Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Disagree	Strongly Disagree
----------------	-------	----------------	----------------------------	-------------------	----------	-------------------

Table 4

Descriptive Statistics for the Career Pathways Survey Measures

CPS Factor	Men (<i>n</i> = 52)			Women (<i>n</i> = 41)		
	Mean	Standard Deviation	95% Confidence Interval	Mean	Standard Deviation	95% Confidence Interval
Denial	4.22	0.70	(3.97, 4.47)	5.16	1.02	(4.88, 5.44)
Acceptance	4.90	0.90	(4.67, 5.13)	5.55	0.75	(5.29, 5.81)
Resilience	2.37	0.56	(2.22, 2.52)	2.20	0.52	(2.04, 2.37)
Resignation	3.97	0.74	(3.77, 4.16)	3.96	0.64	(3.75, 4.18)

The results of the MANOVA uncovered a significant difference (at the 95% confidence interval) between men and women on the overall CPS measure. A Pillai's Trace measure of $F(4,88)=8.287$, $p<0.001$, $\eta^2 = 0.27$ illustrated the difference.

Univariate comparisons were computed to identify the precise source of the differences between the men and women respondents. Per Hummel and Sligo (1977) a statistically significant multivariate effect indicates a "protected F" allows researchers to interpret the univariate effects without adjusting the per-comparison alpha. It was determined that gender differences did exist on the denial factor ($F(1,91) = 25.09$, $p < 0.001$, $\eta^2 = 0.22$) with women ($M = 5.16$, $SD = 1.02$) feeling much stronger about its presence than men ($M = 4.22$, $SD = 0.70$).

Men and women respondents also significantly differed on acceptance ($F(1,91) = 13.71$, $p < 0.001$, $\eta^2 = 0.13$) with women ($M = 5.55$, $SD = 0.75$) feeling more strongly that women do not accept the employment realities than men respondents ($M = 4.9$, $SD = 0.90$). No significant differences were found on the resilience, $F(1,91) = 2.23$, $p = 0.139$, $\eta^2 = 0.02$ or resignation, $F(1,91) = 0.000$, $p = 0.988$, $\eta^2 = 0.000$ factors. These computations are presented in Table 5.

Table 5

Univariate Statistics and Confidence Intervals Computed Across all Four Dependent Variables and Gender as the Independent Variable

CPS Factor	<i>df</i>	F	<i>p</i>	η^2	Mean Difference between Gender (Men $n = 52$, Women $n = 41$)	95% Confidence Interval for the Difference between Men and Women
Denial	(1,91)	25.09	<0.001	0.22	0.94*	(0.57, 1.31)
Acceptance	(1,91)	13.71	<0.001	0.13	0.65*	(0.30, 0.99)
Resilience	(1,91)	2.23	0.139	0.02	0.17	(-0.56, 0.40)
Resignation	(1,91)	0.000	0.988	0.000	0.02	(-0.29, 0.29)

* $p < 0.05$.

Qualitative Results of the Study

Qualitative data were collected and analyzed with sport management professors from the nine universities participating in the study to address the third research question which was stated as:

3. *What are professors doing to prepare men and women students to advance in their careers in sport leadership?*

Three main themes emerged from an analysis of the qualitative data. These themes were: (a) Awareness; (b) Barriers to Advancement, and; (c) Purposeful. Each theme has four sub-themes that also aided in answering research question three. A display of these themes and sub-themes are illustrated in Figure 1.

Figure 1. Themes and Sub-Themes of Part B Focus Group Qualitative Analysis

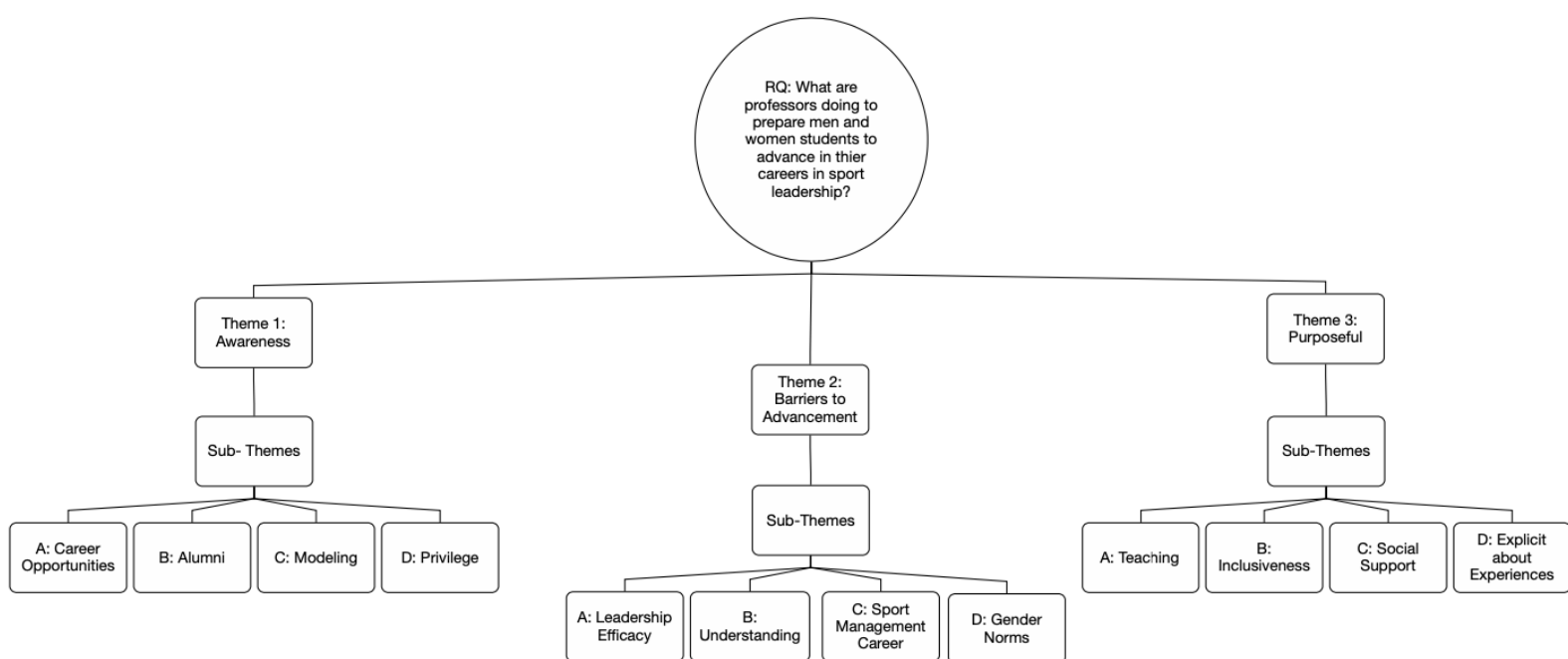


Figure 1. The above figure represents the themes and sub-themes that were uncovered in the focus group in order to answer research question three of this study, which is found at the centre of the mind map.

The first theme that was identified from the focus group was Awareness. This refers to an improvement in awareness regarding sport management as a program and career, but a lack of awareness from students on the barriers women face when advancing. From teaching in a sport management program, professors identified a need for a greater awareness of the barriers that

women face when advancing in the sport industry. It was mentioned that this has been seen through The Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS now known as Canadian Women & Sport) and The Sport Information Resource Centre (SIRC). These are groups that aim to increase awareness of gender equity, as demonstrated by the comments of both Professor Two and Professor Seven:

“...there is a lot going on in the Atlantic provinces right now with CAAWS leading the way and some of those other groups really pushing for equality and as a result there is a greater awareness...”

“We also have SIRC and maybe because they are so close we partner closely with them you see us on their newsletters you see job postings every day...”

Having groups like CAAWS and SIRC has the potential to reduce barriers and promote equity and diversity within the leadership ranks in sport management. However, while there has been progress, a discrepancy remains. This observation is consistent with the quantitative findings of this study. A lack of awareness and appreciation for the issue persists with students as highlighted in a quote from Professor One:

“...I think there is starting to be more awareness in general social inequities from students coming up generally about race and sexuality and gender this is still happening this is still a common situation of both men and women, and I would say not thinking that there are any gender inequities. The denial part I completely could see that this is something that I struggle with when I go to teach this lack of awareness a lack of accepting that this might be happening. ...they can easily come up with one or two examples of women who might be in senior leadership positions and so for them that means the problem is not there. When I push them to ask them for more significant examples give me more than one they can't and maybe that is when they kind of start to see that it is a bigger problem but the fact that there is a few makes them think it is not really for both men and women a big deal.”

The qualitative data grouped under Awareness was further subdivided into four sub-themes that were labelled: (a) Career Opportunities; (b) Alumni; (c) Modeling, and; (d) Privilege. Each are expanded upon in the following section.

Career Opportunities captured a need for students to have a clearer understanding that there are jobs available in each sector and at multiple levels in the sport industry. They need to be taught that there are opportunities at the non-profit level and in smaller communities, as opposed to solely working in professional sport, which is now dwindling due to fewer opportunities in this sector. There is a dose of realism when students start their undergraduate programs in sport management. Professor Four spoke to this point with the following quote:

“...this industry is massive and so maybe it is a rethinking of what actually is within the sport industry and helping students to understand the sort of number of opportunities that might come in front of them...just the scope that possible careers are out there is maybe starting to become a greater understanding of what that might look like...from students I should say.”

Career opportunities are still challenging for students to gain due to Business Schools that offer sport management programs or the fact that there is still a stigma around gaining a sport-related position without a sport related degree. This is exemplified in a quote from Professor Three:

“...I think that the mainstream business schools are a bit of a challenge cause sometimes they are calling it sport management even though they have no courses or faculty with expertise in that area but then still they have student groups around sport and that is the interest of those students nothing wrong with that but it is a threat to us and makes it challenging for our students to continue to differentiate themselves.”

Career opportunities could be increased through work integrated learning opportunities like internships and cooperative education programs. An increase in sport management specializations offered by business schools that do not necessarily have the faculty expertise in sport compounds the program. Work integrated learning options like internship programs and cooperative education programs allow students to gain valuable experience in the field, better understand the rules of engagement in the workplace, and make students more competitive for entry and progression in the industry due to their advanced level of preparation.

The second part of the Career Opportunities sub-theme referred to when professors discuss these sectors and levels in class. The group felt that there needed to be a greater understanding of the need for women in senior leadership positions. Professors need to offer more examples of women in senior leadership roles in their class discussions. They need to integrate women leaders as guest speakers and in video presentations. They need to engage students in this issue and present it as a problem as well as highlight the benefits of an equal, inclusive, diverse, and equitable workplace. However, one example is not enough. As Professor One noted: "...they can easily come up with one or two examples of women who might be in senior leadership positions and so for them that means the problem is not there...". Highlighting this problem and giving it importance, and also incorporating other minority groups (people who experience a disability, indigenous groups) into the picture can help to debunk the myth that there is no problem when advancing in the sport industry for minority groups. This was also seen in the quantitative analysis where denial and acceptance were significantly impacted by gender. Professor Eight provided an example of how this could be done in a lecture on organizational culture:

"It is similar to talking about indigeneity or any other kind of it just has to become part of what we do. If you are lecturing on organizational culture you have to talk about culture, the research that is done and shown that you have to have a diverse workforce that leads to increased performance you know all of those kind of things but I think if you treat it as a section of a class it is not going to be successful."

The suggestion of utilizing both men and women members of the Alumni to speak on the issue was brought up multiple times in the focus group to heighten awareness on the issue. Specifically, professors often have Alumni coming into classes as guest lecturers. Having men and women members of the alumni speak about the rules of engagement in organizations and the need to be more equitable and inclusive can be a powerful learning experience for students.

Professor Five stated that these interventions need to be purposeful. This professor noted that:

“...I do think we need to be purposeful with guest lectures the alumni that we choose to profile...”. This ultimately increases exposure of students to recent grads to increase connections through guest speakers. It was also mentioned that more alumni are graduating with sport management degrees and then those alumni are also hiring students with sport management degrees.

Professor Three noted that:

“...there are more alumni out there too which helps because there are more people saying they have a sport management degree and then hiring other people with that degree...”.

Professors in the focus group all highlighted the responsibility that professors have to bring this issue to the attention of students and by modeling a commitment to diversity through highlighting examples of women in senior leadership roles. Images and quotes from these women need to be integrated into class content. Women as well as men need to be brought into the classroom. Having men speak and also address the issue can be powerful and impactful for students. Professor Eight and Professor Seven both noted that:

“...I tend to find an example that would surprise them so I think the best example of that would be women who are taking the lead in professional sport so for example a women becoming an assistant general manager of an NFL team, an assistant coach of an NBA team... ...say well ya women should have all of the same kinds of opportunities but they still think it is odd or seems a little bit off kilter that you have a women in that role because historically it has always been men so I think that is kind of a moment you can use to explain well the fact that you think this is a little bit odd is showing you that there is a systemic issue here...”

“...whenever I give examples of sport managers I will refer to them as she or I will use cases where the sport manager is a women and so you will see their reaction they are not expecting that perhaps...it is one of the techniques I also try to use in the imagery and the examples that I use to break that barrier so those are some techniques without really teaching about the barriers kind of confronting them with that.”

Teaching students how to recognize their privilege through critical thinking was also described as an important topic of discussion for professors when teaching their students. Further discussions should then be had with the students to show how privilege relates to leadership in sport as both Professors Eight and Professor Six noted:

“The male students just don’t see the problem that is in front of them you know and that is a problem that is just a function of you know for me as a professor coming up through a system that privilege is white males you know going back and seeing I can see these things but in the moment I don’t see them because you are in a current right if I am floating in a current I don’t feel the current until I have to go against the current.”

“...circling back to something that Professor Eight said about privilege and you know whether a person is a male or female in particular given the ratio uhm you know the focus is on critical thinking and having students be aware of the privilege that they hold and so I guess the short answer is absolutely and you know Professor Three putting the imperative to not just teach but to model I think that is absolutely imperative as well.”

The second overall theme that emerged from the focus group was Barriers to Advancement. Four sub-themes emerged from the Barriers to Advancement theme and they were identified as: (a) Leadership Efficacy; (b) Understanding; (c) Sport Management Career, and; (d) Gender Norms.

Leadership Efficacy and how it relates to the importance of self-efficacy was an important consideration emphasized in the focus group. It is important that men and women sport management students are confident in their abilities to compete for and are confident in applying and advancing to leadership roles in sport. This is especially important for women sport management students. Professor Six noted that:

“...how female young adults typically compared to their male counterparts feel as though with respect to self-efficacy and leadership efficacy that is lower than males so if they have a lower belief in themselves then compared to their male counterparts then how does that actually relate to how they feel as though they have advantages in actually attaining leadership roles regardless of actually advancing within those roles and then that leads me to the systemic barriers that females are up against...I believe coming from a leadership self-efficacy standpoint that I am not sure that they feel that they have advantages and the literature also supports that once you get into the most senior it is less females for sure.”

Thus, it is important to recognize the confidence and capabilities of the parties involved when discussing advancement. The distinguishable traits between men and women leaders and how this influences the positions that women are in, such as masculine and feminine traits (e.g., being

“too emotional”) can influence the leadership-efficacy and self-efficacy of the particular individual.

Understanding was another sub-theme under the Barriers to Advancement theme. It is particularly important due to the fact that increasing the level of understanding is a critical step to addressing the misrepresentation and making change. The professors who participated in the focus group were not surprised by denial being significantly less for the men completing the CPS instrument. They commented that this is a systemic issue and we need to do more to change the channel on this issue with students. Professor Eight noted that:

“I am not surprised by the results and I agree with what Professor One is saying in the sense that I think that times have changed since twenty years ago when you know you could see examples quite easily of men being dismissive of you know women in the workplace and you don't see those things anymore but that doesn't necessarily mean that they are not there anymore but the problem is that I think for men because they haven't experienced what it is like they don't see the cues in the same way that women do and so I think that generally speaking men that are coming up as undergraduate students are supportive of opportunities for everyone but they are still missing a lot of sort of structural issues that are there it's not that they are not helpful or progressive it's just they are clueless they just don't see the problem that is in front of them you know...”

The Sport Management Careers sub-theme refers to the barriers that sport management students may face to gain and advance within careers in the sport industry. For example, there are long hours, low pay, extensive travel, which become increasingly challenging for those with competing responsibilities. There is less of a work-to-life balance required from students when they first enter into these careers. The expectations that the students have of these jobs prior to entering differ from the reality when they do enter. Professor Three suggested that as women progress and mature in their lives, they feel greater pressure when advancing in their careers due to constraints of the job and their commitments which increase responsibility. This professor noted that:

“...I think with entry level jobs they are typically getting those out of school when they are much younger with much less work family conflict at that stage in life and so I think you know at that level hopefully we are seeing less disadvantage but I think then that shifts as women move on and have their other chapters of life whether it is child raising whether it is caregiving for parents or neighbour or others that is where we start to see some and I have heard from some of our Alumni certainly as they get into their late twenties early thirties and they are asked to move up into higher positions that is when they start to feel the intense pressure because a lot of those positions in the sport industry are not the typical nine to five jobs they involve a lot of travel they involve uhm international calls at interesting hours and other constraints so I think that could be one of the reasons why we are not seeing entry level but then we are seeing some more challenge for women as they move through different management ranks.”

