

Changing the Game: University Sport to Develop Transformational Leadership Skills in Female

Student-Athletes

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Abstract

In collegiate sport in Canada, 24% of athletic directors and only 17% of head coaches are female, with even less female representation across national team and Olympic coaches (CAAWS, 2016). To address this issue of gender inequity in sport leadership, the study explored how a university sport program can lead and support female student-athletes to develop transformational leadership skills. Through a cooperative inquiry inspired approach with a feminist framework, the study gathered the experiences and reflections of seven members of the Mount Saint Vincent University athletics department to find how the university sport program could help female student-athletes learn and practice transformational leadership skills. A thematic analysis of transcribed CI reflection meetings and observation notes found the university sport program helped to develop skills in each component of transformational leadership while combating feminist issues in sport. Organizational culture of the athletics department helped to support and facilitate these opportunities through shared values, athletic leaders, 'see it to be it', growth mindset, and believing everyone is a leader. Challenges were faced in the process (time, staying intentional and player load); however, learning environments that included intentional planning (session planning, resources and community events/volunteering) and reflective exploration (self-reflection, debriefing with athletic leaders and group discussions) were found to mitigate the aforementioned challenges. By using university sport programs to more effectively develop female student-athletes into transformational leaders, these women will be better prepared to lead in sport and in society.

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Introduction

Leadership has been a growing area of research over the past century, with advances in models and effectiveness across fields. Most recently, transformational leadership has emerged as the most effective model across numerous sectors (Bass & Riggio, 2006; Ghasabeh, Soosay, & Reaiche, 2015) and continues to be one of the most academically researched leadership paradigms in the 21st century (Dinh, Lord, Gardner, Meuser, Liden, & Hu, 2014). However, research has also shown that gender equity (lack of fairness and parity) in leadership positions in many organizations, including in sport, still remains an issue (CAAWS, 2016). For example, in national and multi-sport organizations in Canada, only 38% of senior staff and 29% of board members are female. In collegiate sport in Canada, 24% of athletic directors and only 17% of head coaches are female, with even less female representation across national team and Olympic coaches (CAAWS, 2016). Although leadership is growing in importance, women are not represented in sport leadership roles.

This gender inequity stems from the historical discourse of sport — modern sport was created by and for men and leadership positions in sport were exclusively held by males (Messner, 1988). Therefore, all practices and structures in sport were created on the foundation of what was meaningful and important to men; how men took part in sport and how they took on leadership positions became what we now see as ‘normal’ practice in these establishments. As a result, female student-athletes do not naturally see themselves in leadership roles in sport and may not seek out opportunities to take on leadership roles and therefore may need support in fostering the required leadership skills and to see themselves as leaders.

Women leading in sport is important because there needs to be more diverse voices in decision making that impacts not just female participation in sport, but sport participation by all

Canadians. There are many organizational benefits of gender equity including that diversity fosters and retains talent, increases innovation and group performance, and is associated with numerous positive financial performances (Catalyst, 2018). Furthermore, and perhaps even more importantly, through equity in sport leadership, there is an opportunity to build from the original discourse of sport which was about creating warriors (Mangan, 2003), hyper-masculinity (Anderson, 2009), winning at all costs (Mangan, 2003), and narrow benefits, to a sport system that harnesses the potential for more collaboration and community building, that fosters transparent and ethical communication, and that can be used as a tool to positively develop people. There is an opportunity to change the rules and culture of sport in Canada written by men to include the important qualities that women and femininity bring such as collaborative problem solving, effective listening and empathy (Stempel, Rigotti & Mohr, 2015), so both women and men can be represented and heard in decision making and create the best possible sporting experience for all Canadians. At its simplest form, women and girls are playing sports in Canada, therefore they should have representation in sport leadership.

As a result, the purpose of the research is to help Canadian university sport programs provide this opportunity for female student-athletes to learn and practice the behaviours and skills required in sport leadership positions. My research question explores the opportunities for women in sport leadership and asks *how can university sport programs lead and support female student-athletes to develop transformational leadership skills?* Research objectives included identifying opportunities for leadership development in university sport with specific attention to the female experience by reviewing existing literature while also finding current gaps and needs for further study. I identified how these findings could be leveraged and built upon by exploring the experiences of Canadian university sport program leaders and female student-athletes at

Mount Saint Vincent University in Halifax, Nova Scotia to identify ways a university sport program can intentionally provide female student-athletes with opportunities to learn and practice transformational leadership skills.

Within the interpretive paradigm, the research was completed with the understanding that by using multiple perspectives, meaning is contextually constructed through direct lived experiences (Matheson, 2005). The research was theoretically framed by transformational leadership and feminist theory with key concepts of gender and power (Carlson & Ray, 2018) including feminine devaluation (Ronen, 2018), hierarchical invidious monism (Minnich, 2005), gender essentialism (Ronen, 2018), invisibility (Minnich, 2005) and silencing (Bruneau, 2009). Transformational leadership provides an opportunity to not only harness a leadership style with skills and behaviours that are most effective (Ghasabeh, Soosay & Reaiche, 2015) but are also more often associated with women (Stempel, Rigotti & Mohr, 2015), combating *feminine devaluation*, the concept that anything associated with women or femininity is less valued (Ronen, 2018), which often accompanies patriarchal institutions like sport. Transformational leadership champions these feminine ways of doing and brings the opportunity to provide more positive and effective leadership behaviours into sport that may be different than what is traditionally found.

Sport is haunted by a *hierarchical invidious monism* in which men or masculinity are taken to be the “highest, most significant, most valuable and critically most real category” which turns women or femininity in sport into ‘the other’ or failures; lesser forms of the “one kind” (Minnich, 2005, p. 111). Through hierarchical invidious monism, men come to hold the power in sport as they are positioned as the default athlete and athletic leader and sport is understood through their sex-based and already privileged subject-position. Men are presumed to best

perform typed work (playing and leading) within sport, which is known as *gender essentialism*, assumptions made about individuals' skills and abilities based on their gender (Ronen, 2018). The gender essentialist assumptions stem from sex-based stereotypes that perpetuate and are cyclically perpetuated by the lack of representation of females in sports media and the lack of females currently represented in leadership positions in sport (CAAWS, 2016). As Minnich (2005) states, this *invisibility* is not just an absence of female representation:

Those who are not represented are made invisible and that invisibility itself teaches something. It is not just an absence. Students who never hear of or see a woman philosopher have trouble believing in such a creature. On a deep level, the level which we learn cultural presuppositions of the most basic sort, it comes to seem wrong to them for a woman to be a philosopher. The two categories philosopher and woman exist for them as mutually exclusive (p. 151).

The invisibility of women in sport, and especially in sport leadership, teaches that women are not sport leaders and that being a female sport leader seems wrong (Minnich, 2005), furthering the discrimination women face as athletes and athletic leaders.