Overall, this statement is consistent with the literature that there are barriers in the sport management industry which usually transpire into mid - and senior - career levels.

The last sub-theme related to the Barriers to Advancement theme was identified as continued Gender Norms that are prevalent in society. This was highlighted by several of the professors who participated in the focus group. Professor Four stated that: “...we live in a world with embedded gender norms in sport and within society as a whole and so I would hesitate to say that it is a fully equal landscape for graduates...”. When asked about equal opportunities to enter the sport industry, the professors agreed with the literature base in the area. There were equal opportunities for men and women when entering the field. Professor Two noted that: “...in some ways anecdotal but there are opportunities and I don’t see there being a disadvantage at least in the Atlantic provinces right now.”; Professor Four: “...anecdotally similar to what Professor Seven said I don’t see our graduate numbers immediately there being some discrepancy on who gets jobs like blanket statement...”

Professor Seven noted that :

“...our graduate students going to the NSO’s I don’t see inequality at the entrance level. I think they both have equal opportunities I mean I haven’t it is anecdotal I can’t speak for everybody and everything and all of the positions, but I haven’t seen it or it wasn’t evident for me.”

Further support for this notion was provided by Professor Three who noted that:

“...I think with entry level jobs they are typically getting those out of school when they are much younger with much less other work family conflict at that stage in life and so I think you know at that level hopefully we are seeing less disadvantage...”

There is general agreement that there is equal access and opportunity to entry level positions in sport management for men and women graduates. However, as careers unfold, the situation appears to become less equitable. As women progress to higher levels, there is more inequality due to embedded gender norms. There are clear gender stereotypes that are present that relate to gender, specifically for women as described by Professor One who noted that:

“...make it real you know we still face stuff like that that if I get emotional I will get backlash but if my male colleagues get emotional that is maybe seen as they maybe just blew up and it is not a big deal.”

The final theme to emerge from the focus group session with the professors was identified as Purposeful. The Purposeful theme refers to having mindfulness and meaning when educating students about the values of equality, equity, inclusion, and diversity. It is important that graduates understand these concepts and are influenced to be aware of them as they navigate their careers in the field. They also need to understand the legal issues as well as the benefits to decision-making, organizational culture, and organizational effectiveness, when these values are upheld and practiced. Four sub-themes were identified under the Purposeful theme and these sub-themes were: (a) Teaching; (b) Inclusiveness; (c) Social Support, and; (d) Explicit about Experiences.

The professors stated that increasing awareness around the barriers for students is their responsibility as professors. Professor Seven stated that: “Obviously I think it is our responsibility to make them aware of those barriers and show them those inequalities...”.

Students need to learn about these barriers, stereotypes, gender inequities, inequalities, and issues

regarding inclusivity and diversity in the classroom and in reflection activities undertaken about experiences outside the classroom. They can learn these concepts through a variety of pedagogical modalities including, but not limited to: lectures, case study analyses, guest speakers, and guided reflection activities.

Not only did professors feel as though they need to teach the barriers, but they also needed to be inclusive when they teach. The barriers need to be integrated into everything that professors do in order to make change. As Professor Eight noted, inclusiveness:

“...has to be a part of everything we teach we can’t have a section in our class on this because it then seems as though it is something that we have to address or deal with. It is similar to talking about indigeneity or any other kind of it just has to become part of what we do. If you are lecturing on organizational culture you have to talk about culture, the research that is done and shown that you have to have a diverse workforce that leads to increased performance you know all of those kind of things but I think if you treat it as a section of a class it is not going to be successful.”

The sub-theme Social Support was evident when talking about how the barriers can continue to be minimized. Allyship between all colleagues and departments was discussed and deemed to be critical. It was suggested that it can help create a cultural change and aid women in overcoming barriers that impede their career progression. The issue has to be discussed. As Professor One noted:

“...we also need to have ally ship because I know that if I am the only person talking about it becomes the women talking about it or the victim talking about it or we need the ally ship from like if my dean says this and he is a male and is white this is going to have a lot more clout and a lot more power than if it is just me so it has to come from both because he can’t speak for me and what I experience but he also can speak to how we have to change and how we have to do things differently and recognize that so it has to come from all of my colleagues it cannot just be me as the one female who teaches this so it has to be a whole cultural change it has to be a collective and not just one person.”

Professor Three also stated that allyship needs to be taught to students in order to increase understanding of the barriers to career advancement and allow both men and women students to

more effectively recognize and appreciate how they can support others who encounter these barriers along their career paths. This professor noted that:

“I think we could do a better job helping our male students understand what male allyship is as they move into the workplace and make them more conscious of actions they can (and should) do if they want to change culture.”

There also needs to be greater support for students who want to be prepared to enter the workforce and when they are in the workforce. This can be done by increased exposure through co-op program components to sport management programs. A final thought about support came from Professor Seven who stated that:

“I think the expectations of the sport management jobs make it difficult to combine with family responsibilities; women need social support to make this happen. It’s not just colleagues, it is also the family support, emphasizing the support that is needed from families at home when working in the sport industry”.

The final sub-theme in the Purposeful theme was identified as being Explicit about Experiences. This theme represents continuing the discussion about barriers, and stating that they do still happen, and being honest about these experiences. Honesty in accepting that women are still facing these barriers even though they may not be present (through things like teaching evaluations and masculine or feminine traits in leadership) as described by Professor One who noted that it:

“...has to come from multiple places so some of the honesty has to come from me and some of the honesty has to come from you know teaching evaluations and how women still get commented on their clothing and my male colleagues never get commented on clothing. Uhm so it is stuff like that to kind of make it real you know we still face stuff ...”.

From the qualitative analysis of this focus group, it can be concluded that professors are aware of the barriers that women face to advancement in the sport industry and are continually developing strategies to minimize the barriers, and help students understand the barriers that women face when advancing in the sport industry to aid them in their career progressions.

However, it is evident that not only women face these barriers; the conversation needs to extend by including other minority groups and topics such as ageism, sexism, indigenous groups, and people who experience a disability. As well as, an allyship needs to be developed between individuals with gender-based privilege and those who do not, to continue the conversation and make greater necessary changes.

Chapter V – Summary, Discussion, and Conclusions

The purpose of this chapter is to address each research question and draw conclusions based on the qualitative and quantitative results discovered in chapter four. This chapter is portioned into five sections, which include: (a) Introduction, (b) Discussion of the Research Findings; (c) Implications for Sport Management; (d) Recommendations for Future Research, and; (e) Conclusions.

Introduction

There are a minimal number of women who occupy senior leadership roles in the sport industry globally (Acosta & Carpenter, 2014; Burton et al., 2011; Forsyth et al., 2019; Kane & LaVoi, 2018; LaVoi & Dutove, 2012). Specifically, out of 98 possible positions in senior leadership (i.e., Vice-President or President) roles in Major League sport in Canada, only 14 are occupied by women. Many researchers have turned to women in senior leadership roles to find that these women faced barriers in order to advance in their careers (Acosta & Carpenter, 2014; Burton et al., 2011; Cosentino, 2017; Forsyth et al., 2019; Kane & LaVoi, 2018; LaVoi & Dutove, 2012). Various barriers such as sexual discrimination, access and treatment discrimination, gender norms, and stereotypes have been discussed (Burton & Leberman, 2017; Hancock et al., 2018; Jones & Palmer, 2011; Pfister & Radtke, 2006). Additionally, glass walls, glass ceilings, and glass cliffs are metaphors used to describe these barriers (Burton & Leberman, 2017; Hancock et al., 2018; Jones & Palmer, 2011; Pfister & Radtke, 2006). A minimal number of studies have investigated how undergraduate and graduate students perceive these barriers to advancement for women (Forsyth et al., 2019; Hancock et al., 2018; Harris et al., 2015), and this void served as the motivation for conducting this study. It is important to focus on future employees and ascertain their career ambitions and perceived barriers to realizing these

aspirations. The researcher studied senior undergraduate students studying sport management to see how they perceive these barriers that women face. This will help researchers to determine what their career aspirations are and if they perceive the barriers for women as they progress. This study investigates the gender differences in the perceptions that senior undergraduate students studying sport management have of the barriers that contribute to the glass ceiling phenomenon that other researchers have studied (Burton, 2015; Burton & Leberman, 2017; Hancock et al., 2018; Forsyth et al., 2012; Jones & Palmer, 2011; Pfister & Radtke, 2006). The professors that teach these senior students were also integrated into this analysis to better understand their position on the issue and determine how they were currently preparing their students for career progression in the sports industry.

Discussion of the Research Findings

The purpose of this study was twofold. Quantitative data was collected using a valid and reliable instrument to determine the perceptions that senior undergraduate students studying sport management in Canada have about the barriers that women may face to advance to senior leadership roles in the sport industry. Secondly, qualitative data was collected in a focus group meeting with professors of these students to determine how they were or could be preparing their students to appreciate the need for equality, equity, inclusion, and diversity and help them effectively navigate their careers in the industry. The professors were asked to elaborate on how they are educating their students on this literature base and if they felt that they had a role to play in educating students on the barriers that they may face. They were also asked to share the strategies they use to incorporate the barriers into their courses. In this chapter the researcher will interpret the results from the quantitative and qualitative data analyses, draw conclusions from

the findings, and outline the implications of the research based on the three research questions that framed this study.

The first research question focused on the career expectations of men and women senior undergraduate students studying sport management, to see if their expectations differed. No significant difference was uncovered between the men and women students with respect to their career ambitions. The men and women students had similar career expectations, and the majority aspired to senior leadership roles in the field. To the best of the researcher's knowledge, this is a new finding in the sport management literature. Men and women have similar desires for senior leadership careers in sport. Statistics Canada (2017) indicates that more women are graduating than men from Canadian universities. Ninety-three students completed the survey instruments and 42 identified as women (45%). Given the proportion of women in both universities and sport management education program as per Simmons (2011), one would expect more women in senior leadership roles in sport. However, this is not the case. As noted earlier, the advancement of women into senior leadership roles in sport has been slow (Burton & Leberman, 2017). In Canada, and as of 2018, women only held 2% of positions on boards in sport organizations (Facts and Stats, n.d.) and of the 98 Vice-President and President positions in Major League sport, only 14 (15%) are occupied by women. More women are being prepared in educational institutions, but something happens along a career path that perpetuates this imbalance. However, as many researchers have suggested (Acosta & Carpenter, 2014; Burton, 2015; Burton & Leberman, 2017; Hancock et al., 2018; Kamphoff, 2010; Lovett & Lowry, 1994; Mazerolle et al., 2015; Shaw, 2006; P. Smith et al., 2012) institutional and social barriers like the glass ceiling, the glass cliff, the glass wall and a host of other factors contribute to the low percentage of women in leadership positions in senior leadership in sport.

The second research question asked whether men and women undergraduate students studying sport management had perceptual differences with regards to the barriers identified that impeded the advancement of women into senior leadership roles in the sports industry. The CPS instrument produces quantitative data of four factors of the glass ceiling, namely, denial, acceptance, resilience, and resignation. The results of the MANOVA uncovered a significant difference between men and women on the overall CPS measure. Women do feel stronger about the presence of the glass ceiling that impedes women's progress when compared to the perceptions held by their counterparts who identify as men. The univariate statistics determined that the root of the differences were nested on two factors, namely denial, and acceptance. No significant differences were found on the resilience or resignation factors.

Students who identified as men were neutral to the fact that the glass ceiling does not exist or is a myth, and opportunities are equal for men and women. Students who identified as women felt differently. They had stronger feelings about the presence of a glass ceiling that could impact their career progress. This finding was confirmed by the observations of the professors in the focus group. The professors explicitly indicated that they felt that men do not understand the glass ceiling concept, and many believe that their students who identify as men did not think that it even exists. However, the professors believe that their students who identified as men are supportive of the women in their classes advancing into senior leadership roles in sport. It could be possible that they are likely less positive about them taking roles that they may wish to occupy. Furthermore, the professors indicated that they do not believe the men fully understand how they can support women due to their lack of understanding. This statement explains men being neutral to the concept of denial. They are taught in class that these barriers exist, but they do not encounter them in the same way women do and therefore they are more

neutral to the prevalence of glass ceilings for their women colleagues. The women students are perhaps more sensitive to the concept and do not deny its existence. The same might be said for the area of acceptance. If men do not experience the glass ceiling, and question its existence, they may not feel the need to acknowledge that women do not accept management positions. Perhaps women have a greater understanding of the acceptance issue because they may have faced barriers at school such as gender inequality in school clubs or in social circles. They may better understand the concept and thus have a better understanding of women not wanting to accept management level positions. However, they may not have strongly agreed because they are aware of the glass ceiling and accept that it is as an unfortunate reality for being employed in the male-dominated industry.

There was no statistical difference between men and women undergraduate students in the areas of resilience and resignation. This may be due to the experience that these women have had in their lives. They may have had sport backgrounds that have helped build a level of persistence and a “never quit” attitude. Their professors were not surprised by these findings knowing their students, their backgrounds, and the levels of persistence women have in overcoming these barriers represented by the resilience factor in the CPS. This aligns with current literature that states women know that they will likely face barriers to senior leadership advancement as they advance in the sport industry (Burton & Leberman, 2017; Hancock et al., 2018; Jones & Palmer, 2011; Pfister & Radtke, 2006). Their confidence levels and experiences to date might suggest that at this point in their lives they believe that when they enter these positions they will persevere and overcome these barriers, therefore attributing this perception to other women facing the barriers. Perhaps they feel that women will just work harder to get ahead (Burton, 2015; Burton & Leberman, 2017; Hancock et al., 2018; Jones & Palmer, 2011; Pfister

& Radtke, 2006). The men likely see this behaviour in class and other university settings. It could be possible that they have other women role models in their lives such as mothers, sisters, grandmothers, and friends who have overcome challenges in life and therefore, they know that women are resilient. It is also possible that they know of the barriers that women face as they progress due to the material they have learned in class, and therefore that explains their response to the resignation factor. Likewise, with women, who felt strongly about the existence of the glass ceiling for women, and who also feel strongly about resignation. It is not surprising that women agreed to women being both resilient and being discounted for promotions due to their response on the acceptance and denial scales.

The third research question asked what professors are or could be doing to prepare their students to advance in a career in sport leadership. Multiple themes and sub-themes emerged but four clear conclusions can be made from this data. Professors reported that they are: (a) educating their students about barriers in their classrooms by modeling them through imagery and examples ultimately leading to a potential increase in their understanding of the barriers; (b) helping students to gain different perspectives regarding careers that they could potentially advance to in the sport industry by bringing in alumni to explain and speak to barriers they have faced; (c) being purposeful in their teaching of the barriers where they emphasize meaningful discussions and keep students out of their comfort zone to increase learning, and; (d) increasing their own understanding about the barriers that women still face by being honest and explicit about the experiences women have to advance in the sport industry, but also in academia so that they can ultimately better educate their students.

The results of this research presents significant implications on the preparation of students, and action today could help rectify systemic inequity and inequality for future generations of sport leaders.

Hancock et al. (2018) used the CPS instrument to measure the perceptions of undergraduate and graduate sport management students in the United States about the prevalence of the glass ceiling. The results in Hancock et al. (2018) were both similar and different to the results in the current study. Men and women in the Hancock et al. (2018) study believed more strongly that the barriers of the glass ceiling no longer existed. The women in this study felt differently, although they were confident that women could overcome the limitations imposed by the glass ceiling. The men and women who participated in the Hancock et al. (2018) study believed that women were content with not seeking high positions. The findings of this study were different. Both men and women students indicated a desire to secure a senior leadership position in the field during their careers. Students in the Hancock et al. (2018) study believed that the glass ceiling barriers no longer exist, and implied that women accept that other women do not need to seek high positions. This could indicate that the students who participated in the Hancock et al. (2018) study did not necessarily understand these barriers. Perhaps students are more aware of the realities of the glass ceiling due to the research literature that has been published recently on the topic (Burton, 2019, Hancock et al., 2018). This information may be working its way into the lecture materials of sport management classes outside of the scope of this study. In addition, the Hancock et al. (2018) research was conducted in the United States while the current study was set in Canada. It is possible that the cultural and political differences that are present in both of these countries could have impact on the data that is being seen from the current study. Taking the recent result of the COVID-19 pandemic and analyzing the difference in political action from

both governments, perhaps this culture plays a role in opinions of people who reside in the United States or Canada. Overall, it can be concluded that the men and women senior undergraduate students in the current study do indeed perceive the barriers that women face to advance in the sport industry. It also can be concluded that the students in the current study are more cognizant of the barriers than the students in Hancock et al. (2018). This could be due to a number of reasons; professors in the focus group of the current study confirmed that they are attempting to provide students with a better understanding of these barriers through increasing their awareness using examples, imagery, and guest lectures from alumni currently in the field. Professors are also being explicit about the barriers that they face to increase the conversation around barriers for women in the sport industry, and perhaps their students are observing this in the classrooms and around the university. Additionally, students in the current study were oriented to what senior leadership in the sport industry looked like. They were told prior to completing the study that there are a minimal number of women in senior leadership positions compared to men. This could have also contributed to the pattern of results that are being seen in the quantitative data. Advocacy literature that supports the notion that women do indeed face barriers to advancement is prevalent in Canadian organizations such as Canadian Women and Sport (formerly CAAWS) and SIRC. The programs and services that these organizations offer might be bringing more awareness to gender equity in sport, it is possible that students are becoming even more aware as a result of these organizations initiatives. Finally, it is possible that the sport management program curriculum is different across universities in Canada compared to the Universities in the United States. Perhaps, barriers to advancement are not widely included by professors in the United States with the use of examples, imagery, and alumni.