Similarly to philosophy, the invisibility of females in sport media and sport leadership directly impacts female student-athletes' perceptions of the viability of they themselves becoming coaches and sport leaders, reinforcing the hierarchical invidious monism of sport. This invisibility contributes to the *silencing* of women and those possessing feminine characteristics by being left out of decision-making and by not being represented in media content, which both form and shape the sport experience. As a result, men are left with dominant power that females have little agency to fight against. Numerous examples have come to light in which masculine win-at-all cost measures enforced by men have not only ruined the sport experience of female

athletes but have caused psychological and physical trauma. Most recent examples of this hegemonic masculinity and misuse of power include track athlete American Mary Cain by abusive coach Alberto Salazar (Cain, 2019) and Canadian Megan Brown who was sexually exploited by her coach Dave Scott-Thomas at Guelph University (Doyle, 2020). Both women were silenced as a result of the power held by both men.

I am conducted a study to address the societal issue of gender disparity in sport leadership positions and resulting negative outcomes, and incorporated the aforementioned feminist concepts to create a lens in constructing and analyzing the study. Furthermore, the research looked to make a positive change with the “muted voices” in a system while creating knowledge through a dynamic shared experience of action, reflection and collective inquiry (Gaventa & Cornwall, 2008), similar to common feminist research techniques. As females are the ‘muted voices’ in sport, female student-athletes were included in the research process as collaborators and knowledge generators.

The study explored the research question through a Cooperative Inquiry (CI) inspired approach, a methodology that uses cycles of action and reflection and aims to do research *with* people instead of *on* people (Heron, 1996). Due to limitations of the thesis project, including a short timeframe to conduct and analyze research and the nature of the need for one researcher and not ‘co-researchers’, CI principles were used but not implemented completely. For example, design steps usually taken to develop the research framework were created beforehand by myself, the researcher. CI was chosen as the research approach as it effectively leverages the collaboration of a university sport program to share and generate knowledge together to use sport to lead female student-athletes to develop as transformational leaders and offers a transformative process for the collaborators taking part through cycles of shared reflection and action.

Data collection took place with the Mount Saint Vincent University varsity sport program in Halifax, Nova Scotia, Canada. The experiences, opinions and reflections of CI collaborators, MSVU coaches, athletic director, alumni and female student-athletes, were gathered through transcribed CI meetings as well as participant observation notes completed by the CI collaborators during cycle action phases. Data analysis included a thematic content analysis.

The purpose of the study was to explore what aspects of a university sport program can lead female student-athletes to develop transformational leadership skills. Sport has the power to help athletes learn and practice leadership skills, but this does not always happen intentionally and is often left to happenstance. Through finding out how university sport programs can lead female student-athletes to develop transformational leadership skills, female student-athletes can obtain the skills required to lead in sport and in society. As a result, the social, economic and wellbeing of the communities these female student-athletes will work and live in will be positively impacted as will the advancement of women and society as a whole. Furthermore, by researching female student-athlete leadership development, I hoped to add to the small but growing body of student-athlete leadership development research in Canada and inspire others to pursue similar research and/or implement findings in their own university sport programs. In addition, as CI involves both reflection and action, I hope that the CI collaborators have gone through a transformative process, being more aware and gaining knowledge of how transformational leadership and its opportunities present in university sport programs for female student-athletes, and will therefore be more apt to provide and support these opportunities in the future.

Literature Review

This literature review captures the scholarly discussion and investigation of the unique experience of female student-athletes, the opportunity university sport programs provide in developing leadership skills, and the effectiveness of the transformational leadership model. Female student-athletes face a unique experience within sport as a result of societal gender roles and the discourse of sport. As a result, further understanding this relationship will better allow for a more effective opportunity to create an environment that can foster not only a positive sport experience but can harness this unique relationship to create opportunities for sport to be used as a vehicle for leadership development. University sport programs have this opportunity to be a safe space for leadership development and through understanding the scholarly discussions on the topic, can provide a clearer picture on best practices on leadership development programs and where current gaps exist.

Finally, exploring the effectiveness of the transformational leadership development model will further clarify why it is the leading leadership development paradigm and how it provides the best synergies for female-student athletes, sport and society. Transformational leadership emerged as a dominant theory in the latter part of the 20th century, introduced by James V. Downtown and further developed by James MacGregor Burns (Goethals, Sorenson & Burns, 2004). During the 1980s, Bernard M. Bass extended this research and analysis to formalize and produce Bass' Transformational Leadership theory. This theory is part of a larger leadership model called *The Full Range of Leadership Development*, which also contains components of laissez-faire and transactional leadership (Bass & Riggio, 2006). Unlike laissez faire leadership, which is passive, or transactional leadership, which emphasizes a transaction or exchange between leader and follower, transformational leaders "motivate others to do more

than they originally intended and often even more than they thought possible” (Bass & Riggio, 2006, p. 4). Transformational leadership provides a relevant and current model of leadership that harnesses skills required to effectively lead in modern sport and in society.

The Female Student-Athlete Experience

Female student-athletes are participants in organized sport sponsored or endorsed by the academic institution they are enrolled. In Canada, USports and the Canadian Collegiate Athletic Association (CCAA) are the governing bodies of university student-athlete sport participation while the National Collegiate Athletic Association (NCAA) is the main governing body in the United States. USports, CCAA, and NCAA govern university sport for both male and female athletes, however the experience of being a female athlete is different from male counterparts as a result of societal gender constructs (Helstein, 2014; Ogden & Rosen, 2013). It becomes apparent that, within feminist and critical literature that explored these inequalities, the scholarship on the experience of female athletes seems to concentrate on the inequitable discourse of sport and gender that historically restricted female sport participation, the lack of female sport media representation which devalues female participation and therefore leadership in sport, and therefore brings us to the current lack of female leaders in sport and society.

As a societal institution created by and for men, sport has been mainly ordered around defining acceptable forms of masculinity (McCormack & Anderson, 2010) and perpetuating hierarchical invidious monism, the idea that femininity is an absence of male characteristics (Minnich, 2005). As a result of hierarchical invidious monism in society and in sport, women who participate in sport have historically faced discrimination. For example, the accepted views by many in the early 1900s was that participation in sport by women would cause women to become “manly”, that too much physical activity would cause damage to the reproductive

organs, women would adopt masculine activities (i.e. attire, talk, mannerisms) and exertion would cause mental breakdowns (Cahn, 1995). Men constructed falsifiable claims that would try to restrict women to their traditional gender roles – roles which were created by male experts at the time including scientists, doctors and clergymen (Lenskyj, 1986). As a result, a stigma was created about women's participation in sport. Female athletes and leaders face a unique sport history that still permeates university varsity sport programs in Canada and the United States. Even now in the 21st century, female athletes have to continue to legitimize their athletic participation in the face of sexism (Person, Benson-Quaziana & Rogers, 2001). Women's participation in sport is directly linked to society and patriarchal control over women's sexuality. As a result, further research is warranted that specifically looks at the female sport experience as unique in exploring leadership development opportunities and justifies unique research with female student-athletes.

In the same vein, in 2014, a media analysis on sport media in Canada found that women's sports received only 4% of national TV sport network programming coverage, and half of that coverage was the Sochi Olympics (CAAWS, 2016). The study also analyzed the coverage of female sport on US television, again showing low rates, with only 24% of American sports media coverage being dedicated to women's sport (CAAWS, 2016). This is consistent with other research that continually found that males are covered in sports news much more often than females (Hundley & Billings, 2010). Research on the media representation of women in sport is important. When the media provide unbalanced coverage of females in sport, women, and the public receive the message that women's sport is unimportant (Trolan, 2013) or inferior to men and therefore women leading in sport becomes less important. The lack of representation of female athletes and coaches in sport media directly contributes to gender essentialism, the idea

that certain work or activities are better performed by a specific gender (Ronen, 2018). As a result, there is a need for female student-athletes to not only have the opportunity to learn and practice transformational leadership skills to counteract the messaging they are receiving from media, but to have research and a leadership development program specifically for them to show that women leading in sport is important.

As a result of the historical discourse of sport and gender and media representation of female athletes previously outlined, female student-athletes are socialized to believe that males are better athletes and therefore must make better coaches and sport leaders. This continues gender inequity in leadership roles in sport and society. As a result, a circular effect is created in which female student-athletes do not become sport leaders, and therefore do not have the opportunity to make decisions that could alter the discourse of sport and improve their own experiences. For example, the Canadian Association for the Advancement of Women in Sport and Physical Activity (2016) completed primary research by agency T1 and found in national and multi-sport organizations in Canada, only 38% of senior staff and 29% of board members are female. In collegiate sport in Canada, 24% of athletic directors and only 17% of head coaches are female (CAAWS, 2016). Across 54 national teams, only 16% of head coaches and 19% of assistant coaches were female (CAAWS, 2016). At the last winter Olympics in 2018, just 10% of our Canadian coaches were female, and that is down from 17% at the 2016 Summer Games in Rio and 13% at the 2014 Winter Games in Sochi (CAAWS, 2016). There is a large gender disparity in Canadian sport leadership that needs to be addressed so women's perspectives can be included when making decisions on important sport issues that impact female participation and experience, as identified as one of three strategic priorities in the Canadian Association for the Advancement of Women and Sport and Physical Activity's 2017-2020 strategic plan (CAAWS,

2018). Researching ways female student-athletes can develop transformational leadership skills through university sport is one way to add to the awareness of the importance of female leadership in sport and also can be a vehicle to encourage female student-athletes to take on future leadership roles in sport through acquiring competence.

University Sport Leadership Programs

University sport programs in this literature review are defined as university or college varsity athletics programs where student-athletes enrolled in the respective institution can compete against other varsity university sport programs at other institutions. This discussion of university sport programs will not take into consideration sport or recreation programming internal to the university or college like intramurals, societies or clubs.

In Canada, USports and CCAA are the governing bodies of university student-athlete sport participation while the NCAA is the main governing body in the United States. Limited research is available on Canadian university sport programs. Only one study referenced researching CCAA participants (Duguay, Loughhead, & Munroe-Chandler, 2018). Research on USport university sport programs, previously named Canadian Interuniversity Sport (CIS) and Canadian Interuniversity Athletic Union (CIAU), explored predominately (a) athlete performance (Kennedy, Tamminem, & Holt, 2013; Bracko & Geithner, 2010; Bracko & Fellingham, 2010; Bracko, Fellingham & Geither, 2001; Geithner & Bracko, 2010) and (b) athlete health including injuries (Cote, Neary, Goodman, Parkhouse, & Bhambhani, 2005; Burkhart, Schinkel-Ivy & Andrews, 2013). Scholarship also included business research on funding (Lenskyj, 2004; Armstrong-Doherty, 1995; Armstrong-Doherty, 1996), sponsorship (Long, Thibault & Wolfe, 2014), and branding (Chard, 2013). Coaching was also studied (Wierds, Wilson & Mack, 2019; MacLean & Zakrajsek, 1996; Bloom & Salmela, 2000) along

with a small portion of research on leadership that included researchers from the University of Windsor that looked at an athlete leadership development program with female varsity athletes (Duguy, Loughead & Munroe-Chandler, 2016), the role of leader tenure (Duguay, Loughead, & Munroe-Chandler, 2018), and team versus peer leadership (Loughead, Hardy & Eys, 2006). In addition, an older study on leadership across cultures (Chelladurai, Imamura, Yamaguchi, Oinuma & Miyauchi, 1988) was completed that explored the leadership differences between Japanese and Canadian university athletes. There is a clear gap in the research of transformational leadership and leadership development in Canadian university sport, which the current study looks to address. To continue to grow the field outside of the current body of knowledge, it is important researchers at a number of universities complete research on the topic.

One of the few studies on athlete leadership development (Duguy, Loughead and Munroe-Chandler, 2016) looked at the development, implementation, and evaluation of athlete leadership development with 27 female varsity athletes at the University of Windsor in Ontario. The researchers focussed on targeting human capital (intrapersonal development) and social capital (interpersonal development) through four leadership intervention sessions looking at ten leadership behaviours, four of which included the four aspects of transformational leadership—Inspirational Motivation, Individual Consideration, and Intellectual Stimulation—while the transformational leadership characteristic of Idealized Influencer was recognized in the study as “Appropriate Role Model”. The study looked to use intervention sessions as the vehicle to develop female student-athlete leadership behaviours; however, it failed to use or identify other aspects of a university sport program that could lead athletes to develop leadership skills. Furthermore, the study used predetermined activities and did not allow the female student-athletes to have a voice in creating their own leadership behaviours. As a result, there is a need to

address this shortcoming through exploring what other aspects of a university sport program can lead female student athletes to develop transformational leadership skills while also using a more collaborative research design and methodology, like cooperative inquiry to provide more equitable opportunities for knowledge to be shared.

Furthermore, Duguay, Loughead and Munroe-Chandler (2016) focussed on the impact of developing leadership skills for purposes to enhance team dynamics and effectiveness in athletics. There is an opportunity to further this research by also focusing on the relevance of developing these leadership skills for the athlete's future academic and career leadership opportunities. The purpose of the proposed study is to lead female student-athletes to develop transformational leadership skills to increase the possibility of effectively leading in sport and society not just on athletic teams.

Adding to this research on leadership skills, a study by Duguay, Loughead, & Munroe-Chandler (2018) looked at the role of leader tenure on athlete leadership behaviours. As with the previous Duguay, Loughead and Munroe-Chandler 2016 study, athlete leadership behaviour was measured but the 2018 study went further to determine how important it is for athletes to display specific aspects of leadership behaviour and also its importance to each level of athlete tenure on the team (first year, second year, etc.). Findings confirmed athletes associated more leadership behaviours with higher tenure (fifth and fourth year players) than lower tenure (first and second year players). This is significant as it shows the importance of finding current leadership development opportunities customized to each individual's needs. Through having female student-athletes participate in the proposed research study as collaborators and not just having 'research done on the them', they are able to effectively customize their leadership development experience to meet their needs.

Chelladurai et al. (1988) studied the differences between Japanese and Canadian male university athletes in leadership behaviour preferences while Loughhead, Hardy and Eys (2006) looked at the distinction between team and peer leaders. These studies followed suit with all of the aforementioned Canadian university sport leadership development research that took descriptive approaches to studying leadership with predetermined behaviours that did not leverage the insight or experience of participants to enhance leadership models. All studies looked to measure predetermined athlete leadership behaviour but did not give the opportunity for female student-athletes or coaches to create or explore additional behaviours or activities to learn or practice leadership skills. There is an opportunity to add to the research with the current study that looks to leverage this insight of the student-athletes, coaches and administrators living in these programs through cooperative inquiry inspired action research.