When it comes to career progression, professors stated that they are being honest about what a career in sport management entails. They are making students aware of the long hours, the competitive market, and the various sectors that are available. Emphasis was placed on the competitive job market, which does not seem to be a changing factor considering Harris et al. (2015) also stated that the job market is continuing to stay competitive, but also because of business schools. The professors in the current study recognized and stated many of the barriers that women students and previous women students face to advancement. They also acknowledged the fact that the perceptions of these barriers are different between men and women when looking at denial. This may be causing the gender inequality and inequity that is present in senior leadership positions in the sport industry. Once women are in the same position as men, Ryan and Haslam (2005) stated that they then face greater challenges, such as criticism, negativity, and job insecurity, when they climb the corporate ladder. One of the main themes in the focus group was increasing the understanding of the barriers for students through examples, imagery, and alumni. There was a very important point made in the focus group which was, in order to make any kind of change the professors have to provide social support for each other and be explicit about their experiences towards the barriers in order to reduce them. If the professors continue the conversation, barriers will potentially be made more evident to the students outside as well as inside the classroom when continuing the conversation becomes a part of everything that the professors do.

Students' understanding of barriers increases when they are pushed outside of their comfort zones, and thus they become better prepared for their future. The students in this study are encountering discussions that promote gender equality and equity in the university classroom as sport management professors feel a responsibility to teach barriers in their classrooms.

Professors are modeling diversity and inclusiveness through imagery and examples of women in power in sport within their lectures. Alumni are being brought in as mentors for these students. The importance of mentorship is emphasized in the literature especially for young women (Block & Tietjen-Smith, 2016; Bower & Hums, 2009; Clarke, 2011; M'mbaha, & Chepyator-Thomson, 2018). An analysis of the literature base in this area highlight the difficulties women often experience in networking within the sports industry (Aman et al., 2018; Burton, 2015; Shaw & Frisby, 2006; Shaw & Hoerber, 2002). This is especially problematic if there are few women in the industry. Women do not have access to the same number of women peers, mentors, advocates, and sponsors (Darvin, Taylor, & Wells, 2019; Deane et al., 2015; Weiner & Burton, 2016). The sport management field is unbalanced and often a less sustainable career option industry for women who seek greater balance not afforded by long working hours, evenings, and or weekends (Harris et al., 2015; Savickas, 2005).

Forsyth et al. (2019) noted that the success of women achieving both sport and general business employment should be promoted and having an *Alumni Day* where women in sport come into a professor's classroom to inspire other young women would prove beneficial. Kay and Shipman (2014) commented on the lack of confidence that women hold for themselves compared to men. Hopefully the increased mentorship from alumni, peers, and professors, can potentially increase the confidence of these young women to continue to achieve their goal of senior leadership, even if they face barriers. It is evident from the results of this study, that women are striving to achieve senior leadership positions in the sport industry, as 57% of women answered yes to having career aspirations for a senior leadership role in sport. If more professors outside of those who participated in the focus group of this study continue this important discussion piece and create a safe space for ally ship, mentorship, and networking to happen in

their classroom, women may have more of the tools (i.e., confidence, networking, understanding of the barriers, allies, strategies for securing mentors, and sponsors) to achieve their goals of senior leadership and break through the glass ceiling to advancement (Zenger, 2018). As Darwin et al. (2019) noted, securing a sponsor is an especially valuable strategy for women seeking to advance in senior leadership.

As per recent findings from Burton (2019), the metaphor *glass ceiling* implies to readers that no women will reach the top when they are aiming for a senior leadership position, that the barriers they face will be from a distance, and that the barriers are just one thing to overcome. This is not true given there are a number of women in top leadership positions currently and in sport specifically (Burton, 2019). Some examples of women who have achieved senior leadership roles in the sport industry include leaders like Lisa Borders who is the president of the Women's National Basketball Association, and Dawn Hudson who holds the Chief Marketing Officer position for the National Football League (Burton, 2019). Some examples of women who have achieved these positions in Canada are Teresa Resch who is the Vice President of Basketball Operations and Player Development for the Toronto Raptors in the National Basketball Association, and France Margaret Belanger who is the Executive Vice President Chief Commercial Officer for the Montreal Canadiens with the National Hockey League. However, there are numerous barriers that women who are in senior leadership positions in sport have faced which are extremely real, noticeable, and not at all indirect (Burton, 2019). These women are clearly getting to the top levels of the leadership hierarchy in sport (Burton, 2019), but not in proportions commensurate with the proportionate numbers seen in sport management educational programs (Simmons, 2011). Barriers do exist and must be deconstructed (Shaw & Hoerber, 2003; Weiner & Burton, 2016). Scholars have expended upon the glass ceiling metaphor

since the term was introduced in 1986. Contemporary scholars use a more comprehensive concept and suggest that the barriers that women need to navigate are more like a leadership labyrinth (Burton, 2019; Eagly & Carli, 2007; Hancock et al., 2018; Martin, 2007). “The labyrinth is a series of complexities, detours, dead ends, and unusual paths” (Martin, 2007, p. 90) that may impact a woman’s career progression and trajectory (Eagly & Carli, 2007). The leadership labyrinth is a complex concept and has utility when discussing the situation women face when they aspire to senior leadership levels in sport. The results of this investigation align with those of the Hancock et al. (2018) study in highlighting the complexity of the situation. Men need to be educated about the barriers to overcome their denial and views on acceptance of their prevalence in organizational life. Some of these students will advance into decision-making positions. They need to clearly understand the need of equality, equity, inclusion and diversity in the workplace. They need to be sure that they serve as mentors and sponsors of men and women colleagues. Women students need to remain resilient beyond their academic years. Resilience alone is not the answer. Women have to also be strategic and employ strategies (i.e., preparation, securing a sponsor) proven to be successful in advancing in the industry to avoid resignation (Darvin, et al., 2019).

Based on recent literature from Burton (2019), previous research on the barriers that women face to advancement (Burton & Leberman, 2017; Hancock et al., 2018; Jones & Palmer, 2011; Pfister & Radtke, 2006) and literature on the leadership labyrinth (Burton, 2019; Eagly & Carli, 2007; Hancock et al., 2018; Martin, 2007) it can be concluded that the glass ceiling is too simple to describe the barriers that multiple women are facing at various timepoints and in various ways throughout their careers in the sport industry. Although this study has been evaluated from a glass ceiling perspective, it has become more evident that women from the 21st

century are facing more of a leadership labyrinth in their advancement to senior leadership positions in sport.

Implications for Sport Management

The researcher focused on students studying sport management and their professors. The results indicated that both men and women aspire to senior leadership roles in the industry. However, only 15% of the Vice-President and President roles in Major League Sport in Canada are held by women. A number of researchers (Acosta & Carpenter, 2014; Burton et al., 2011; Forsyth et al., 2019; Kane & LaVoi, 2018; LaVoi & Dutove, 2012) have analysed the reasons from the perspectives of professionals in the industry. This research contributes to a much smaller research base (e.g., Forsyth et al., 2019; Hancock et al., 2018) and focussed on the perceptions and aspirations of students as they were preparing for careers in the industry. Men and women students feel differently about the issue. Higher education influences may be able to change this during these formative years. Professors and mentors may also be able to influence future leaders to uphold and celebrate the presence and benefits of equality, equity, diversity, and inclusion in the workplace. In addition to being fair and just, these principles make sense from an effectiveness perspective (Desvaux et al., 2007; Torchia et al., 2018).

Men and Women sport management students both seek senior leadership positions in sport in their careers. They do perceive the barriers that women will face differently. The results brought light to the fact that men are supportive of women reaching top senior leadership positions but are less aware of the barriers women will face as outlined in the research literature. They will require more empirical information and to develop a greater understanding of how to help women overcome these barriers. Men can be important allies for change in the sport industry. Although professors in this study have indicated they are educating their students on

the barriers women face, it may not be enough. In order to make change, Sperandio and Kagoda (2008) suggested that an emphasis needs to be put on social justice for equality. Therefore, in order to create a change in the gender inequality that is present in the sport industry, support needs to be provided from and for all parties involved. This study will help other professors in sport management develop various strategies that will help them to educate students regarding these barriers when giving a course or a lecture. An infographic has been developed and can be found in Appendix N to assist professors in educating students on these barriers in their classrooms, as well to give them strategies on how to continue the conversation. Not only do students need to be pushed outside of their comfort zones when learning about these barriers, professors also need to be pushed outside of their comfort zones to produce change on what is stigmatized as a sensitive topic. This can be done by being diverse and inclusive in the images and examples that are provided within the curriculum. This theme of inclusiveness should continue at the department level and can also be transferred to the greater sport industry. The conversation of “Barriers to Advancement” must continue with support from all to become allies in this change. It is important to remember that having just three women on a board will aid in better decision making, organization, conflict resolution, and increased financial performance (Desvaux et al., 2007; Torchia et al., 2018). If a lack of awareness on the barriers women face in the sport industry to advance continues from students, it could lead to a lack of awareness and thus perpetuate inequality and inequity at higher leadership levels in the sport industry. This could in turn create a more challenging, limited environment for not just women, but other minorities, and ultimately enabling the systemic stereotypes that are already current and being buried by silent conversations.

The results of this study also have important implications for women students and women in the industry. While the results indicated that women have resilience to the barriers, something does change. Women frequently leave sport organizations at mid-career levels and therefore are not available or eligible for more senior level roles in the sport industry. White (2004) labelled this phenomenon as the “leaky pipeline”. Scholars who have studied this (Aman et al., 2018; Helfat et al., 2006; Pell, 1996; Ragins et al., 1998; White, 2004) suggest that women often leave organizations at a mid-career stage (e.g., personal priorities, lack of social support). The pipeline that delivers qualified candidates for senior leadership roles, especially in sport (Hancock & Hums, 2016) is often devoid of women. The aspirations and potential that men and women students appear to have in equal measures as students per Steel, Chelladurai and Brown (1987) may dissipate in women as their careers unfold despite their hopefulness for being resilient to the barriers and not giving up or quitting. Human resource policies and a more inclusive, encouraging workplace culture may be needed to alter this trend in sport organizations.

Recommendations for Future Research

While this research contributes to the growing literature base, and the results can be helpful in informing both preparation and practice. Research often generates more questions than answers, and in that spirit a number of areas for future research emerge for this study.

When conducting research it is important to recognize its limitations. Fortunately, these limitations open opportunities for further research to be conducted and explored. In the focus group a statement that was brought up was that not only women experience these barriers. Thus, further research needs to be conducted on how other groups such as indigenous, people who experience disabilities, people of colour, and other visible minorities perceive and experience barriers to advancing in the sports industry. Furthermore, race was not a variable that was

explored in the demographic data collected within this study. In future research this variable should be explored further, to investigate other concepts in more detail such as privilege which was mentioned in the focus group. It would be interesting to see if perceptions differ for graduate students but also for people who are currently in and experiencing the sport industry. It would be interesting to conduct a longitudinal study of these students and follow them throughout their careers to see if and or when their opinions change regarding the glass ceiling barriers (i.e., denial, acceptance, resilience, and resignation). It would be interesting to follow the senior sport management students who stated that they would like to achieve senior leadership positions in their careers, as they advance in the sport management industry, to determine if and where women are failing or dropping out of the sport industry. Making specific notes on their sport background to see the influence that sport had on their desire to senior leadership would also be a topic worth considering. It would be interesting to follow the paths of women who secure sponsors and determine if they persevere and advance more at a higher rate than those who do not link with a sponsor. Studying organizations that have different human resource policies or workplace cultures to determine if it helps patch a “leaky pipeline” and results in more women qualifying for and advancing into more senior leadership roles in sport would be beneficial. Additionally, turning to the decision makers in these organizations to see how they feel social support networks would enhance the number of women in senior leadership positions, as well as to gain their perspective on equity, equality, diversity, and inclusion would enhance the literature base on this topic.

If women and men equally want to achieve senior leadership positions at the undergraduate level, then further research needs to be conducted to determine where the drop off point is between their undergraduate degrees and achieving senior leadership. A study looking at

the effect of teaching and not teaching students about the barriers women face to advancement in the sport industry could be beneficial to see how the professors behaviour around the barriers influences the students learning of the barriers.

Conclusions

The results of this research confirm that the men and women undergraduate students in Canadian universities studying sport management have similar aspirations for senior leadership roles in the field upon graduation. However, they have different perceptions about the barriers that women may face as they attempt to advance into these roles. Additionally, the students professors are incorporating education of the realities a career in sport management entails, to aid in career progression for their students.

The results of this study, coupled with the results of related studies in this area can help students better understand what might lie ahead of them, and allow them to adopt strategies to more effectively navigate their way in the industry. The results could also inform the teaching and mentorship strategies of professors who are committed to helping their students realize their career ambitions. Professors in sport management can better prepare their students to advance in their careers in sport leadership by increasing their awareness of the barriers that impede advancement, and how they especially impact the success of women. Finally, the results may help current and future leaders in the industry ensure that their human resource policies and workplace culture support and facilitate the principles of equality, equity, diversity, and inclusivity.

References

- About UNB. (n.d.). Retrieved from <https://www.unb.ca/aboutunb/index.html>
- Acosta, R. V., & Carpenter, L. J. (2014). *Women in intercollegiate sport: A longitudinal study—thirty-seven-year update, 1972–2014*. Retrieved from <http://www.acostacarpenter.org/>
- Aman, M. P., Yusof, A., Ismail, M., & Razali, A. B. M. (2018). Pipeline problem: Factors influencing the underrepresentation of women in the top leadership positions of sport organizations. *Malaysian Journal of Movement, Health and Exercise*, 7(2), 151-166.
- Ashkanasy, N. M., & Humphrey, R. H. (2011). Current emotion research in organizational behavior. *Emotion Review*, 3(2), 214-224.
- Babiak, K., & Thibault, L. (2004). The promise and challenge of collaboration: Complexities and tensions in the dynamics of partnership formation in Canadian nonprofit sport organizations. In *12th European Association for Sport Management Conference, Ghent, Belgium*.
- Bachelor of Arts in Recreation, Sport, and Tourism. (n.d.). Retrieved from <https://www.ualberta.ca/kinesiology-sport-recreation/programs/undergraduate-programs/bachelor-of-arts-in-recreation-sport-and-tourism.html>
- Bachelor of Sport & Recreation Studies. (n.d.). Retrieved from <https://www.uregina.ca/kinesiology/Bsrs.html>
- Barrow, J. C. (1977). The variables of leadership: A review and conceptual framework. *Academy of management Review*, 2(2), 231-251.

- Betzer-Tayar, M., Zach, S., Galily, Y., & Henry, I. (2017). Barriers to women's access to decision-making positions in sport organizations: The case of establishing a girls' volleyball academy in Israel. *Journal of Gender Studies, 26*, 418–431.
<https://doi.org/10.1080/09589236.2015.1111835>
- Bishop, A. (2002). *Becoming an ally: Breaking the cycle of oppression in people* (2nd ed.). London: Zed Books.
- Black, L., & Stone, D. (2005). Expanding the Definition of Privilege: The Concept of Social Privilege. *Journal of Multicultural Counseling and Development, 33*(4), 243–255.
<https://doi.org/10.1002/j.2161-1912.2005.tb00020.x>
- Block, B. A., & Tietjen-Smith, T. (2016). The case for women mentoring women. *Quest, 68*(3), 306-315. doi:10.1080/00336297.2016.1190285
- Bower, G. G., & Hums, M. A. (2009). Mentoring women to advance within leadership positions as international physical educators. *Women in Sport and Physical Activity Journal, 18*(2), 3-13. doi:10.1123/wspaj.18.2.3
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology, 3*(2), 77-101.
- Burke, R. and Vinnicombe, S. (2005), “Advancing women's careers”, *Career Development International, 10*(3),165-167.
- Burton, L. J., Borland, J., & Mazerolle, S. M. (2012). "They cannot seem to get past the gender issue": Experiences of young female athletic trainers in NCAA division I intercollegiate athletics. *Sport Management Review, 15*(3), 304-317. doi:10.1016/j.smr.2012.01.001

- Burton, L. J. (2019). Under-representation of women in leadership roles in women's sport. In N. Lough, A. N. Geurin (Eds.), *Routledge Handbook of the Business of Women's Sport* (pp. 255-268). New York: Routledge.
- Burton, L. J. (2015). Underrepresentation of women in sport leadership: A review of research. *Sport Management Review, 18*(2), 155-165. doi:10.1016/j.smr.2014.02.004
- Burton, L. J., Grappendorf, H., & Henderson, A. (2011). Perceptions of gender in athletic administration: Utilizing role congruity to examine (potential) prejudice against women. *Journal of Sport Management, 25*(1), 36-45. doi:10.1123/jsm.25.1.36
- Burton, L. J., & Leberman, S. (Eds.). (2017). *Women in sport leadership: Research and Practice for Change*. New York: Routledge Taylor & Francis Group.
- Clarke, M. (2011). Advancing women's careers through leadership development programs. *Employee Relations, 33*(5), 498-515. <https://doi.org/10.1108/01425451111153871>
- Cosentino, A. (2017). *Experiences and insights of women in senior leadership roles in the professional sport in Canada*. (Unpublished masters thesis). Western University, London, Ontario.
- Cunningham, G. B. (2008). Creating and sustaining gender diversity in sport organizations. *Sex Roles, 58*, 136-145. doi:10.1007/s11199-007-9312-3
- Darnell, S., Joseph, J., & Nakamura, Y. (2012). *Race and sport in Canada: Intersecting inequalities*. Toronto, ON: Canadian Scholars' Press.
- Davin, L., Taylor, E., & Wells, J. (2019). Get in the game through a sponsor: Initial career ambitions of former women assistant coaches. *Journal of Issues in Intercollegiate Athletics, 12*, 590-613.