As the literature review has identified, there is a lack of research surrounding leadership development programs, and specifically focusing on female student-athletes, in Canadian university sport programs. This observation is important as it highlights the need for additional research. This lack of research also highlights the lack of priority, importance and awareness that leadership development of female student-athletes and all university student-athletes in Canada currently face. Canadian university sport is missing out on the chance to intentionally leverage the opportunity sport provides to develop leadership skills in athletes and this gap underlines the importance of current research exploring leadership development in Canadian university sport.

Further to this point, although formal student-athlete leadership development programs have appeared throughout Canada at a handful of individual university institutions including St. Francis Xavier University (StFX, 2019), University of New Brunswick (UNB Athletics, 2019) and Guelph University (University of Guelph, 2016), USports and CCAA have not created

leadership development programs or resources specifically for their members. Contrastingly, the NCAA has taken on the creation of the NCAA Student Leadership Forum that provides leadership education and training to college student-athletes competing in the NCAA (NCAA, 2019).

Although the NCAA has placed a higher importance on athlete leadership in the past two decades, the field of athlete leadership development is still growing in American sport literature as well. Trends within literature of NCAA leadership predominately focus on other roles like coaches, administrators and athletic trainers (LaVoi, 2016; Beam, Serwatka & Wilson, 2004; Soebbing & Washington, 2011; Mazerolle & Eason 2016a; Mazerolle & Eason 2016b; Baxter & Lambert, 1990; Paul, Andrea & Cara, 2011; Katz, Walker & Hindman, 2018; Welty Peachey, Burton & Wells, 2014), with a smaller portion of research on athlete leadership (Voight, 2012; Weaver & Simet, 2015; Navaro & Malvaso, 2015; Fuller, Harrison, Johnson, Lawrence, Eyanson, & McArdle, 2018; Aoyagi, Cox, & McGuire, 2008). There is a need and opportunity to expand on this athlete leadership development research.

Athlete leadership research completed with and within NCAA university sport programs provides additional value and insight to developing sport leadership programs within Canadian university sport. For example, Fuller et al. (2018) studied student-athlete reflection in leadership practices. The researchers looked at how female intercollegiate athletic participants constructed meaning of their perspectives as leaders. The researchers focused on measuring leadership qualities and perspectives by asking two questions: *1. In terms of your leadership abilities, what makes you unique to the world? 2. In the next 5 years, how do you plan to use your leadership abilities to positively affect society?* Key themes showed these athletes wanted to be change agents, were success-oriented and felt able to lead by example with supporting examples taken

from their university athletic experience and life. Although the sample was taken during an NCAA leadership forum, which limits its applicability to those athletes who did not feel inclined enough to attend the forum, the research does show the importance of the university sport environment for practicing leadership skills and further solidifies the value of researching how to intentionally use sport to develop transformational leaders.

NCAA leadership development programs use multiple vehicles for leadership development including intervention sessions to teach leadership skills (Weaver & Simet, 2015; Voight, 2012), similar to the Canadian work of Duguy, Loughhead, and Munroe-Chandler (2016), while others will use roles within a team to provide opportunities to practice leadership skills like captaincy or leading certain aspects of the sport program (Fransen, Vanbeselaere, De Cuyper, Vande Broek & Boen, 2014; Voight, 2012). Navarro and Malvaso (2015) researched best practices in student-athlete leadership development programs amongst freshman from a large southeastern NCAA university and found guest speakers, group work and meeting new people were most effective in developing leadership skills within a peer mentoring setting. The aforementioned studies provide context and support for multiple vehicles that can be used to help develop leadership skills amongst university athletes. There is an opportunity to build on this research by further exploring what other activities in a university sport program can lead student-athletes to develop not just leadership skills but transformational leadership skills within a female sport context.

Similarly, there are key roles within a university sport program that can facilitate or provide value to athlete leadership development programs as seen in the literature including leadership facilitators (Voight 2012; Duguy, Loughhead & Munroe-Chandler; 2016), coaches (Weaver & Simmer, 2015; Price & Weiss, 2014; Voight 2012), administrators (Weaver &

Simmer, 2015;) and teammates (Price & Weiss 2013; Navarro and Malvaso, 2015; Loughead, Hardy and Eys, 2006). Although the literature did not mention the use of mental skills coaches in leadership development, studies stated the findings' applicability to sport psychology consultants (Duguy, Loughead & Munroe-Chandler; 2016; Duguy, Loughead & Munroe-Chandler, 2018), who could be leveraged to help female student-athletes develop transformational leadership skills in a university sport program. The literature provides clarity on the value for multiple perspectives to be used in further study on harnessing all of the roles within a university sport program that can lead female student athletes to develop transformational leadership skills.

As easily identifiable, there is a gap in the research that looks at frameworks that can actually be implemented that leverage the positive aspects of a university sport program to develop leadership skills amongst female student-athletes and research that works to develop leadership skills beyond the framing of sport. Hence, there is a need to study how a university sport program can lead female student-athletes to develop transformational leadership skills.

Transformational Leadership

As noted above, components of transformational leadership include: Idealized Influence, Individualized Consideration, Intellectual Stimulation and Inspirational Motivation (Bass & Riggio, 2006). As Bass (1999) describes, the concept of the Idealized Influencer views the leader as a role model and takes into consideration both the leader's behaviour and the attributes given to the leader by the followers. Through Individualized Consideration the leader is attentive to each individual follower's needs while teaching and coaching. Intellectual Stimulation is when the leader encourages new ideas and creativity in problem solving while the element of Inspirational Motivation looks at how the leader inspires, motivates and provides meaning and a sense of team spirit for followers (Bass & Riggio, 2006). These behaviours can provide the

necessary skills required for female student-athletes to feel competent taking on leadership roles in sport that require specific team building skills including effective communication (Individualized Consideration), cohesion (Idealized Influencer/Inspirational Motivation) and conflict management (Intellectual Stimulation/Individualized Consideration) (Dionne, Yammarino, Atwater, & Spangler, 2004). Furthermore, transformational leadership provides an opportunity to not only harness a leadership style with skills and behaviours that are most effective (Ghasabeh, Soosay, & Reaiche, 2015), but are also more often associated with women (Stempel, Rigotti, & Mohr, 2015), combating feminine devaluation, the concept that anything associated with women or femininity is less valued (Ronen, 2018), and that often accompanies patriarchal institutions like sport.

Although initial research demonstrated that transformational leadership was successful in military environments (Bass & Riggio, 2006) more recent research has been collected that demonstrates that transformational leadership is effective and provides value across multiple sectors including healthcare (Weberg, 2010; Buck & Doucette, 2015; Lievens & Vlerick, 2014), information technology (Sahu, Pathardikar, & Kumar, 2018; Pradhan, Jena, & Bhattacharyya 2018; Mittal & Dhar, 2015), business (Zuraik & Kelly, 2019; Katou, 2015; Mesu, Sanders & Riemsdijk, 2015; Han, Seo, Yoon, & Yoon, 2016), education (Hornett, 2001; Mora, 2012; Anderson; 2017) and not-for-profit (Mahalinga, Shiva, & Suar 2012). Learning TL skills may help female student-athletes gain the skills required to take on leadership positions in sport and society. For example, TL practices helped to decrease turnover in the IT industry in India (Sahu, Pathardikar, & Kumar, 2018) through developing employee engagement, employer branding, and psychological attachment and also had a positive relationship with employees' contextual performance (Pradhan, Jena, & Bhattacharyya, 2018). Furthermore, Zuraik and Kelly (2019)

found a positive relationship between CEO transformational leadership, innovation climate and organizational innovation. The authors recommend organizations should recruit and train CEOs for transformational leadership qualities. Similarly, Lee, Woo and Kim (2018) explored the relationship between TL and organizational commitment assessing collegiate university coaches' perceptions of transformational leadership style of their athletic director, their affective commitment, and their organizational citizenship. The results revealed that perceived TL of athletic directors was positively associated with coaches' affective commitment, which, in turn, was positively associated with organizational citizenship behaviors. These studies solidify the need for female student-athletes to learn transformational leadership skills to be better equipped to take on leadership positions like CEOs or athletic directors in sport and society, justifying the use of TL as the model of leadership for this study.

Transformational leadership has been introduced in research in athlete leadership over the past decade, however it is still a growing field of study. Smith, Young, Figgins, and Arthur (2017) looked at the types of transformational leadership skills that were exhibited by coaches and captains in professional cricket. The study highlighted how formal leaders work in leadership hierarchies and identified how and what leaders in elite sport do to display transformational leadership skills. This study did not identify where these skills were learned or how to develop transformational leadership skills, but rather pointed out how transformational leadership skills are displayed in a professional cricket environment. Similarly, Galante and Ward (2017) investigated differences between NCAA Division 1 female athletes and non-athletes looking at self-esteem and transformational leadership traits. Female athletes were more likely to report higher levels of self-esteem and leadership characteristics, although the study did not explore why or how athletes developed these attributes. Both studies assert sport can be used

as a vehicle to develop transformational leadership skills and warrant further research into identifying what opportunities university sport programs provide female student-athletes to learn and practice TL skills.

Although transformational leadership theory has been researched widely across multiple platforms and its impact on certain business, education and health care outcomes, there is a gap in the scholarship on how university sport programs can be a vehicle for transformational leadership development. Therefore, there is an opportunity to further this research in an effort to provide examples of how university sport programs can lead female student-athletes to develop the transformational leadership skills required to excel in leadership positions in many career paths including sport.

Summary

As demonstrated through the literature review, transformational leadership is an effective leadership model across multiple sectors that could provide female student-athletes the opportunity to gain the skills required to lead in sport and society. University sport programs provide a unique opportunity for female student-athletes to develop these transformational leadership skills, however as shown in the gaps within the research, additional research needs to be completed on how university sport programs can lead female student-athletes to develop transformational leadership skills. Furthermore, female student-athletes face a unique sport experience as a result of the discourse of sport and media representation compared to their male counterparts, which warrants the need for female specific research and an athlete leadership development model for females to reflect the importance of developing female leaders.

Methods Section

The research explored “*how can university sport programs lead and support female-student athletes to develop transformational leadership skills?*” through a qualitative study gathering the opinions and experiences of Mount Saint Vincent University athletics department members. The research took a Cooperative Inquiry (CI) inspired approach, a collaborative methodology that uses cycles of action and reflection, aiming to do research *with* people instead of *on* people (Heron, 1996), as it effectively leverages the collaboration of members of a university sport program to share and generate knowledge together to use sport to lead female student-athletes to develop as transformational leaders. The CI inspired approach was completed at Mount Saint Vincent University athletics department, which is a member of the Canadian Collegiate Athletic Association (CCAA) and Atlantic Collegiate Athletic Association (ACAA) conference.

Within the interpretive paradigm, the research was undertaken with the understanding that using multiple perspectives, meaning is contextually constructed through direct lived experiences (Mathison, 2005). The research was theoretically framed by feminist theory with key themes of gender and power (Carlson & Ray, 2018). The research took place to help address the societal issue of gender disparity in leadership and the research was also undertaken to include feminist ways of research. For example, the research looked to make a positive change with the ‘muted voices’ in a system while creating knowledge through a dynamic shared experience of action, reflection and collective inquiry (Gaventa & Cornwall, 2008), similar to common feminist research techniques. As females are the ‘muted voices’ in sport, especially in decision making, female student-athletes were included in the CI as collaborative knowledge creators. Within the interpretive paradigm, CI is rooted in the phenomenological tradition with the

axiology that human flourishing is important and participative decision-making enables and impacts this human flourishing (Heron, 1996). Sport and leadership development are both dynamic fields with people's shared experiences at their core, therefore the combination of theoretical frameworks with the ability for application and reflection were incredibly important in the research process and provided great synergies with CI.

Reason (1999) notes that CI involves an extended epistemology with at least four different ways of knowing: 1) *experiential* – face to face, knowing through understanding/resonance with another, 2) *presentational* – emerges from experiential knowing – provides the first of expressive forms through story, movement, sculpture, etc., 3) *propositional* – knowing through ideas, theories, or informative statements and 4) *practical* – knowing how to do something, in a skill or ability. Reason (1999) notes, in CI, knowing will be more valid and richer if these four ways of knowing are congruent: “if our knowing is grounded in our experience, expressed through our stories and images, understood through theories which make sense to us, and expressed in worthwhile action in our lives.” (p. 211). Furthermore, as transformational leadership and sport requires both logic as well as creativity and emotion, the research took a dualistic approach to the Apollonian and Dionysian dichotomy, built on logic and methodological steps but also allowed divergent innovation and thought.

Definitions

Transformational leadership is defined according to Bass' Transformational Leadership model, encompassing four main components: *Idealized Influencer* (role model), *Individualized Consideration* (treats followers as individuals), *Intellectual Stimulation* (fosters and encourages creativity and innovative problem solving) and *Inspirational Motivation* (inspires confidence and sense of purpose) (Goethals, Sorenson & Burns, 2004). As this is a thesis project, I (Danielle

Cyr) am defined as the researcher. Participants in the CI who are members of MSVU's athletic department are labelled as CI collaborators.

Data and Data Collection

Using a CI inspired approach, this research gathered the experiences and opinions of members of a university sport program, Mount Saint Vincent University (MSVU) athletics department in Halifax, Nova Scotia, to share and generate knowledge together to use university sport to lead female student-athletes to develop as transformational leaders. This location was chosen as a result of the proximity to the researcher. This CI was initiated by myself (Danielle Cyr), head coach of MSVU women's soccer team. Many cooperative inquiries are "self-evidently formed" (Csillag, 2013; Reason, 1999, p.213) or initiated by convenience sampling because participants are easily available to researchers (Merrigan, Huston & Johnston, 2012), like colleagues within a certain organization wanting to research a certain topic. I used purposive sampling, selecting participants based on characteristics of the study, and also network sampling, having research participants solicit other research participants (Merrigan et al., 2012). For example, I recruited the MSVU women's basketball coach to take part in the CI, and asked him to recruit one of his female student-athletes to take part as well. I aimed to have eight to ten collaborators within the cooperative inquiry, as groups below six are too small and above twelve need additional time and even professional facilitation to manage (Reason, 1999).