- Danylchuk, K. E., & Chelladurai, P. (1999). The nature of managerial work in Canadian intercollegiate athletics. *Journal of Sport Management, 13*(2), 148-166.
- Deane, C., Morin, R., Parker, K., Menasce Horowitz, Wang, W., Patten, E., & Brown, A. (2015, January 14). *Women and leadership: Public says women are equally qualified, but barriers persist. PEW Research Centre Report*. Retrieved from <http://www.pewsocialtrends.org/2015/01/14/women-and-leadership/>
- Dean, T. (2016). *Double Bind: Women of Color in Business Leadership* (Doctoral dissertation). Retrieved from Baylor University. (<http://hdl.handle.net/2104/9883>)
- Demers, G., Thibault, L., Briere, S., & Culver, D. (2019). Under-representation of women in leadership roles in women's sport. In N. Lough, A. N. Geurin (Eds.), *Routledge Handbook of the Business of Women's Sport* (pp. 130-145). New York: Routledge.
- Department of Communications and Public Affairs, & Western University. (n.d.). News. Retrieved from <https://www.uwo.ca/>
- Department of Communications and Public Affairs, & Western University. (n.d.). News. Retrieved from <https://www.uwo.ca/>
- Desvaux, G., Devillard-Hoellinger, S., & Baumgarten, P. (2007). *Women Matter: Gender Diversity, a Corporate Performance Driver*. Paris: McKinsey & Company.
- Discover Recreation and Sport Business. (2019, October 4). Retrieved from https://uwaterloo.ca/future-students/discover/recreation-and-sport-business?gclid=CLjNsty_i-UCFdb1swodU9YBGg
- Dodge, K. A., Gilroy, F. D., & Fenzel, L. M. (1995). Requisite management characteristics revisited: Two decades later. *Journal of Social Behavior & Personality, 10*, 253-264.

- Eagly, A. H., & Carli, L. L. (2007). *Through the Labyrinth: The Truth about how Women Become Leaders*. Cambridge, UK: Harvard Business School Press.
- Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review, 109*, 573-598.
- Eason, C. M., Mazerolle, S. M., & Goodman, A. (2014). Motherhood and work-life balance in the national collegiate athletic association division I setting: Mentors and the female athletic trainer. *Journal of Athletic Training, 49*(4), 532-539. doi:10.4085/1062-6050-49.3.03
- Eccles, J. S. (1987). Gender roles and women's achievement-related decisions. *Psychology of Women Quarterly, 11*, 137-172.
- Facts and Stats. (n.d.). Retrieved from <https://www.caaws.ca/women-on-boards/facts-and-stats/>
- Forsyth, J. J., Jones, J., Duval, L., & Bambridge, A. (2019). Opportunities and barriers that females face for study and employment in sport. *Journal of Hospitality, Leisure, Sport & Tourism Education, 24*, 80-89.
- Future Students - Your Future, made in Windsor, Discover the opportunities. (n.d.). Retrieved from http://learn.uwindsor.ca/future-students?gclid=EAIaIQobChMI5MPQpKT_5QIVB6SzCh2U-wqbEAAYASAAEgLmrfD_BwE
- Government of Canada, Canadian Institutes of Health Research, & Institute of Gender and Health. (2020, April 28). *What is gender? What is sex?* Retrieved from <https://cihr-irsc.gc.ca/e/48642.html>

- Grappendorf, H., & Lough, N. (2006). An endangered species: Characteristics and perspectives from female NCAA Division I athletic directors of both separate and merged athletic departments. *The Sport Management and Related Topics Journal*, 2, 6–20.
- Hancock, M. G., Darvin, L., & Walker, N. A. (2018). Beyond the Glass Ceiling: Sport Management Students' Perceptions of the Leadership Labyrinth. *Sport Management Education Journal*, 12(2), 100-109.
- Hancock, M. G., & Hums, M. A. (2016). A "leaky pipeline"?: Factors affecting the career development of senior-level female administrators in NCAA division I athletic departments. *Sport Management Review*, 19(2), 198-210. doi:10.1016/j.smr.2015.04.004
- Harris, K. F., Grappendorf, H., Aicher, T., & Veraldo, C. (2015). "Discrimination? Low pay? Long hours? I am still excited:" Female sport management students' perceptions of barriers toward a future career in sport. *Advancing Women in Leadership*, 35, 12-21.
- Hartmann-Tews, I., & Pfister, G. (2005). *Sport and women: Social issues in international perspective*. London: Routledge <https://doi.org/10.4324/9780203987087>
- Heilman, M. E. (2001). Description and prescription: How gender stereotypes prevent women's ascent up the organizational ladder. *Journal of Social Issues*, 57, 657-674.
doi: 10.1111/0022-4537.00234
- Helfat, C. E., Harris, D., & Wolfson, P. J. (2006). The pipeline to the top: Women and men in top executive ranks of U.S. corporations. *The Academy of Management Perspectives*, 20(4), 42-64.
- Hideg, I., & Shen, W. (2019). Why Still so Few? A Theoretical Model of the Role of Benevolent Sexism and Career Support in the Continued Underrepresentation of Women in Leadership Positions. *Journal of Leadership & Organizational Studies*, 26(3), 287-303.

- Home. (2019, April 30). Retrieved from <https://uwaterloo.ca/>
- Hoobler, J. M., Masterson, C. R., Nkomo, S. M., & Michel, E. J. (2018). The business case for women leaders: Meta-analysis, research critique, and path forward. *Journal of Management, 44*(6), 2473-2499. doi:10.1177/0149206316628643
- Hoyt, C. L., & Burnette, J. L. (2013). Gender bias in leader evaluations merging implicit theories and role congruity perspectives. *Personality and Social Psychology Bulletin, 39*(10), 1306-1319.
- Hoyt, C. L. (2010). Women, men, and leadership: Exploring the gender gap at the top. *Social and Personality Psychology Compass, 4*, 484-498. doi:10.1111/j.1751-9004.2010.00274.x
- Hummel, T. J., & Sligo, J. R. (1971). Empirical comparison of univariate and multivariate analysis of variance procedures. *Psychological Bulletin, 76*(1), 49-57.
- Inglis, S., Danylchuk, K. E., & Pastore, D. L. (2000). Multiple realities of women's work experiences in coaching and athletic management. *Women in Sport & Physical Activity Journal, 9*(2), 1-27.
- International Labour Office (2004), *Breaking through the glass ceiling: women in management*, ILO, Geneva.
- Johnson, H. (2016). *Pipelines, Pathways, and Institutional Leadership: An Update on the Status of Women in Higher Education*. Washington, DC: American Council on Education.
- Jones, S. J., & Palmer, E. M. (2011). Glass ceilings and catlights: Career barriers for professional women in academia. *Advancing Women in Leadership, 31*, 189.
- Kamphoff, C. S. (2010). Bargaining with patriarchy: Former female coaches' experiences and their decision to leave collegiate coaching. *Research Quarterly for Exercise & Sport, 81*, 360-372. <https://doi.org/10.1080/02701367.2010.10599684>

- Kane, M. J., & LaVoi, N. (2018). An examination of intercollegiate athletic directors' attributions regarding the underrepresentation of female coaches in women's sports. *Women in Sport & Physical Activity Journal*, 26, 3–11.
<https://doi.org/10.1123/wspaj.2016-0031>
- Kay, K., & Shipman, C. (2014). *The Confidence Code: The Science and Art of Self---What Women Should Know*. New York, United States: HarperCollins Publishers Inc.
- Khattab, H. J., Shemla, M., & Paluch, R. M. (2018). A multi-level process model for understanding diversity practice effectiveness. *Academy of Management Annals*, 12(1), 37-82.
- Kilty, K. (2006). Women in coaching. *The Sport Psychologist*, 20, 222–234.
<https://doi.org/10.1123/tsp.20.2.222>
- Kimmel, M. S. (2003). Towards a Pedagogy of the Oppressor. In M. S. Kimmel & A. L. Ferber, eds. *Privilege: A Reader*. Westview Press.
- Kinesiology. (n.d.). Retrieved from
<http://learn.uwindsor.ca/kinesiology?elqTrackId=1191666c2cb04a4f90029fcb8f782bb5&elq=00000000000000000000000000000000&elqaid=414&elqat=2&elqCampaignId>
- Kirchmeyer, C. (2002). Gender differences in managerial careers: Yesterday, today and tomorrow. *Journal of Business Ethics*, 37, 5–24.
- Knoppers, A., & Anthonissen, A. (2007). Gendered managerial discourses in sport organizations: Multiplicity and complexity. *Sex Roles*, 58(1), 93–103.
- Knoppers, A. (1992). Explaining male dominance and sex segregation in coaching: Three approaches. *Quest*, 44, 210–227.

- Koenig, A. M., & Eagly, A. H. (2014). Evidence for the social role theory of stereotype content: Observations of groups' roles shape stereotypes. *Journal of Personality and Social Psychology, 107*(3), 371-392.
- Koenig, A. M., Eagly, A. H., Mitchell, A. A., & Ristikari, T. (2011). Are leader stereotypes masculine? A meta-analysis of three research paradigms. *Psychological Bulletin, 137*(4), 616–642. <https://doi.org/10.1037/a0023557>
- LaVoi, N. M., & Dutove, J. K. (2012). Barriers and supports for female coaches: An ecological model. *Sport Coach Review, 1*, 17–37. <https://doi.org/10.1080/21640629.2012.695891>
- Lee, Y. H., & Chelladurai, P. (2018). Emotional intelligence, emotional labor, coach burnout, job satisfaction, and turnover intention in sport leadership. *European Sport Management Quarterly, 18*(4), 393-412.
- Lough, N. L., & Grappendorf, H. (2007). Senior woman administrator's perspectives on professional advancement. *International Journal of Sport Management, 8*(2), 193-209.
- Lovett, D. J., & Lowry, C. D. (1994). "Good old boys" and "good old girls" clubs: Myth or reality? *Journal of Sport Management, 8*, 27–35. <https://doi.org/10.1123/jsm.8.1.27>
- Lyness, K. S., & Grotto, A. R. (2018). Women and leadership in the united states: Are we closing the gender gap? *Annual Review of Organizational Psychology and Organizational Behavior, 5*(1), 227-265. doi:10.1146/annurev-orgpsych-032117-104739
- Martin, S. (2007). The labyrinth to leadership. *Monitor on Psychology, 38*(7), 90.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion review, 8*(4), 290-300.

- Mazerolle, S. M., Burton, L., & Cotrufo, R. J. (2015). The experiences of female athletic trainers in the role of the head athletic trainer. *Journal of Athletic Training, 50*, 71–81.
<https://doi.org/10.4085/1062-6050-49.3.50>
- Mazerolle, S. M., & Eason, C. M. (2016). Positive factors influencing the advancement of women to the role of head athletic trainer in the national collegiate athletic association divisions II and III. *Journal of Athletic Training, 51*(7), 550-556. doi:10.4085/1062-6050-51.9.03
- McLeod, F. (2008), “Glass ceiling still firmly in place”, available at
<http://www.theaustralian.news.com.au/story/0,25197,23926883-30537,00.html> (accessed July 2009).
- M’mbaha, J. M., & Chepyator-Thomson, J. R. (2018). Factors influencing career paths and progress of Kenyan women in sport leadership. *Qualitative Research Sport Exercise Health, 1*–18. <https://doi.org/10.1080/2159676X.2018.1446042>
- Mondal, S. (2020). *Diversity And Inclusion: A Beginner's Guide For HR Professionals*. Retrieved from <https://ideal.com/diversity-and-inclusion/>
- Moreau, M. P., & Leathwood, C. (2006). Graduates' employment and the discourse of employability: a critical analysis. *Journal of Education and Work, 19*(4), 305-324.
- Moore, M. E., Parkhouse, B. L., & Konrad, A. M. (2001). Women in sport management: Advancing the representation through HRM structures. *Women in Management Review*.
- NASSM. (n.d.). Retrieved from <https://www.nassm.com/Programs/AcademicPrograms/Canada>
- Norman, L. (2010a). Feeling second best: Elite women coaches' experiences. *Sociology of Sport Journal, 27*, 89–104. <https://doi.org/10.1123/ssj.27.1.89>

- Norman, L. (2010b). Bearing the burden of doubt: Female coaches' experiences. *Society of Sport Journal*, 27(1), 89-104.
- Norman, L., & Rankin-Wright, A. (2018). Surviving rather than thriving: Understanding the experiences of women coaches using a theory of gendered social well-being. *International Review for the Sociology of Sport*, 53, 424-450.
<https://doi.org/10.1177/1012690216660283>
- Pastore, D. L., Inglis, S., & Danylchuk, K. E. (1996). Retention factors in coaching and athletic management: differences by gender, position, and geographic location. *Journal of Sport and Social Issues*, 20(4), 427-441.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. (4th Ed.) Los Angeles, CA: Sage Publications.
- Pell, A. (1996). Fixing the leaky pipeline: Women scientists in academia. *Journal of Animal Science*, 74(11), 2843-2848.
- Pfister, G., & Radtke, S. (2006). Dropping out: Why male and female leaders in German sports federations break off their careers. *Sport Management Review*, 9(2), 111-139.
doi:10.1016/S1441-3523(06)70022-5
- Pfister, G., & Radtke, S. (2009). Sport, women, and leadership: Results of a project on executives in German sports organizations. *European Journal of Sport Science*, 9(4), 229-243. doi:10.1080/17461390902818286
- Programs & Courses: MRU. (n.d.). Retrieved from
<https://www.mtroyal.ca/ProgramsCourses/index.htm>

- Quarterman, J., DuPree, A., & Willis, K. (2006). Challenges confronting female intercollegiate athletic directors of NCAA member institutions by division.(Survey). *College Student Journal*, 40(3), 528–545.
- Ragins, B. R., Bickley Townsend, B., & Mattis, M. (1998). “Gender gap in the executive suite: CEOs and female executives report on breaking the glass ceiling.” *The Academy of Management Executive*, 12(1), 28-42.
- Reade, I., Rodgers, W., & Norman, L. (2009). The under-representation of women in coaching: A comparison of male and female Canadian coaches at low and high levels of coaching. *International Journal of Sports Science & Coaching*, 4, 505–520.
<https://doi.org/10.1260/174795409790291439>
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational administration quarterly*, 44(5), 635-674.
- Rosette, A. S., & Tost, L. P. (2010). Agentic women and communal leadership: How role prescriptions confer advantage to top women leaders. *Journal of Applied Psychology*, 95, 221–235. doi:10.1037/ a0018204
- Rudman, L. A., & Glick, P. (2001). Prescriptive gender stereotypes and backlash toward agentic women. *Journal of Social Issues*, 57(4), 743-762.
- Ryan, M. K., & Haslam, S. A. (2005). The glass cliff: Evidence that women are over-represented in precarious leadership positions. *British Journal of Management*, 16(2), 81-90.
doi:10.1111/j.1467-8551.2005. 00433.x
- Sanchez, D. V., & Frey, E. F. (2019). Where do females rise to leadership positions? A cross-sector analysis. *Applied Economics Letters*, 1-4.
- Santos, J. R. A. (1999). Cronbach’s alpha: A tool for assessing the reliability of scales. *Journal*

of extension, 37(2), 1-5.

Sartore, M. L., & Cunningham, G. B. (2007). Explaining the under-representation of women in leadership positions of sport organizations: A symbolic interactionist perspective. *Quest*, 59(2), 244-265. doi:10.1080/00336297.2007.10483551

Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), *Career Development and Counselling: Putting Theory and Research to Work*. (pp. 42-70). Hoboken, NJ: John Wiley & Sons.

Search UNB. (n.d.). Retrieved from

<https://www.unb.ca/fredericton/kinesiology/undergraduate/recreation.html>

Seierstad, C., Warner-Søderholm, G., Torchia, M., & Huse, M. (2017). Increasing the number of women on boards: The role of actors and processes. *Journal of Business Ethics*, 141(2), 289-315.

Seo, G., & Huang, W. H. D. (2017). Social perceptions, gender roles, and female leadership: A theoretical grounding for understanding the underrepresentation of women in top-level management. In *Encyclopedia of Strategic Leadership and Management* (pp. 619-630). IGI Global.

Shaw, S. (2006). Scratching the Back of Mr. X: Analyzing gendered social processes in sport organizations. *Journal of Sport Management*, 20, 510-534.

Shaw, S., & Frisby, W. (2006). Can gender equity be more equitable? Promoting an alternative frame for sport management research, education, and practice. *Journal of Sport Management*, 20(4), 483.

Shaw, S., & Hoerber, L. (2003). A strong man is direct and a direct woman is a bitch: Gendered

discourses and their influence on employment roles in sports organizations. *Journal of Sport Management*, 17(4), 367-386.