As I am the head coach of the MSVU women's soccer team, I used my network and relationships to recruit the university's athletic director who recruited a recent women's soccer alumnae, the women's basketball head coach who recruited one of his female student-athletes, the university athletics' mental skills coach, and two female student-athletes from women's soccer. I used email and face-to-face communication to recruit participants. However due to time

restraints and schedules, the women's basketball student-athlete decided to withdraw from the study before the action/reflection cycles. Due to competing priorities, the women's basketball coach was only able to make one of the three reflection meetings. Note, as the thematic analysis progressed, it was apparent that statements were more significant when attached to respective roles in the athletics department. As a result, the researcher chose to use the following descriptive statements to identify the participants: Athletic Director, Mental Skills Coach, Head Coach Soccer, Head Coach Basketball, Female Student-Athlete 1, Female Student-Athlete 2 and Female Alumni. All participants consented to these descriptors being used in the thesis report with the knowledge that they could provide less anonymity.

As Reason (1999) and Heron (1996) explain, CI is a cycle of action and reflection with each cycle moving through four phases. Preceding the cycles is an initiation phase where the CI group is created and ground rules are set. Before the cycles of action and reflection took place, the initiation phase of the CI group saw the initiator (myself) vocalize and ensure three strands of induction: 1) *cognitive/ methodological empowerment* - group members understand the cooperative inquiry methodology so they can make it their own, 2) *political empowerment* - collaborative decision making and authentic participation is enacted to reach cooperativity and 3) *emotional and interpersonal empowerment* - an open environment is created that can acknowledge and process strain, concern and emotions throughout the cooperative inquiry process (Heron, 1996). Summers and Turner (2011) echo the importance of this shared community, noting that "challenges were faced throughout the inquiry, which might have undermined the process if we had not developed as effectively as a community of researchers." (p.463). As this study took a CI inspired approach, and due to aforementioned limitations, once the cooperative inquiry group (CIG) was established, initiation continued by the facilitator

(myself) explaining the cooperative inquiry design, data collection and data analysis while discussing the focus and type of inquiry. Although this process is more collaborative in a full CI with participation by all CI members, limitations on time and research scope necessitated these aspects of the CI as predetermined by the sole researcher. The initiation meeting was planned to take approximately two hours to complete as its own meeting. However, due to a hurricane that caused severe power outages, it was cancelled and was combined with the first phase meeting the following week.

During phase one, collaborators came together to explore how university sport programs could provide female student-athletes with the opportunity to learn and practice transformational leadership development skills. The group determined action to undertake, agreed on procedures to observe and how to record the experience. As the researcher, I provided information on transformational leadership theory to the CI group and provided a foundation of questions that could be changed or expanded on as the group saw fit. The first meeting took approximately two hours to complete.

Next, phase two looked at applying the agreed actions in each collaborator's own environment while observing and recording their own and each other's actions. For example, the university athletics director applied the agreed actions in her role as a sport administrator, while coaches would implement the agreed actions in training, games, or off-field sessions. In phase three, the collaborators are fully immersed and applied skills or new considerations grew out of the experience. Shallow understandings were elaborated/led away from the original ideas and proposals into new arenas, unforeseen action and creative insights surfaced. Phases two and three of the first action cycle took two weeks to complete. In phase four, collaborators re-assembled to reflect on the original questions in light of experiences and changed, rejected, or proposed new

questions and agreed on the next cycle of action and reflection (Heron, 1996). The phase four reflection meeting led into phase one of the next cycle with agreed directions by all collaborators. Phase four of the cycle took approximately one hour to complete. The CI underwent three cycles of action and reflection, meeting the minimum requirements by Heron (1996) in order to adequately provide enough opportunity for participant transformation. Although five to eight cycles are recommended to provide rich data and a wider scope (Heron 1996; Reason 1999), a smaller number of cycles had been chosen and implemented as a result of the short time frame data needed to be collected to complete the thesis project and to address time restraints of busy members within the university sport program.

The first action phase was a combination of divergent (everyone researches something different) and convergent (everyone researches something the same) action. For example, within the four categories of transformational leadership, the first cycle was framed to allow part of the group to look at Idealized Influence while others looked at Inspirational Motivation. However, the framework was flexible and Head Coach Basketball focussed much of his time on Individualized Consideration as his season was just beginning and that's where he needed to focus his efforts. In cycle two, the framework saw the collaborators focusing on Individual Consideration and while others worked within Intellectual Stimulation. Cycle three allowed collaborators one final cycle to explore a previous concept further, choosing any of the four aspects of transformational leadership to investigate. Heron (1996) would define this as subgroups within an intermediate model that looked to maximize the differentiated view of the topic that divergence provides while maximizing the refined and in-depth research of one aspect convergence provides. This also limited the deficits of the extremes of divergence and convergence (Heron, 1996, p. 76). Taking a dualistic approach to the Apollonian and Dionysian

dichotomy, the research provided a framework that is logical but also allowed creativity and the influence of intuitive and emotional states within reflection and action (Heron, 1996), aligning with the values of *Intellectual Stimulation* and *Individualized Consideration* of transformational leadership (Bass, & Riggio, 2006).

The CI recruited participants in August 2019 followed by an initiation meeting in September. The cycles of action and reflection took place throughout September 2019 and October 2019. One consideration was the busy and sometimes conflicting varsity schedules of university sport program members. This was controlled through pre-planning of recognizing conflicts with varsity schedules.

This study implemented common data collection methods used within cooperative inquiries. Reflection meetings were audio recorded and transcribed to gather rich data on discussions (Csillag, 2013; Summers & Turner, 2011; Ness & Strong, 2013; Foss et al., 2013), while CI collaborators wrote observation notes throughout the cycles that were used to gather insights into the action process undertaken (Mash et al., 2014; Baxter & King, 2014; Ness & Strong, 2013; Toh et al., 2013; Foss et al., 2013). The researcher provided CI collaborators with guided forms (Appendix A) to complete participant observation notes including guiding questions. This approach was undertaken as CI collaborators had limited experience and knowledge of research techniques and were used to help focus the data.

Data Analysis

Qualitative thematic analysis was used to focus the findings of the transcribed meetings and participant observation notes, as it is a common approach used to analyze data from the aforementioned gathering methods (Mills, Durepos, & Wiebe, 2010). Thematic analysis was chosen as it is an effective method to analyze qualitative data focusing primarily on identifying,

organizing and interpreting themes in textual data (Mills, Durepos, & Wiebe, 2010). The thematic analysis followed Clarke and Braun's (2013) six suggested steps: familiarization with the data, generate initial codes, search for themes, review themes, define themes, and report. Clarke and Braun's (2013) framework was chosen as it provides the opportunity for a more organic and bottom-up analysis, which has synergies with the research's objective to develop a framework for university sport programs to lead female student-athletes to develop TL skills.