Simmons, K. (2011). Women in Top Management Positions in the Sport Industry: Breaking Down the Barriers and Stereotypes.

Smith, J. S., Bresoll, V. L., & Thomas, E. L. (2016). Constrained by emotion: Women, leadership, and expressing emotion in the workplace. In M. L. Connerly & J. Wu (Eds.), *Handbook on well-being of working women* (pp. 209-224). Dordrecht, Netherlands: Springer

Smith, P., Crittenden, N., & Caputi, P. (2012). Measuring women's beliefs about glass ceilings: development of the Career Pathways Survey. *Gender in Management: An International Journal*, 27(2), 68-80.

Sperandio, J., & Kagoda, A. M. (2008). Advancing women into educational leadership in developing countries: The case of Uganda. *Advancing Women in Leadership*, 27, N_A.

Sport and Recreation Management: MRU. (n.d.). Retrieved from <https://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/HealthCommunityEducation/Programs/SportandRecreationManagement/index.htm>

Sport Management at Western. (n.d.). Retrieved from <https://www.uwo.ca/fhs/sportmgt>

Sport Management. (n.d.). Retrieved from <https://brocku.ca/applied-health-sciences/sport-management/>

Statistics Canada. (2017, November 29). *Chart 3 Percentage of women and men aged 25 to 34 with a bachelor's degree or higher¹, Canada, 2006 and 2016*. Retrieved from <https://www150.statcan.gc.ca/n1/daily-quotidien/171129/cg-a003-eng.htm>

- Steel, B., Chelladurai, P., & Brown, B. A. (1987). Gender differences in managerial aspirations and potential among physical education and non-physical education students. *Journal of Sport Psychology, 9*, 118–129. <https://doi.org/10.1123/jsp.9.2.118>
- Stern, N. G., Gateley, A., & Barrett, J. R. (2013). Is there perceived gender disparity for women practicing sports medicine? *Advancing Women in Leadership, 33*, 48–51.
- Sun, A. (2014, September 25). *Equality Is Not Enough: What the Classroom Has Taught Me About Justice*. Retrieved from <https://everydayfeminism.com/2014/09/equality-is-not-enough/>
- Tabachnick, B. G., Fidell, L. S., & Ullman, J. B. (2007). *Using multivariate statistics* (Vol. 5). Boston, MA: Pearson.
- The Rally Report. (2020). Retrieved from https://womenandsport.ca/wp-content/uploads/2020/06/Canadian-Women-Sport_The-Rally-Report.pdf
- This is uOttawa. (n.d). Retrieved from <https://www.uottawa.ca/this-is-uottawa/>
- Torchia, M., Calabro, A., Gabaldon, P., & Kanadli, S. B. (2018). Women directors contribution to organizational innovation: A behavioral approach. *Scandinavian Journal of Management, 34*(2), 215-224.
- Treasury Board of Canada Secretariat. (2018, January 9). *Government of Canada*. Retrieved from <https://www.canada.ca/en/treasury-board-secretariat/corporate/reports/building-diverse-inclusive-public-service-final-report-joint-union-management-task-force-diversity-inclusion.html>
- University of Alberta. (n.d.). Retrieved from <https://www.ualberta.ca/index.html>
- University of Ottawa. (n.d.). Retrieved from <https://health.uottawa.ca/human-kinetics/research/sport-management>

- University of Regina. (n.d.). *University of Regina*. Retrieved from <https://urconnected.uregina.ca/program.do>
- Walker, N. A., & Bopp, T. (2010). The underrepresentation of women in the male-dominated sport workplace: Perspectives of female coaches. *Journal of Work Rights, 15*, 47–64. <https://doi.org/10.2190/WR.15.1.d>
- Webb, L. A., & Macdonald, D. (2007). Techniques of power in physical education and the underrepresentation of women in leadership. *Journal of Teaching in Physical Education, 26*(3), 279-297. doi:10.1123/jtpe.26.3.279
- Weese W, J. (2018). *The 5C Leader: Exceptional Leadership Practices for Extraordinary Times*. Bloomington, IN: Archway Publishing.
- Weiner, J. M., & Burton, L. J. (2016). The double bind for women: Exploring the gendered nature of turnaround leadership in a principal preparation program. *Harvard Educational Review, 86*(3), 339-365. doi:10.17763/1943-5045-86.3.339
- Welcome to Brock University. (n.d.). Retrieved from <https://brocku.ca/>.
- Wells, J. E., & Kerwin, S. (2016). Intentions to be an athletic director: Racial and gender perspectives. *Journal of Career Development, 44*, 127-143.
- Weyer, B. (2007). Twenty years later: explaining the persistence of the glass ceiling for women leaders. *Women in Management Review, 22*(6), 482–496. <https://doi.org/10.1108/09649420710778718>
- Whaley, D. E., & Krane, V. (2012). Resilient excellence: Challenges faced by Trailblazing women in U.S. sport psychology. *Research Quarterly for Exercise & Sport, 83*, 65–76. <https://doi.org/10.1080/02701367.2012.10599826>

- White, K. (2004). The leaking pipeline: Women postgraduate and early career researchers in Australia. *Tertiary Education and Management*, 10(3), 227-24.
- Whitmarsh, L., Brown, D., Cooper, J., Hawkins-Rodgers, Y., & Wentworth, D. K. (2007). Choices and challenges: A qualitative exploration of professional women's career paths. *The Career Development Quarterly*, 55, 225-236.
- Women in the Workforce - Canada: Quick Take. (n.d.). Retrieved from <https://www.catalyst.org/research/women-in-the-workforce-canada/>.
- Wood, W., & Eagly, A. (2012). Social role theory. In P. Van Lange, A. Kruglanski, & E. Higgins (Eds.), *Handbook of Theories of Social Psychology* (pp. 458-478). London Sage.
- Yang, Y., Chawla, N. V., & Uzzi, B. (2019). A network's gender composition and communication pattern predict women's leadership success. *Proceedings of the National Academy of Sciences*, 116(6), 2033-2038.
- Zenger, J. (2018, April 8). The confidence gap in men and women: Why it matters and how to overcome it. *Forbes*. Retrieved from <https://www.forbes.com/sites/jackzenger/2018/04/08/the-confidence-gap-in-men-and-women-why-it-matters-and-how-to-overcome-it/#45e849d53bfa>
- Zheng, W., Surgevil, O., & Kark, R. (2018). Dancing on the razor's edge: How top-level women leaders manage the paradoxical tensions between agency and communion. *Sex Roles*, 79(11-12), 633-650. doi:10.1007/s11199-018-0908-6

Appendix A

Western University Research Ethics Board Approvals and Amendments



Date: 16 December 2019

To: Jim Weese

Project ID: 114736

Study Title: Expectations and Perceived Barriers to Senior Leadership Positions in Sport Management: Perceptions of Undergraduate Students

Short Title: Perceptions and Expectations of Entering the Sport Industry

Application Type: NMREB Initial Application

Review Type: Delegated

Full Board Reporting Date: 10/Jan/2020

Date Approval Issued: 16/Dec/2019 14:20

REB Approval Expiry Date: 16/Dec/2020

Dear Jim Weese

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the WREM application form for the above mentioned study, as of the date noted above. NMREB approval for this study remains valid until the expiry date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

This research study is to be conducted by the investigator noted above. All other required institutional approvals must also be obtained prior to the conduct of the study.

Documents Approved:

Document Name	Document Type	Document Date	Document Version
Consent Form EG (Clean) Version 4	Implied Consent/Assent	16/Dec/2019	4
Debriefing Form EG Thesis (Clean) Version 3	Debriefing document	16/Dec/2019	3
EG Thesis Classroom Recruitment Script Clean	Oral Script	13/Nov/2019	2
EG Thesis Participation Slide Clean Copy 2	Oral Script	13/Nov/2019	2
Thesis Survey EG Version 6 Clean	Paper Survey	16/Dec/2019	6

No deviations from, or changes to the protocol should be initiated without prior written approval from the NMREB, except when necessary to eliminate immediate hazard(s) to study participants or when the change(s) involves only administrative or logistical aspects of the trial.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario. Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Please do not hesitate to contact us if you have any questions.

Sincerely,

Katelyn Harris, Research Ethics Officer on behalf of Dr. Randal Graham, NMREB Chair

Note: This correspondence includes an electronic signature (validation and approval via an online system that is compliant with all regulations).



Date: 13 March 2020

To: Jim Weese

Project ID: 114736

Study Title: Expectations and Perceived Barriers to Senior Leadership Positions in Sport Management: Perceptions of Undergraduate Students

Application Type: NMREB Amendment Form

Review Type: Delegated

Full Board Reporting Date: April 3 2020

Date Approval Issued: 13/Mar/2020

REB Approval Expiry Date: 16/Dec/2020

Dear Jim Weese,

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the WREM application form for the amendment, as of the date noted above.

Documents Approved:

Document Name	Document Type	Document Date	Document Version
EG Thesis Classroom Recruitment Script	Recruitment Materials	13/Nov/2019	1
Survey Amendment EG UWO	Online Survey	13/Mar/2020	7

REB members involved in the research project do not participate in the review, discussion or decision.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario. Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Please do not hesitate to contact us if you have any questions.

Sincerely,

Kelly Patterson, Research Ethics Officer on behalf of Dr. Randal Graham, NMREB Chair

Note: *This correspondence includes an electronic signature (validation and approval via an online system that is compliant with all regulations).*



Date: 27 March 2020

To: Jim Weese

Project ID: 114736

Study Title: Expectations and Perceived Barriers to Senior Leadership Positions in Sport Management: Perceptions of Undergraduate Students

Application Type: NMREB Amendment Form

Review Type: Delegated

Full Board Reporting Date: May 1 2020

Date Approval Issued: 27/Mar/2020

REB Approval Expiry Date: 16/Dec/2020

Dear Jim Weese,

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the WREM application form for the amendment, as of the date noted above.

REB members involved in the research project do not participate in the review, discussion or decision.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario. Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 0000941.

Please do not hesitate to contact us if you have any questions.

Sincerely,

Kelly Patterson, Research Ethics Officer on behalf of Dr. Randal Graham, NMREB Chair

Note: *This correspondence includes an electronic signature (validation and approval via an online system that is compliant with all regulations).*



Western Research

Date: 21 April 2020

To: Jim Weese

Project ID: 114736

Study Title: Expectations and Perceived Barriers to Senior Leadership Positions in Sport Management: Perceptions of Undergraduate Students

Application Type: NMREB Amendment Form

Review Type: Delegated

Full Board Reporting Date: May 1 2020

Date Approval Issued: 21/Apr/2020

REB Approval Expiry Date: 16/Dec/2020

Dear Jim Weese,

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the WREM application form for the amendment, as of the date noted above.

Documents Approved:

Document Name	Document Type	Document Date	Document Version
Email with Letter of Information: Consent to Participate	Recruitment Materials	08/Apr/2020	1
Focus Group Consent Form EG (Clean)	Written Consent/Assent	20/Apr/2020	2
Focus Group Guide	Focus Group(s) Guide	08/Apr/2020	1
Focus Group Study Procedures	Protocol	01/Apr/2020	1
Recruitment Script to Professors	Recruitment Materials	08/Apr/2020	1

REB members involved in the research project do not participate in the review, discussion or decision.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario. Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Please do not hesitate to contact us if you have any questions.

Sincerely,

Kelly Patterson, Research Ethics Officer on behalf of Dr. Randal Graham, NMREB Chair

Note: This correspondence includes an electronic signature (validation and approval via an online system that is compliant with all regulations).

Appendix B

Career Pathways Survey

Item No.	Item content	Factor Loadings			
		1	2	3	4
Denial					
30	Women starting careers today will face sexist barriers.	-.69			
9	Women and men have to overcome the same problems at the workplace.	.59			
39	It will take decades for women to reach equality with men in high level management positions.	-.59			
10	Even women with many skills and qualifications fail to be recognized for promotions.	-.58			
13	Women have reached the top in all areas of business and politics.	.56			
1	Women face no barriers to promotions in most organizations.	.55			
11	Women leaders are seldom given full credit for their successes.	-.52			
15	Women in senior positions face frequent putdowns of being too soft or too hard.	-.45			
7	Women who have a strong commitment to their careers can go right to the top.	.49			
4	Talented women are able to overcome sexist discrimination.	.39			
Resignation					
36	Women executives are very uncomfortable when they have to criticise members of their teams.	.60			
26	Women leaders suffer more emotional pain than men when there is a crisis within their teams.	.53			
37	Being in the limelight creates many problems for women.	.49			
20	Women are more likely to be hurt than men when they take big risks necessary for corporate success.	.48			
31	Women believe they have to make too many compromises to gain highly paid positions.	.42			
8	Jealousy from co-workers prevents women from seeking promotions.	.40			
34	Even very successful women can quickly lose their confidence.	.40			
35	Women know that work does not provide the best source of happiness in life.	.34			
18	If women achieve promotions they might be accused of offering sexual favours.	.33			
5	Smart women avoid careers that involve intense competition with colleagues.	.32			
Resilience					
38	The more women seek senior positions, the easier it will be for those who follow.	.60			
33	Higher education qualifications will help women overcome discrimination.	.51			
27	Women have the strength to overcome discrimination.	.50			
40	When women are given opportunities to lead they do effective jobs.	.47			
24	Daughters of successful mothers are inspired to overcome sexist hurdles.	.47			
6	Women are capable of making critical leadership decisions.	.41			
21	A supportive spouse/partner or close friend makes it easier for a woman to achieve success in her career.	.38			
32	Successful organizations seek and want to retain talented female staff.	.37			
16	The support of a mentor greatly increases the success of a woman in any organization.	.36			
25	Women's nurturing skills help them to be successful leaders.	.35			
3	Networking is a smart way for women to increase the chances of career success.	.31			
Acceptance					
19	Women are just as ambitious in their careers as men.				-.76
12	Women have the same desire for power as men do.				-.62
23	Motherhood is more important to most women than career development.				.46
22	Women are less concerned about promotions than men are.				.44
2	Women prefer a balance life more than gaining highly paid careers.				.43
28	Women reject the need to work incredibly long hours.				.36
14	Women commonly reject career advancement as they are keener to maintain a role raising children.				.33

Appendix C

Permission to use the Career Pathways Survey

 **Re: Career Pathways Survey Inquiry**



, October 22, 2019 at 5:20 PM

Hi Erika,

Happy for you to use the CPS. Best wishes with your reserch.

Best,
Peter

Subject: Career Pathways Survey Inquiry

Good Afternoon Dr. Smith, Dr. Crittenden, and Dr. Caputi,

My name is Erika Gray and I am a 2nd year Masters student at The University of Western Ontario, in the Kinesiology- Management and Leadership program. I am working under Dr. Jim Weese, who I have cc'd to this email.

This email is in regards to your article titled: "*Measuring women's beliefs about glass ceilings: development of the career pathways survey*".

I am interested in the perceptions and expectations of undergraduate sport management/kinesiology students to advance in their careers, in the sport industry. This idea stems from the research that has been done on women in leadership, that state that women face different barriers than men when advancing in the sport industry, such as the glass ceiling theory. My perspective study that I would like to conduct has similar research questions to that of Hancock, Darwin & Walker (2018) who utilized your Career Pathways Survey in their study.

I was wondering if with your permission, could I please use your Career Pathways Survey for my thesis study on this topic?

Thank you for your time and help,

Erika Gray

Appendix D

University Overviews

Brock University.

Brock Universities motto is to “Experience. Success.” They have 120 programs available, a success rate of 96% in employment rates once students graduate, and 19,000 students enrolled (Welcome to Brock University, n.d.). Brock University has a multi-faceted understanding of the sport industry that influences their comprehensive curriculum and overall, expands the understanding of their student’s knowledge (Sport Management, n.d.). Being the only solely sport management program in Canada, they are able to offer a wide range of engaging the public, non-profit, and commercial sectors to maintain relationships for their students by staying in touch with their alumni (Sport Management, n.d.). Brock has three components to their degree, which include career opportunities, application through course work and field placements (Sport Management, n.d.).

University of Waterloo.

The University of Waterloo has been ranked the most innovative university in Canada for 27 years. It is the number one comprehensive research university for the eleventh consecutive year and is ranked number one in the world for student-employer partnerships (Home, 2019). Being the only school with a Recreation and Sport Business degree in Canada, they offer their students the number one opportunity for hospitality and leisure management research, as well as the opportunity to earn a Bachelor of Arts in Recreation and Sport Business (Discover Recreation and Sport Business, 2019).

Western University.

The University of Western Ontario offers Canada's best student experience, they are first in North America for The Undergraduate Awards with the world's leading undergraduate awards program, they have 5,800 international students from 128 countries, and have opportunities for students to go abroad to 40 countries in 170 programmes ("Department of Communications," n.d.) The School of Kinesiology offers a range of courses in sport, recreation and active living management (that may be taken in conjunction with other KIN courses and programs or modules), an Honours BA Specialization in Sport Management, as well as Master's and Doctoral programs are available (Sport Management at Western, n.d.).

University of Windsor.

The University of Windsor has over 200 majors and 50 minors for students to choose from when they are tailoring their academic experience, they have a low student-to-faculty ratio which enables students to find the program that they like and with professors who care for the students ("Future Students," n.d.). They offer competitive edge learning opportunities that not only take place in the classroom, but outside of the classroom ("Future Students," n.d.). Their Sport Management program is associated as a major under the Kinesiology program and it offers a variety of careers upon graduation with the degree ranging from a scientist to a sport marketing specialist ("Future Students," n.d.).