Although the steps taken by the researcher will be described linearly in the thesis, it is important to note thematic analysis is a recursive process and steps were revisited (Clarke & Braun, 2013). To become familiar with the data, I transcribed CI reflection discussions after each meeting and began to make notes and jot down early impressions (Mills, Durepos, & Wiebe, 2010). At the end of the third and final CI cycle in October, collaborators' observation notes were analyzed to become more familiar with the complete data set as I continued to make notes and early impressions. I generated initial codes with transformational leadership and feminist theory and searched for themes, a pattern that captures a significant or interesting point about the research question or data (Clarke & Braun, 2013). Themes were emergent although there were four pre-determined transformational leadership theory categories (*Idealized Influence, Inspirational Motivation, Individualized Consideration and Intellectual Stimulation*) and four feminist theory categories (*hierarchical invidious monism, gender essentialism, invisibility and silencing*) part of the pre-determined framework of the study. A frame was generated to include these categories; however, they were flexible and not fixed in case they may not have been strong enough to justify use or if additional themes emerged.

I searched for themes in the data and reviewed these themes to ensure applicability across data sets and I also confirmed that the themes "tell a convincing and compelling story about the

data” (Clarke & Braun, 2013, p. 3). The thematic analysis process then defined themes, stating what each theme is about, identifying subthemes and relationships with main themes. A thematic map was used to portray a visual representation of themes and sub categories (Mills, Durepos, & Wiebe, 2010). Finally, based on the themes, I created a written report, threading a persuasive story about the data (Clarke & Braun, 2013), creating a framework that explains the ways in which university sport programs can lead female student-athletes to develop transformational leadership skills. To establish trustworthiness, all CI participants were given the opportunity to review the findings to ensure accuracy.

CI was selected as the best suited method to explore how university sport programs can use sport to lead female student-athletes to develop transformational leadership skills as it relates closely to the collaborative process of both sport and transformational leadership, as all three, when enacted correctly, are heavily rooted in the shared experience of people. With a dualistic approach to the Apollonian and Dionysian dichotomy, this research is reflective of the dynamism of the coaching environment and qualities within transformational leadership. As a result of data gathered and analyzed within the proposed cooperative inquiry methodology, the research is richer by combining the experiential knowing and collaborative understanding expressed in the sport environment (presentational knowing) that helped develop a framework or themes (propositional knowing) which can be applied (practical knowing) by university sport programs outside of the CI to develop more female student-athletes into the transformational leaders our world needs in sport and in society.

Ethics

Ethical concerns include my role as head coach of the women’s soccer team. As head coach of the women’s soccer team at MSVU, there will be a power relation in recruiting female

student-athletes to take part in the CI. In addition, because the CI is taking place in a university sport program at only one university, there are limitations in the findings' broader applications.

Results

The results section provides a narrative of the themes constructed from the thematic analysis. There were three main meta-themes directly linked to the research question: Organizational Culture, Learning and Practicing Transformational Leadership Skills, and Learning Environments. Each meta-theme hosts a number of themes which consist of further broken down sub-themes. These three meta-themes were connected to categories stemming from feminist theory through sub-themes that perpetuated the identified barriers and others that helped to combat or dismantle these barriers. Figure 1 provides a thematic map depicting the relationship of meta-themes, themes and sub-themes.

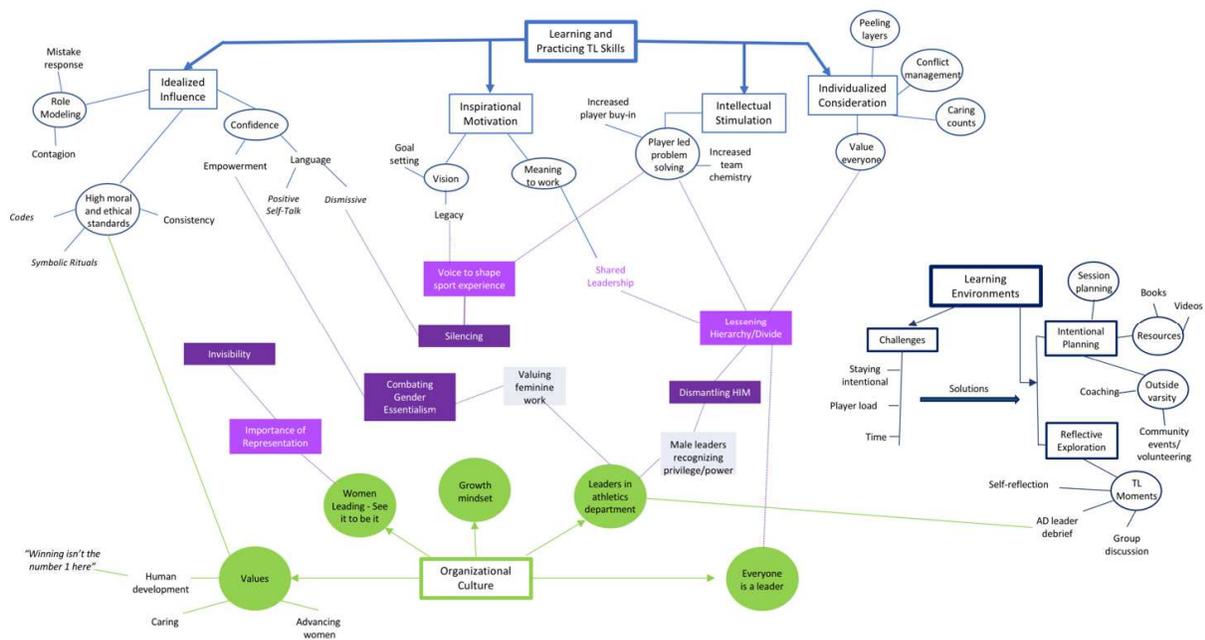


Figure 1: Thematic analysis map

In addition to the thematic analysis, a table was constructed depicting the codes, themes and significant statements outlined in the map (Appendix B).

Organizational Culture

The themes that emerged within Organizational Culture showed the important aspects of the university athletics department culture in setting a foundation to allow the university sport program to provide opportunities for female student-athletes to learn and practice transformational leadership. Feminist themes emerged and connected most often with themes of organizational culture. A thought leader in organizational culture, Schein (1986) defines culture as:

“the pattern of basic assumptions that the group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, and that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems.” (p. 31).

These basic assumptions of the athletics department and its staff and coaches contributed to the opportunities for female student-athletes to develop as leaders. Most specifically these assumptions within the organizational culture were identified through values, the role of athletic department leaders, women leading (see it to be it), the support of a growth mindset, and the belief that everyone is a leader.

Values. The CI group expressed the importance of the values the athletics department and its leaders live by in helping to provide female-student athletes with leadership opportunities. These values were directly linked to transformational leadership behaviours and women leading. Athletic Director noted MSVU is a caring institution and that shapes how her student athletes are treated and how she hopes they'll treat others. In addition, when discussing the importance of role modeling, Athletic Director said “I know for me I would say all my head coaches I trust

implicitly that they have the highest moral standards you know what I mean I really truly believe that you know. And winning isn't the number one here." Athletic Director's statement showed the value the athletics department places in ethical standards and human development. Her department values being caring and developing student-athletes into leaders and good people, not just winning championships. She went on to say that her hiring practices are shaped by these values:

I also think it's a set of values, I think that we live by here... ethically, that all of our coaches are very ethical... if I was recruiting or hiring a coach... those would be pretty high. Maybe that's not as high up the chain in other places... like you have to be technical, but there is an ethical standard that I believe we should have.