University of Ottawa.

The University of Ottawa has 550 undergrad and graduate programs for students to choose from in which they offer a high-quality education that encompasses learning outside of just a lecture hall (This is uOttawa, n.d). At the University of Ottawa the Sport Management program is found as a field in the School of Human Kinetics. They have five research areas as part of the description of the program which are: (a) Governance of sport organizations, systems and events; (b) Marketing, branding, and ambush marketing of sport organizations and events; (c) Social and economic impacts, legacies, and leveraging of sport events; (d) Athlete development and experience in major sports events; and (e) Leadership and organizational culture in sport organizations (University of Ottawa, n.d.).

Mount Royal University.

Mount Royal University (MRU) was established in 1910 and offers various programs such as a Bachelor's degrees, University transfer, diplomas, Certificates, and Community Service Learning Citation for multiple learners (Programs & Courses: MRU, n.d.). MRU offers a Sport and Recreation Management program with practical experience in business, program development, sport, athletic or recreation centre management, community development, and lifetime leisure. The Sport and Recreation Management program is a specialization under the Bachelor of Health and Physical Education. There are three research opportunities that MRU offers students expertise on which are: (a) Olympic bids – how to host the games; (b) Sport and recreation community program impact; and (c) marketing strategies within sport and recreation (Sport and Recreation Management: MRU, n.d).

University of Alberta.

The University of Alberta (UA) offers more than 200 undergraduate and over 500 graduate programs for students to learn in. They also offer over 300 extension courses and 40 credentialed programs for an additional variety of learning (University of Alberta, n.d). UA offers a Bachelor of Arts in Recreation, Sport, and Tourism with concentrations in Community Development, Sport and Recreation Management, and Tourism and Natural Environments. They also offer a practicum component to this program and a variety of courses for students to enroll in such as Sport and Leisure in Canadian Society: Sociological Perspectives and Human Resources Management in Recreation, Sport and Tourism in which these are both senior undergraduate courses (Bachelor of Arts in Recreation, Sport, and Tourism, n.d).

University of New Brunswick.

The University of New Brunswick (UNB) has been leading discovery and innovation since 1785. They offer a 15:1 student to faculty ratio, with over 230 years of history, and over 75 undergraduate and graduate programs for students to choose from (About UNB, n.d.). UNB offers a Bachelor of Recreation and Sport Studies (BRSS) with an internship component as a part of the program. They offer three program streams: management, education, and wellness. They have connections in the management stream with various national or provincial recreation and sport organizations, the Commonwealth or Canada Games , Quebec Major Junior Hockey leagues teams, and Hockey Alberta. They also offer hands-on practicums in teaching, coaching, program delivery, and event coordination in the education stream. Finally in the wellness stream internships at Special Olympics, NB Power, the YMCA, and Government sport and recreation departments are available (Search UNB, n.d.).

University of Regina.

The University of Regina (UR) was established in 1974, although it has been Regina College since 1911 where the institution started as a high school. UR has nine faculties and 120 undergraduate programs (University of Regina, n.d.). UR offers a Bachelor of Sport and Recreation Studies with a major in either Sport and Recreation Management (SRM) or Therapeutic Recreation (THRC). They offer students a variety of courses in both of these majors as well as in the discipline of Kinesiology (Bachelor of Sport & Recreation Studies, n.d.).

Appendix E

Student Survey

Assessing the Expectations and Perceptions of Undergraduate Sport Management Students to advance in Senior Leadership

Survey Form

Letter of Information and Consent

Project Title: Expectations and Perceived Barriers to Senior Leadership Positions in Sport Management: Perceptions of Undergraduate Students

Invitation to Participate

You are invited to participate in a research study about undergraduate sport management students' perceptions and expectations to advance in their future careers. The perceptions and expectations received from the survey results will be analyzed for gender differences. This letter is to provide you with the necessary information to make an informed decision to participate in this study.

Study Background

The purpose of this study is to gain insight on student perceptions and expectations in advancing in their future careers and to explore the gender differences that may be present.

Length of Study

There is a survey for you to complete if you choose to participate in this study. It will take approximately ten minutes to complete the study, and your consent is assumed by submitting the completed survey.

Risks

You will be completing the study by an online survey operated by Qualtrics. When information is transmitted or stored on the internet privacy cannot be guaranteed. There is always a risk your responses may be intercepted by a third party (e.g., government agencies, hackers). Qualtrics temporarily collects your computer IP address to avoid duplicate responses in the dataset but will not collect information that could identify you personally. It is possible that some of the questions that you will answer in the enclosed survey as a participant may cause emotional reactions. There are questions that pertain to barriers women may face when advancing in their careers, as well as gender issues in sport management and career aspirations that could be

upsetting for you as a participant. Please refer to the contact information at the end of this form to find a resource for these possible discomforts.

Study Procedure

If you agree to participate then you will be asked to answer as many questions as you can in the survey after clicking the next arrow.

Benefits

There are no direct benefits to you as a participant in participating in this study. However, the results of this research will help researchers to further understand the barriers that undergraduate sport management students perceive and expect when approaching and advancing in their future careers.

Participant Withdrawal

If you decide to withdraw from the study, you may do so at any time by leaving the survey. Due to the anonymous nature of your data, once your survey responses have been submitted, the researchers will be unable to withdraw your data.

Confidentiality

Your survey responses will be collected anonymously through Qualtrics (an online survey platform). The data will be entered into an excel spreadsheet and be stored on the researcher's password protected laptop. The student will delete the data from her laptop at the conclusion of her degree and the PI will be responsible for long-term storage of the data. The data will then be deleted off of the researchers laptop upon graduation from her degree and it will be stored on a secure server at Western University and will be retained indefinitely and could be used for future research purposes by the PI (e.g., to answer a new research question). By consenting to participate in this study, you are agreeing that your data can be used beyond the purposes of this present study by either the current or other researchers. Please note that in the future a summary of the data collected from the survey results will be used as probing questions for focus groups. Professors from various Ontario University institutions will be participating in these focus groups to help us as researchers and professors to better understand how we can help undergraduate students in sport management advance in their careers. The Research Ethics Board may require access in order to monitor the ethical conduct of the study. If the results of this study are published, only de-identified information will be made available.

Compensation

There is no compensation for participating in this study. Participation is completely voluntary, and we thank you for your time.

Rights of Participants

Your participation in this study is voluntary. You may decide not to be in this study. Even if you consent to participate you have the right to not answer individual questions or to withdraw from the study at any time. If you choose not to participate or to leave the study at any time it will have no effect on your academic standing. You do not waive any legal right by consenting to this study. By agreeing to participate in the study you are not waiving your legal rights or releasing the investigator(s) or involved institution(s) from their legal and professional responsibilities.

Contact Information

If you have questions about this research study please contact the researcher. Please note that the “Good 2 Talk” helpline is a free confidential 24/7 365-day helpline for post-secondary students that you can call in a time of distress. They can be contacted at: 1-888 925-5454 to talk. If you have any questions about your rights as a research participant or the conduct of this study, you may contact the Office of Human Research Ethics (519)-661-3036, 1-844-720-9816, email: ethics@uwo.ca. The office oversees the ethical conduct of research studies and is not part of the study team. Everything that you discuss will be kept confidential.

This letter is yours to keep for future reference.

Q19 Thank you for participating in this research project looking at your perceptions and expectations of aspiring to senior leadership careers in the sport management field. There are no right or wrong answers, we are interested in your own perceptions and expectations.

Q3 How do you identify?

- Woman (1)
- Man (2)
- Non-Binary (3)
- Prefer not to say (5)

Q4 What year were you born?

Q5 What year are you in in your undergraduate program?

- 3 (1)
- 4 (2)
- 5+ (3)

Q6 What program are you in?

- Sport Management (1)
- Kinesiology (2)
- Other (please specify) (3) _____

Q22 Are you aspiring to attain a senior leadership role in your sport management career (e.g., President or Vice-President)?

- Yes (2)
- No (3)

Q24 What school do you currently attend?

- Western University (1)
- Brock University (2)
- Windsor University (3)
- The University of Waterloo (4)
- University of Alberta (8)
- Mount Royal University (9)
- University of Ottawa (10)
- University of Regina (11)
- University of New Brunswick (12)

Q26 Pictured below are a number of men and women who hold senior leadership positions in sport in Canada. They are either vice presidents or presidents in sport organizations like the Montreal Canadiens, Winnipeg Jets, Saskatchewan Roughriders. Perhaps you are interested in this kind of role in the future.



Paste

France Margaret Belanger
Exec. VP Chief Commercial Officer
Montreal Canadiens



Larry Simmons
VP & Assistant GM
Winnipeg Jets



Teresa Resch
VP Basketball Operations & Player Development
The Toronto Raptors



Kevin Cheveldayoff
Exec. VP & GM
Winnipeg Jets



Marc Bergevin
Exec. VP & GM
Montreal Canadiens



Brendan Shanahan President & Alternate Governor
Toronto Maple Leafs

15 % of President & Vice President positions in Major League Sport in Canada are occupied by Women

85% of President & Vice President positions in Major League Sport in Canada are occupied by Men



Bill Manning
President
Toronto FC



Genevieve Paquette
VP, Community Engagement & Foundation GM



Wade Miller, President & CEO
Winnipeg Blue Bombers



Mario Cecchini
President
Montreal Alouettes



Craig Reynolds
President & CEO
Saskatchewan Roughriders



Craig Heisinger
Sr. VP & Director Hockey Operations/
Assistant GM
Winnipeg Jets

Q28 Please confirm that you have read the above slide.

Yes (4)

No (5)

Q27 The next portion of this survey measures your perceptions of the barriers that women may face while advancing in their career in sport management.

Women commonly reject career advancement as they are keener to maintain a role raising children. (14)

Women in senior positions face frequent putdowns of being too soft or too hard. (15)

The support of a mentor greatly increases the success of a woman in any organization. (16)

If women achieve promotions they might be accused of offering sexual favours. (17)

Women are just as ambitious in their careers as men. (18)

Women are more likely to be hurt than men when they take big risks necessary for corporate success. (19)

A supportive spouse/partner or close friend makes it easier for a women to achieve success in her career. (20)

Women are less concerned about promotions than men are. (21)

Motherhood is more important to most women than career development. (22)

Daughters of successful mothers are inspired to overcome sexist barriers. (23)

Women's nurturing skills help them to be successful leaders. (24)

Women leaders suffer more emotional pain than men when there is a crisis within their teams. (25)

Women have the strength to overcome discrimination. (26)



Women reject the need to work incredibly long hours. (27)



Women starting careers today will face sexist barriers. (28)



Women believe they have to make too many compromises to gain highly paid positions. (29)



Successful organizations seek and want to retain talented female staff. (30)



Higher education qualifications will help women overcome discrimination. (31)



Even very successful women can quickly lose their confidence. (32)



Women know that work does not provide the best source of happiness in life. (33)



Women executives are very uncomfortable when they have to criticize members of their teams. (34)



Being in the limelight creates many problems for women. (35)



The more women seek senior positions, the easier it will be for those who follow. (36)



It will take decades for women to reach equality with men in high level management positions. (37)



When women are given opportunities to lead they do effective jobs. (38)



Women have
the same
desire for
power as men
do. (39)



Appendix F

Student Recruitment Script

Initial Recruitment Script:

Hi Dr.

Thank you for your time and efforts in helping me collect data for my thesis. I know that Dr. X also appreciates your assistance.

Could you please distribute the following to your students via email:

This email is to introduce you to a study opportunity a 2nd year masters student in the Sport Management and Leadership program at Western University is conducting. We would appreciate your voluntary participation and the survey takes under 10 minutes to complete. This research study is looking at undergraduate sport management students' perceptions and expectations to advance in their future careers. The survey can be found at this [link](#). If you have any questions or are interested in learning more about the study please email the researcher. This study has approval from the University of Regina Research Ethics Board.

Could you please let me know when you would be sending out the email and/ posting the slide so I can monitor the participant numbers from your class and follow-up with you once distributed.

I thank you for your time and understanding to help me collect my thesis data. This is a unique situation and I am deeply grateful for your support and assistance.

Researcher

Follow-up Recruitment Script:

Good Morning Students,

We would appreciate your voluntary participation in a survey that takes under 10 minutes to complete. This research study is looking at undergraduate sport management students' perceptions and expectations to advance in their future careers. The survey can be found at this [link](#). If you filled out the survey last week please do not complete it again. If you have any questions or are interested in learning more about the study please email the researcher.

Thank you for your time and help,

Researcher

Appendix G

Professor Recruitment Script

Recruitment Script to Professors

Dear Colleagues,

I hope this email finds you well. You are receiving this email because you aided my thesis student in her data collection process for her thesis.

We are now conducting part two of this study which involves a focus group discussion. In this discussion we will be looking at a summary of the survey results from part one and discussing how we can better educate, inspire, and execute our students to leadership positions in sport. If you are interested in hearing more about the study, please let me know and the researcher will be in contact with you. Your participation is completely voluntary. The time commitment to partake is approximately 45-60 minutes and the focus group will occur via Zoom sometime the week of May 4th between the hours of 9:00 am and 5:00 pm.

Thank you for considering participation in this study.

Email Script for Participation

Subject Line: Invitation to Participate in Research

Hello Dr. ,

Dr. X has informed me that you are interested in participating in the focus group that is part two of my thesis study. Please find some information on the study below:

You are being invited to participate in a study that Dr. X and I are conducting. Briefly, the study involves participating in a forty-five to sixty-minute focus group.

Please find attached a copy of the letter of Information. If after reading it you would like to participate in this study please click this [link](#) which will take you to a copy of the Consent form for you to sign electronically.

Thank you,

Researcher

Appendix H

Focus Group Letter of Information and Consent Form

Focus Group Consent Forms

Letter of Information

Project Title: Expectations and Perceived Barriers to Senior Leadership Positions in Sport Management: Perceptions of Undergraduate Students

Invitation to Participate

You are invited to participate in a research study to determine ways to inspire, educate, and execute students to senior leadership positions in sport. Due to your position as a University professor, your knowledge and expertise will have valuable contribution to our focus group. A survey was distributed to yours and other undergraduate students across Canada who were enrolled in a sport management course this term or were sport management or kinesiology students. Their perceptions and expectations for women to advance to senior leadership positions were analyzed for gender differences and to see if their perceptions of the barriers influenced their desire to achieve senior leadership positions in their future. These results will be discussed to determine ways to inspire, educate, and execute students to senior leadership positions in sport. Therefore, you are eligible if your class was recruited, for the survey that will be discussed in this focus group. This letter is to provide you with the necessary information to make an informed decision to participate in this study.

Study Background

The purpose of this study is to determine ways to inspire, educate, and execute students to senior leadership positions in sport.

Length of Focus Group

There is a focus group for you to participate in if you choose to participate in this study. It will take approximately forty-five to sixty minutes to complete the study. If you choose to participate, you will be notified via email and provided with the date, time, and meeting ID for the focus group. This letter of information is yours to keep. If you would like to participate after reading this letter please sign the consent form that follows.

Risks

The possible risks and harms to you include the risk of participating in an online meeting room and some of the questions asked during the focus group may cause distress. These risks are outlined here. You will be participating in the study via an online meeting room operated by Zoom. When information is transmitted or stored on the internet privacy cannot be guaranteed. There is always a risk your responses may be intercepted by a third party (e.g., government agencies, hackers). Zoom temporarily collects your computer IP address but will not collect information that could identify you personally. It is possible that some of the questions that you will answer during the focus group as a participant may cause emotional reactions. There are

questions that pertain to barriers women may face when advancing in their careers, as well as gender issues in sport management, and career aspirations that could be upsetting for you as a participant. Please refer to the contact information at the end of this form to find a resource for these possible discomforts.

Study Procedure

If you agree to participate then you will be asked to log into the Zoom meeting room with the specific Zoom ID 15 minutes prior to the time of the meeting. From then you will be asked to introduce yourself using your first and last name. There will be approximately four questions asked in this focus group after a short presentation of the survey summary results. You will be asked to answer as many questions as you can in the focus group. During this meeting you will be both audio and video recorded. If you do not want to be audio and video recorded you may not participate in this study.

Benefits

The possible benefits to you may be new teaching strategies to incorporate into your lectures as a professor, as well as new ways to inspire and execute your students to leadership positions in industry. The results of this research will also help other researchers (including you) to further understand teaching and leadership strategies that undergraduate sport management students could benefit from when approaching and advancing in their future careers.

Participant Withdrawal

You have the right to withdraw from the study at any time. However, in the event you choose to withdraw from the focus group during or after the session, we cannot guarantee that comments made in the focus group session will be removed from researcher's notes as it is an active discussion and we will be unable to reliably track who said each comment.

Confidentiality

Your focus group responses will be collected via a zoom meeting recording and notes through the primary investigators of this study. While we do our best to protect your information there is no guarantee that we will be able to do so. When you speak your response will be noted with your initials. Following the meeting the data will be coded for themes. Please note that this will mean that your data is not anonymous. Once the video recording is no longer needed and all information has been coded the video recording will be deleted. The coded data will be entered into an excel spreadsheet and be stored on the researcher's password protected laptop. The student will delete the data from her laptop at the conclusion of her degree and the PI will be responsible for long-term storage of the data on a secure server at Western University and will be retained indefinitely and could be used for future research purposes by the PI (e.g., to answer a new research question). If the results of the study are published, your name will not be used. By consenting to participate in this study, you are agreeing that your data can be used beyond the purposes of this present study by either the current or other researchers. The Research Ethics Board may require access in order to monitor the ethical conduct of the study. If the results of this study are published, only de-identified information will be made available. **Compensation**
There is no compensation for participating in this study. Participation is completely voluntary,

and we thank you for your time. You will receive a copy of the summary article once completed by the researchers via email.

Rights of Participants

Your participation in this study is voluntary. You may decide not to be in this study. Even if you consent to participate you have the right to not answer questions or to withdraw from the study at any time. You do not waive any legal right by consenting to this study. By agreeing to participate in the study you are not waiving your legal rights or releasing the investigator(s) or involved institution(s) from their legal and professional responsibilities.

Contact Information

If you have questions about this research study please contact the supervisor. Please note that the “Crisis Services Canada” helpline is a free confidential 24/7 helpline for adults that you can call in a time of distress. They can be contacted at: 1-833-456-4566 to talk. If you have any questions about your rights as a research participant or the conduct of this study, you may contact the Office of Human Research Ethics (519)-661-3036, 1-844-720-9816, email: ethics@uwo.ca. The office oversees the ethical conduct of research studies and is not part of the study team. Everything that you discuss will be kept confidential.

This letter is yours to keep for future reference.

Q11 Please enter your first and last name:

Q4 I agree to have my name used in the dissemination of this research.

Yes (1)

No (2)

Q5 I consent to the use of personal, identifiable quotes obtained during the study in the dissemination of this research.

Yes (1)

No (2)

Q6 I consent to the use of unidentified quotes obtained during the study in the dissemination of this research.

Yes (1)

No (2)

Q7 I agree to have my [other directly or indirectly identifiable information; e.g., professional title, organization names, institution names, your personal name, names of people or students mentioned, etc.] used in the dissemination of this research.

Yes (1)

No (2)

Q8 I consent to the use of my data for future research purposes.

Yes (1)

No (2)

Q12 Please provide your signature below:

Q13 Please provide the date:

Q14

Thank you for taking the time to sign the consent forms. We will be in touch to let you know the zoom meeting ID.

Appendix I

Focus Group Questions

As a follow up to the survey data, Part B this study will be a focus group. This component will include a set of two focus groups to round out the study's data. Four professors will be participating in these focus groups and they will last up to one hour in length each. In these focus groups the analyzed results of the CPS surveys will be discussed. The second part of the focus group will be focused on what the professors are doing to prepare their students for their careers and how they are doing this. To add, future directions will be discussed as to how professors in sport management can help to better prepare their students to advance in their careers and address their expectations and perceptions when advancing. The questions that will be specifically asked in each focus group are below:

- 1A. In 30 seconds → Introduce yourself, your school, how long you have been teaching in sport management at the undergraduate/graduate level
- 1B. What is your sense of the career progression prospects for your graduates?
- 1C. Do you think that the situation has improved or become more challenging throughout the years?
2. What is your reaction to the quantitative results?
3. Do you think your female graduates have advantages or disadvantages when it comes to gaining entry-level roles in the sports industry?
4. Do you think your female graduates have advantages or disadvantages when it comes to advancing to senior leadership roles in the sports industry?
5. Do you feel that university professors have a role to play in helping our students understand the barriers to inclusion that some of our undergraduates may face?

6. What strategies do you currently employ in your teaching that might be helpful to breaking down some of the barriers that some women suggest impacts their entry/advancement into roles in the sport industry?

7. Do you have any final comments/suggestions?

Appendix J

Focus Group Presentation



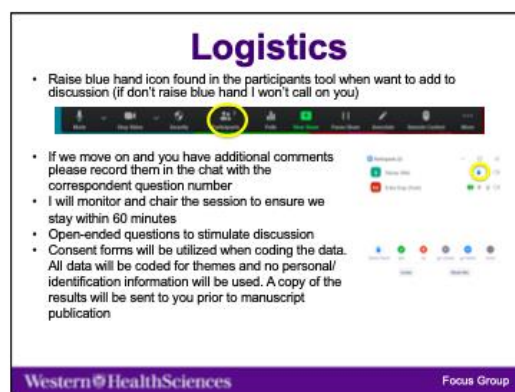
1



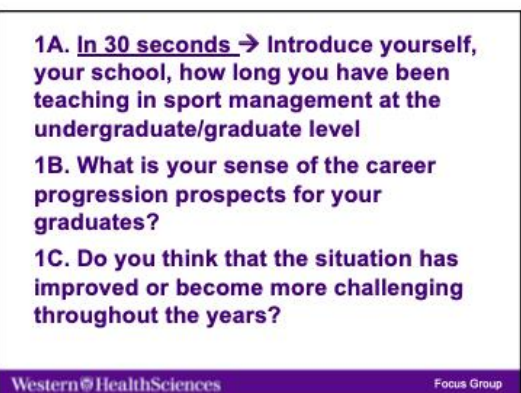
2



3



4




5



6

Barriers to Leadership and Career Advancement

- Glass cliff (support)
- Glass wall (opportunity)
- Glass ceiling (result in failure)
- Role Congruity
- Sexual Harassment
- Discrimination (access & treatment)
- Stereotypes
- Self-Confidence & Self-Belief



Western HealthSciences

7

Career Pathways Survey (CPS)

- 1. Denial**
 - Men and women will have the same experiences when seeking leadership positions
- 2. Acceptance**
 - Women being content with not seeking careers in high-level positions in sport management
- 3. Resilience**
 - The degree to overcome barriers in the sport industry
- 4. Resignation**
 - The perception that women are discounted for promotion to senior leadership roles because of social barriers (e.g., role congruity theory) or organizational obstacles (e.g., sexual discrimination, harassment)

Western HealthSciences

8

Background Information on Data

Total Participants: 118 (93)

Gender: Women (41) Men (52)

Number of Women looking to achieve Sr. Leadership: 56%

Number of Men looking to achieve Sr. Leadership: 67%

Schools in Canada who Participated:
 Western University, Brock University, University of Ottawa, Waterloo University, Windsor University, University of Regina, University of New Brunswick, Mount Royal University, University of Alberta

Western HealthSciences

9

Quantitative Data

Descriptive Statistics

Gender	Denial		Acceptance		Resilience		Resignation	
	M	SD	M	SD	M	SD	M	SD
Men	4.2173	0.70251	4.9011	0.89529	2.3734	0.56074	3.9654	0.74383
Women	5.1561	1.02474	5.5470	0.75180	2.2040	0.52096	3.9631	0.63672

Effect Size for the Multivariate Effect
 27.4%

Multivariate Effect that is Associated with Pillai's Trace
 $F(4,88)=8.287, p<0.001$

Univariate Test Significance

Denial	$F(1,91)=25.085, p<0.001, \eta^2 = 0.216$
Acceptance	$F(1,91)=13.710, p<0.001, \eta^2 = 0.131$
Resilience	$F(1,91)=2.227, p=0.139, \eta^2 = 0.024$
Resignation	$F(1,91)=0.000, p=0.988, \eta^2 = 0.000$

Western HealthSciences Focus Group

10

What does this mean?

- **Denial**
 - men were neutral to the fact that opportunities are equal vs. women somewhat disagree with this *
- **Acceptance**
 - men are neutral on this maybe thinking some women are okay with their positions and some aren't and thus seek sr. leadership vs. women somewhat disagree with this *
- **Resilience**
 - both genders equally agree that women overcome barriers in the sport industry when advancing to sr. leadership roles
- **Resignation**
 - both genders highly somewhat agree that women are discounted for promotions as a result of social and organizational barriers

Western HealthSciences (* indicates result was significant)

11

Focus Group Purpose

- Professors who teach these students in sport management classes
- Discuss results
- Execute, Educate and Inspire students
- Determine how we can better educate these students on the barriers that they may face in their careers

Western HealthSciences

12

Focus Group Questions

Western®HealthSciences

Focus Group

13

2. What is your reaction to the quantitative results?

Denial	Acceptance	Resilience	Resignation
Men were neutral to the fact that opportunities are equal vs. women somewhat disagree with this *	Men are neutral on this maybe thinking some women are okay with their positions and some aren't and thus seek sr. leadership vs. women somewhat disagree with this *	Both genders equally agree that women overcome barriers in the sport industry when advancing to sr. leadership roles	Both genders highly somewhat agree that women are discounted for promotions as a result of social and organizational barriers

Western®HealthSciences

(* indicates result was significant)

14

3. Do you think your female graduates have advantages or disadvantages when it comes to gaining entry-level roles in the sports industry?

Western®HealthSciences

Focus Group

15

4. Do you think your female graduates have advantages or disadvantages when it comes to advancing to senior leadership roles in the sports industry?

Western®HealthSciences

Focus Group

16

5. Do you feel that university professors have a role to play in helping our students understand the barriers to inclusion that some of our undergraduates may face?

Western®HealthSciences

Focus Group

17

6. What strategies do you currently employ in your teaching that might be helpful to breaking down some of the barriers that some women suggest impacts their entry/advancement into roles in the sport industry?

Western®HealthSciences

Focus Group

18

7. Do you have any final comments/suggestions?

Western®HealthSciences

Focus Group

19

Closing Remarks

- Thank you for participating
- Any additional concerns or questions please feel free to email me:
- Will receive a write up of the focus group coding prior to publication

Western®HealthSciences

Focus Group

20



21

Background Information on Data

Total Participants: 118 (93)

Gender: Women (41) Men (52)

Number of Women looking to achieve Sr. Leadership: 23/ 41

Number of Men looking to achieve Sr. Leadership: 35/ 52

Total Number of Schools in Canada:

Ontario (5), Saskatchewan (1), New Brunswick (1), Alberta (2)

Sport Management Class Themes (if enrolled): Marketing, Business, Event Management, Statistics, Economics, Policies, Government, Innovation, Sport Issues

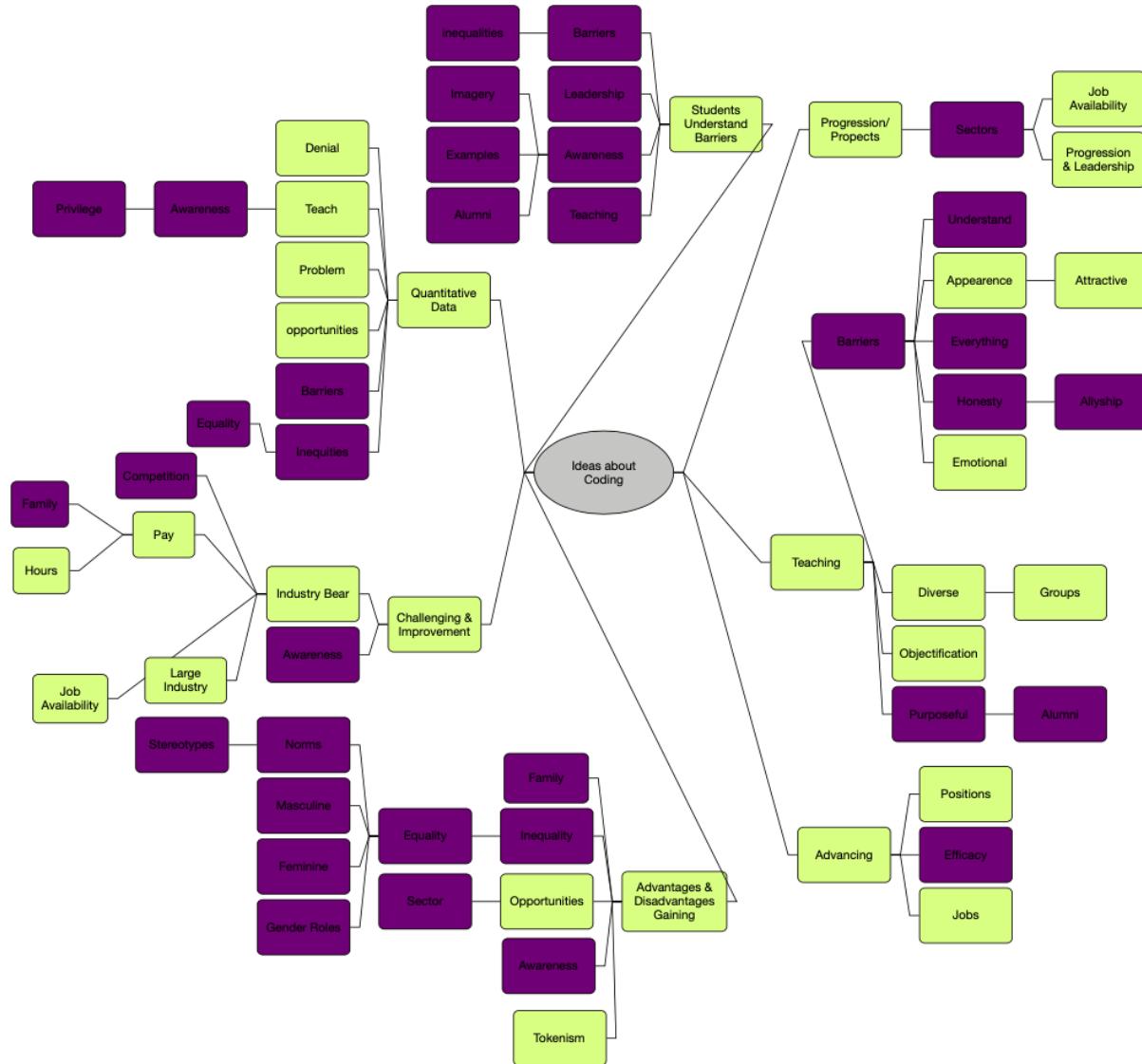
Degrees: Kinesiology (11), Sport Management (81), Other (20)
(E.g., Business, Sciences, Sport & Recreation Management/Studies, Human Kinetics, Political Sciences, Mathematics, Bachelor of Arts in Recreation and Sport Tourism, Minor in Sport Management)

Western®HealthSciences

22

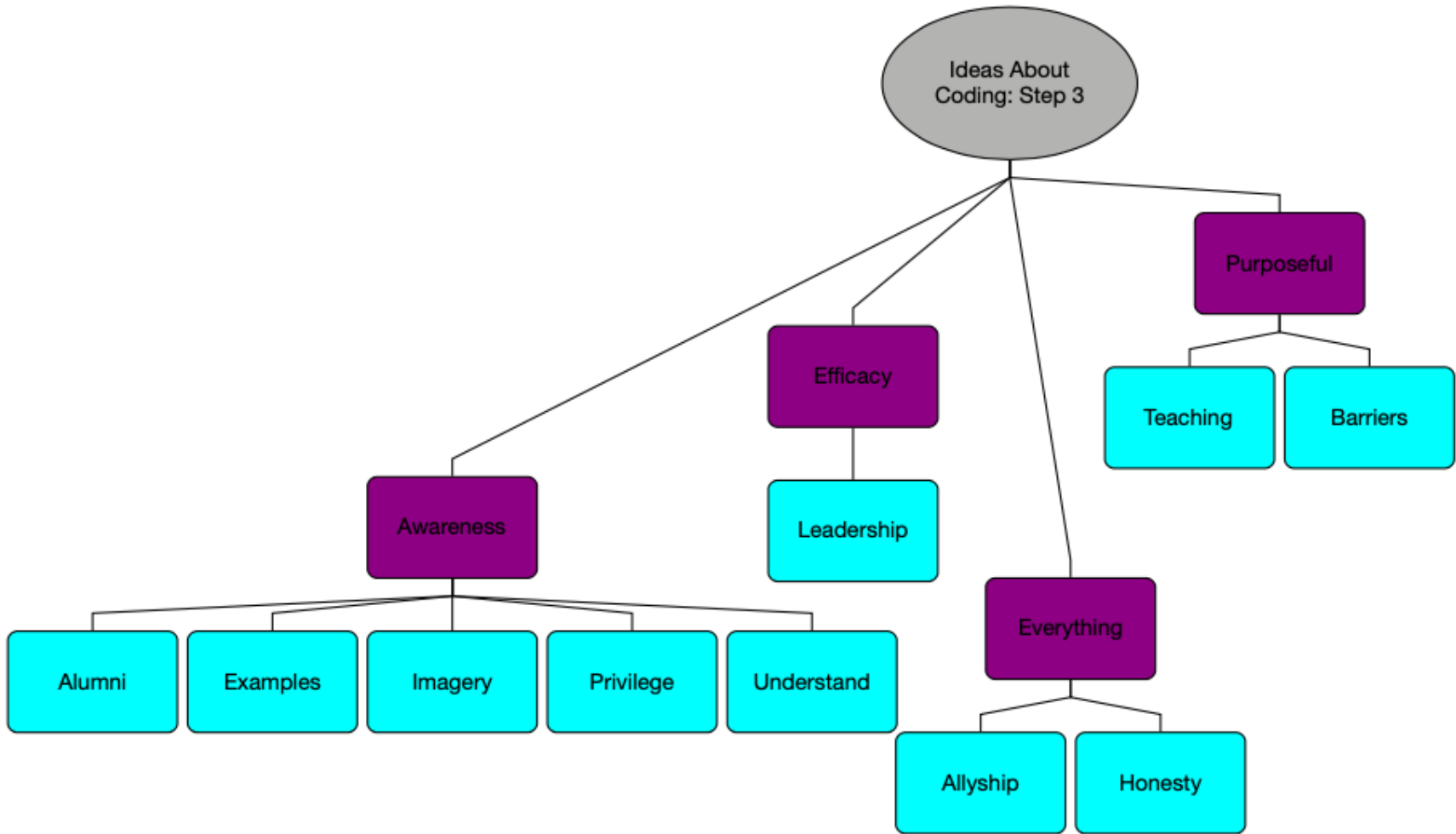
Appendix K

Mind Map One



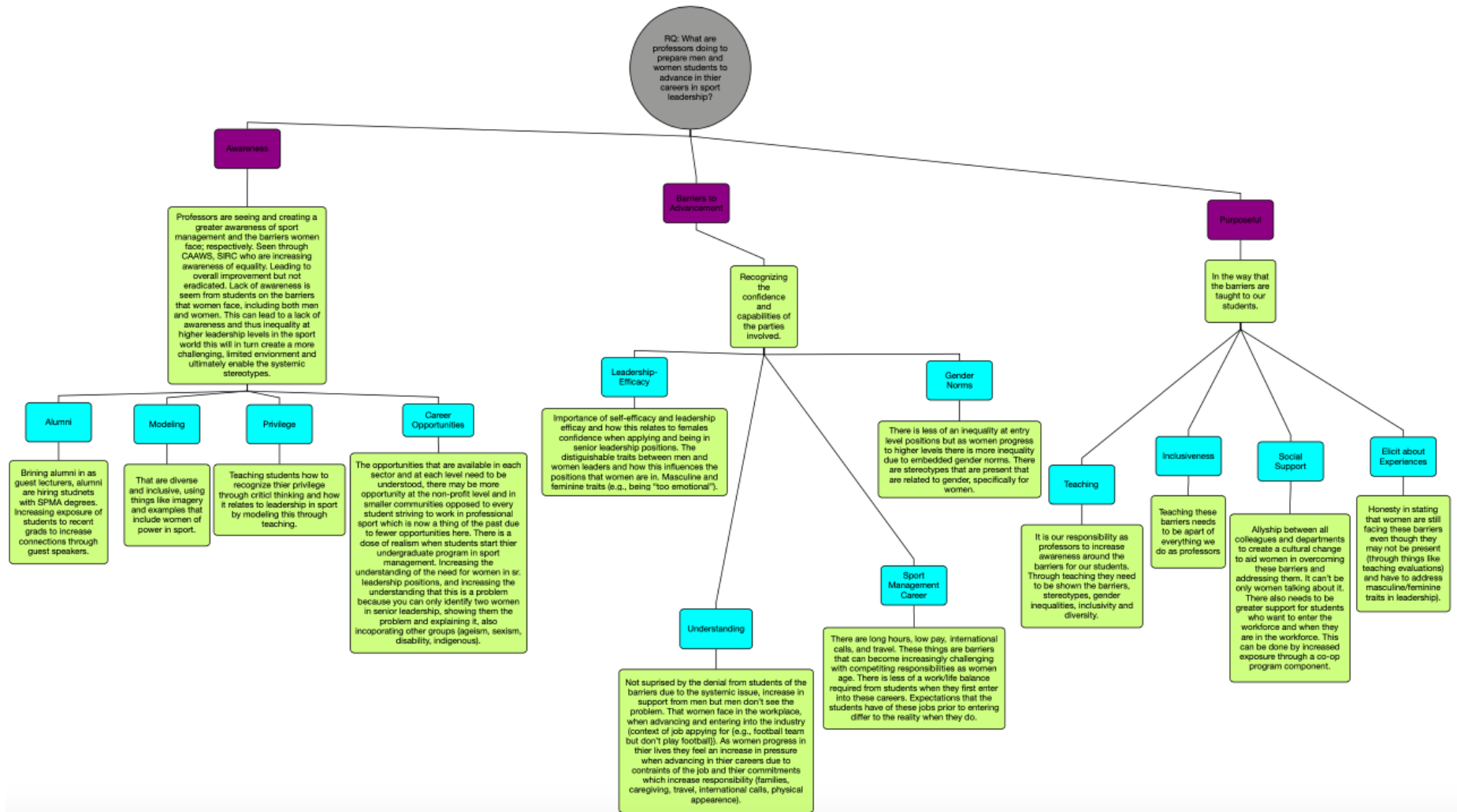
Appendix L

Mind Map Two



Appendix M

Mind Map Three



Appendix N

Educating the Barriers to Advancement Infographic

EDUCATING THE BARRIERS TO ADVANCEMENT

Despite the continued research on gender inequality in senior leadership in sport, we still see slow progress being made. Use the following steps to educate your students in the classroom about the barriers women and other minority groups face to advance in senior leadership in sport.

15% INCLUDE DIVERSE IMAGERY AND EXAMPLES IN YOUR LECTURES



of Women

HAVE AN ALUMNI DAY WHERE A DIVERSE PANNEL OF GRADUATES COME INTO YOUR CLASS FOR NETWORKING



occupy

CHANGE BEGINS WITH ALLYSHIP



senior leadership positions in professional sport in Canada - Continue the Honest Conversations



For more information on this research please contact the researcher at:

Curriculum Vitae

ERIKA LOUISE GRAY

FORMAL EDUCATION

Master of Arts, Kinesiology, Management and Leadership (Candidate) September 2018 to Present
Western University, London, Ontario

Honours Bachelor of Kinesiology with a Minor in Business September 2014 to June 2018
Brock University, St. Catharines, Ontario

ACADEMIC PROFESSIONAL WORK EXPERIENCE

Research Coordinator January 2020 to Present
Western University, London, Ontario

- Consistently followed up via email with and recruited new participants for a study looking at the drop-out rate of sport in adolescent girls
- Coordinated two student research participants to organize various recruitment events and code surveys for the study
- Transferred all study documents to Dropbox by implementing consistent study procedures and recording them clearly in excel and Microsoft word strengthening my technology skills and communication skills

Research Assistant October 2019 to Present
Western University, London, Ontario

- Organized up to 14 participants at one time to participate in a research study on body image, using time-management skills and communication skills to notify participants of appointment times and study protocol
- Use of leadership skills to coordinate a group of undergraduate research assistants to meet with various community organizations to participate in a sport participation study, and then aid them with participation in the study
- Recruited participants using presentation skills in various classes around Western University after gaining permission from the course instructor using email communication skills

Graduate Teaching Assistant September 2018 to Present
Western University, London, Ontario

- Utilize my time-management skills as a graduate student to balance my TA duties such as marking, office hours, attending classes and answering emails as well as my studies, volunteering and extra-curricular activities
- Helping students with their assignments when needed, providing insight and knowledge from the course and previous courses that I have taken in my academic career
- Assisted students who are struggling with school, time-management, organization, or the course in general by sitting down with them and active listening
- Held a Graduate Teaching Assistantship for the following courses: Foundations of Training Technique, Managing People in Sport and Recreation Organizations, and Introduction to Exercise Physiology

PROFESSIONAL WORK EXPERIENCE

Spin Instructor August 2019 to Present
Rev3K, London, Ontario

- Use of creativity skills to design various spin classes that meet the correct criteria for a health and fitness spin class (e.g., incorporating the appropriate amount of spin tracks, hill climbs, seated power climbs) by creating my own class entitled “Rev Power” which focuses on the three ways to increase power (position, watts, and speed) while cycling and give participants workouts that explain these concepts
- Continued to develop time-management skills by teaching five classes per week as a graduate student
- Motivated participants at various hours of the day (e.g., 6:00 am, 9:30 am, and 5:30 pm) with continued energy and enthusiasm to encourage participants to challenge themselves and have fun

Customer Service Representative May 2017 to September 2017, May 2018 to September 2018, May 2019 to Present
Hayward Pool Products Canada, Oakville, Ontario

- During a very busy pool season gained the ability to use time management skills to rank tasks accordingly from important to least important, and complete tasks in a timely manner

- Entered various types of purchase orders such as, billable, warranty and no charge orders correctly into the AS400 System; in an efficient and organized manner
- Acquired a wealth of knowledge in regard to the Hayward Industries Products such as information about Flow Control, Filters, Boards, Skimmers and Cleaners for Commercial, Residential and Industrial use

Development and Alumni Relations Call Centre

October 2016 to April 2018

Brock University, St. Catharines, Ontario

- Practiced, memorized and rehearsed a given script to form a relationship with alumni to further the amount of alumni donations received by Brock University
- Gained knowledge of Brock University in order to “sell” Brock University to alumni; without following the given script
- Learned how to use the Ruffalo Phone System in order to make, sustain, finish and code various phone calls from alumni of Brock University

Spin Instructor

April 2017 to April 2018

Brock University, St. Catharines, Ontario

- Used organizational skills to start and end classes on time for students and professors to get to the next part of their day in a timely manner
- Used motivational cues to help participants get the best workout possible during the spin class
- Applied the knowledge that was learned from the Reebok Cycle One Course to the members of the classes, such as a safe bike set up and riding to ensure that participants have a safe and fun spin class

Sports Performance Coach

November 2016 to April 2018

Brock University, St. Catharines, Ontario

- Took an extensive number of notes during staff training(s) and staff training camp and applied this new knowledge to my coaching palate, to train, motivate and coach Varsity Level Athletes, Community Athletes, and Teachers
- Further developed organizational and time-management skills by taking on various opportunities to fill my work week, and gain experience
- Participated in the given training workouts, requiring organization and time-management skills to include the workouts into my schedule, to be an athlete, to train athletes
- Applied tenacity in various situations such as being able to “on the fly”, set-up and take down testing equipment and workout equipment during training sessions, for the athletes to flow smoothly through their program or testing session

Cycle Fit Instructor

June 2017 to September 2017

Ron Edwards YMCA, Burlington, Ontario

- Upheld the YMCA values of honesty, respect, responsibility and caring, while teaching spin classes to various age groups
- Prepped a new spin class every 3-4 weeks with new drills and music, by using the knowledge from Reebok One Cycle Course
- Utilized the skill of resiliency to provide a class for the given target audience’s fitness levels, and was able to successfully create various solutions if the sound system was broken, or if the batteries died in the microphone
- Gained confidence to use a loud “coaching” voice to motivate participants and inform them of the drills during loud songs

Receptionist

May 2016 to September 2016

Gowling WLG, Hamilton, Ontario

- Professionally greeted and held conversations with clients, mortgagees, lawyers, law clerks and various co-workers, developing effective communication skills
- Successfully managed a high-demand work environment as a receptionist, acquiring knowledge on the procedures of Gowling WLG law firm in a short period of time
- Advanced technological skills through transferring calls on a 12-line switchboard using Bridge Operator Console 3, as well as looking up files through the Remote Resources Program

Don of the Residence Life Staff

March 2015 to May 2016

Brock University, St. Catharines, Ontario

- Assisted first year students with the transition from high school to University socially, academically and mentally by learning and shaping many skills, such as active listening skills
- Organized many events around the Residence Life community by incorporating different activities that all students would enjoy, to develop planning, time-management and organizational skills
- Was heavily involved within the staff throughout the year in various meetings, events, committees, staff requirements and providing extra assistance to students, which broadened and improved communication, time-management and organizational skills

VOLUNTEER/ACADEMIC EXPERIENCE

Leadership Education Program Facilitator January 2019 to December 2019
Western University, London, Ontario

- Facilitate and lead various workshops for undergraduate students that encompass the topic of leadership. Example workshops include: What is Leadership, Stand Up and Be Heard Part One, Campus Leadership and Engagement, and The Capstone Workshop.

Mentor September 2018 to April 2019
Western University, London, Ontario

- Enrolled in a class entitled Mentorship and Leadership, where I engaged with 1st year athletes during a study hall to aid them with any academic, sport or personal related goals and questions
- Acting as a support system for students in times of crisis with the use of communication skills, previous knowledge as a mentor, as well as applicable training (first Aid, Mental Health) when they are feeling stressed about school or need someone to talk to

Peer- Mentor September 2016 to April 2018
Brock University, St. Catharines, Ontario

- Created a goal setting program for a mentee using online resources, background knowledge, training seminars, and followed their progression throughout the semester
- Presented the mentee with helpful strategies for studying, organization, time-management and notetaking that worked as a Kinesiology student
- Arrived on time and engaged for meetings with the mentee in order for them to respect and look up to me as a mentor

CONFERENCE AND WORKSHOP PARTICIPATION

Accepted Abstract Poster – Barriers to Senior Leadership for Women in Sport Management: May 27th to 30th, 2020
Perceptions of Undergraduate Students and Insights from their Professors
 Poster Presentation, North American Society for Sport Management Virtual Conference

Accepted Abstract Presentation – Barriers to Senior Leadership for Women in Sport Management: March 27th, 2020 (Cancelled)
Perceptions of Undergraduate Students and Insights from their Professors
 10-Minute Oral Presentation, Kinesiology Graduate Students Research Conference, Western University, London, Ontario

Accepted Abstract Presentation - Barriers to Senior Leadership for Women in Sport Management: Date TBA (COVID-19)
Perceptions of Undergraduate Students and Insights from their Professors
 Poster Presentation, Western Research Forum (Postponed), Society of Graduate Students, Western University, London, Ontario

Accepted Abstract Presentation - Expectations and Perceived Barriers to Senior Leadership Positions in Sport Management: *Perceptions of Undergraduate Students* February 4th, 2020
 50 Minute Seminar, Health and Rehabilitation Sciences Graduate Student Research Conference, Western University, London, Ontario

Invited Presentation – Expectations and Perceived Barriers to Senior Leadership Positions in Sport Management: *Perceptions of Undergraduate Students* January 9th, 2020
 5 Minute Oral Presentation, Kinesiology Health Sciences Seminar, The University of Regina, Regina, Saskatchewan

Women in Sport and Leadership Forum November 21st, 2019
 Attendee, The Centre for Sport Capacity, Brock University, St. Catharines, Ontario

North American Society for Sport Management Conference May 30th to June 1st, 2019
 Attendee, North American Society for Sport Management, New Orleans, Louisiana, United States

Kinesiology Graduates Student Association Symposium April 12th, 2019
 3 Minute Oral Presentation, Kinesiology Graduates Student Association Council, Western University, London, Ontario

Advanced Teaching Program February 2019 to April 2019
 Participant, Centre for Teaching and Learning, Western University, London, Ontario

Stand Up and Be Heard: Part One November 14th, 2018
 Participant, Leadership Education Program, The Student Success Centre, Western University, London, Ontario

35th Annual Sport Medicine Symposium Attendee, Fowler Kennedy Centre, Western University, London, Ontario	October 19 th , 2018
Time Management for Graduate Students Participant, The Student Success Centre, Western University, London, Ontario	October 1 st , 2018
Networking for Success Participant, The Student Success Centre, Western University, London, Ontario	September 26 th , 2018
Graduate Teaching Assistant Day Attendee, Centre for Teaching and Learning, Western University, London, Ontario	September 5 th , 2018
The Teaching Assistant Training Program Participant, Centre for Teaching and Learning, Western University, London, Ontario	September 2018
Dean's Coffee Chat Participant, Faculty of Applied Health Sciences, Brock University, St. Catharines, Ontario	March 6 th , 2018
<u>CERTIFICATION AND TRAINING</u>	
Foundations in Indoor Group Cycling- Cycle One Certification Can Fit Pro/ Rebook, York University, Mississauga, Ontario	March 26 th , 2017
Mental Health First Aid for Adults Course Opportunity Provided by Brock Residence Life Staff, Brock University, St. Catharines, Ontario	February 2016
Bronze Leadership Training Course Opportunity Provided by Brock Residence Life Staff, Brock University, St. Catharines, Ontario	October 2015
CPR/AED Level C Certification Canadian Red Cross, Hamilton, Ontario	April 2018
<u>COMMITTEE LEADERSHIP</u>	
Western University Triathlon Club Athlete, Western University Triathlon Club, Western University, London, Ontario	September 2018 to Present
Co-Vice President of Academics Kinesiology Graduate Students Association, Western University, London, Ontario	May 2019 to Present
Triathlete Athlete, Triathlon Club of Burlington, Burlington, Ontario	May 2017 to Present
Team Leader Impact Experience Fall Reading Break Alternative Spring Break, Habitat for Humanity London, Western University, London, Ontario	November 5 th to 8 th , 2019
Member, Society of Graduate Students Rep, Seminar Leader Kinesiology Graduate Students Association, Western University, London, Ontario	September 2018 to May 2019
Co-Team Leader Alternative Spring Break Experience Alternative Spring Break, ISL Colombia, Western University, London, Ontario	October 2018 to March 2019
Member, 4th Year Rep, Secretary, Event Coordinator, 3rd Year Rep Kinesiology Students Association, Brock University, St. Catharines, Ontario	September 2016 to April 2018

SCHOLARSHIP, ACADEMIC HONOURS AND AWARDS

Western Graduate Research Scholarship , Western University	2019
Most Improved Athlete , Triathlon Club of Burlington	2019
Packianthan Chelladurai Award , Western University	2019
Western Graduate Research Scholarship , Western University	2018
Graduate with Honours , Brock University	2018
Brock University Entrance Scholarship , Brock University	2014
Graduated with Honours , Westmount Secondary School	2014
Bronze Female Athlete of the Year , Westmount Secondary School	2014
Highlander Wildcat Leadership Award , Westmount Secondary School	2014