The athletic department also values women leading in sport. Athletic Director consciously tries to hire female head coaches for her female teams although she admits this has proven difficult. As an alumni and previous female student-athlete of the MSVU athletics program, Head Coach Soccer reflected on her experience as a female leader and researcher in sport saying "I think if it wasn't for this school, I don't know if this type of thing would be as big or as important in my life.. but it is because I was in an environment that already values these things." It is important to note, MSVU was founded on the principle of the advancement of women, which shaped Head Coach Soccer's experience as a student-athlete there and also her ability to now lead that varsity program she played in. The values of the athletics department provided a foundation for the university sport program to provide female student-athletes with the opportunity to learn and practice transformational leadership skills.

Athletic department leaders. The data identified that athletic department leaders, including the athletic director, coaches and trainers, play a key role in providing opportunities for

the university sport program to teach and allow female student-athletes to practice transformational leadership skills. For example, Head Coach Basketball consciously makes sure that he is showing good leadership to his players. While the CI group was discussing Individualized Consideration, he said “For me it’s about making sure I’m showing good leadership to everybody equally. ...and again it’s really just making sure that they all feel valued, you know, as opposed to just the fourth and fifth year players or the best players.” Athletic Director extended this responsibility to leaders within the athletics department and the university as a whole saying “I think we have a philosophy here at the Mount that we are a caring institution you know and we care about each other and hopefully that transforms to you know, they feel valued and then they’ll value others you know. It does pass on.” Not only did athletic department leaders role model transformational leadership qualities, they also provided opportunities for female student-athletes to practice transformational leadership skills. This reflects on the point that leaders in sport have the opportunity to intentionally use sport to develop leaders and not just leave it to happenstance without the guidance and space to learn and practice.

Head Coach Soccer used qualities of Individualized Consideration with a player that she had a conflict with, instead of punishing and using an authoritative approach, she used the opportunity to allow the player to practice transformational leadership skills. Head Coach Soccer said:

... like one training session before we had the conversation, the body language was like ‘fuck you’... and then we had that conversation and it changed... and making sure she felt valued... it was a little bit of Individualized Consideration. On what that player

needs and recognizing maybe I didn't give that to her at that point in the season and just bringing it back.

Mental Skills Coach reflected with Head Coach Soccer on the situation, identifying that by allowing the student-athlete the opportunity to view the conflict in terms of leadership and how she can positively impact her teammates, Head Coach Soccer was able to get a better end result than if she didn't provide that opportunity for the student-athlete to learn and practice transformational leadership:

And you started with how can I help. And you ended with how can you help them, not how can you do what I tell you to do. And that to me, is the difference between motivating a kid to move in a different direction; she is going to be much more willing to help three cohorts if they've got an attitude of go whatever yourself no matter how well the conversation goes. You help them help the right people to get the behaviour you wanted. That's amazing. That's good man.

As identified, university sport leaders and especially team coaches and trainers played a key role in providing opportunities for female student-athletes to learn and develop leadership skills. The athletics leaders also played key roles in working to dismantle the hierarchical invidious monism of sport and combat gender essentialism. For example, male leaders in the CI group made comments that showed they recognized their privilege and power as a male leading in sport and worked to lessen this power hierarchy. When Female Student-Athlete 1 asked what it means to possess power, Mental Skills Coach said:

It might be something that men just assume they have. And then they behave that way and then people around them behave that way just because. And that sort of speaks to what

you're doing in the ways in which this is going to level itself out is amongst many things is women, saying 'I got it' vs "Can I?". That's the difference.

By recognizing the power he holds, Mental Skills Coach works to dismantle this by also making female student-athletes aware of hierarchical invidious monism, that there are societal constructs impacting the power female student-athletes feel they do or do not possess. Head Coach Basketball spoke about dismantling the idea of him being the sole holder of power and decision making on the team, saying:

...and so it kinda also it doesn't put you up here. You know I want to be in the trenches with them, I want them to see me as hey we're all in this together, it's not a dictatorship, this is we can all decide... And at the end of the day I mean they know you're in charge but they know they have a say and their say is important and valued and listened to, and even the craziest ideas sometimes are just like well okay let's try it.

Furthermore, athletic leaders combated sexism inherent to masculine gendered notions of leadership by valuing and doing 'feminine' work. For example, Mental Skills Coach prides himself on effective listening, which is often seen as a 'feminized' trait. Another important example of this was the value placed on raising children and the flexibility of the department to allow staff to care for children. Head Coach Basketball, who is a full-time staff at MSVU, recently took on a foster child that required specific conditions with increased responsibility which required him to take his foster child to work with him. Head Coach Basketball reflected on the important assumption the department holds by valuing this work and said "I mean, but not everybody can do that. That's not normal, right, it's normal here." Although not directly related to sport, this is an important example as it shows athletic department leaders' orientation toward valuing and doing 'feminine' work in an often overtly masculine sphere. The male athletic

leaders actively disputed gender essentialism by showing that men are not just masculine, as society has socialized them to believe. The male athletic leaders showed that they are feminine too, which creates a space that allows for female student-athletes to embrace the idea that there is not a fixed essence to being a woman or man and that both genders combine masculine and feminine qualities. Therefore, they are more apt to believe that coaching or leading university sport, a behaviour society has deemed as masculine, is something they can do regardless of their gender.

Women leading: See it to be it. Another organizational assumption within the athletics department was the value placed on trying to provide female student-athletes with the opportunity to see strong female leaders in the university sport system. Although only one of the six head coaches of the six varsity teams was female, Athletic Director places a strong importance in trying to recruit female coaches to her programs:

And having role models, and I can tell you... I really appreciate all of my coaches, but I tried to hire females for my female teams...it's very difficult... now I'm very lucky that the men that I have coaching my women's programs are phenomenal people who get it and respect women and you know, love to coach women because they're so amazing, they're amazing athletes... that's how they look at it... it's a privilege. You know so, but it's hard to find women though, like last year in the final when there were three women coaching one side and three women coaching on the other... this is a dream... this is the most beautiful thing I've seen in... you know.. to have a soccer game with six women coaches, not a male to be had... and no offense to any males, I have wonderful male coaches too, I'm not taking anything away from them. That doesn't happen very often... how many

times do you see that? But that's the thing, you will make a difference... wherever that may be. And it doesn't mean you have to be the head coach...whatever you're doing....

Although not head coaches, each of the female varsity teams at MSVU had two to four female assistant coaches. Female Student-Athlete 1 noted the importance of having a female head coach saying “I don't think I had a role model growing up... to see it, to be it... it wasn't until I got here and I met [Head Coach Soccer], and I was literally catapulted...I'm going to cry now too...like catapulted forward in so many ways.” Female Student-Athlete 1 is referring to the importance of representation and how invisibility of females, which takes place in a masculinized context like sport, creates barriers to believing females can lead in sport.

Growth mindset. An additional assumption within the athletics department that impacted the ability for the university sport program to provide opportunities for female student-athletes to learn and practice transformational leadership skills was the orientation towards a growth mindset. Growth and fixed mindsets are concepts especially popular within sport and business that impact one's outlook on life and tasks. Carol Dweck (2019) sums up a growth mindset as a belief that talents can be developed through hard work, learning strategies and feedback. This is opposite to those with a fixed mindset, which believes talents are gifts one is born with. Those with growth mindsets “worry less about looking smart and put more energy into learning” (Dweck, 2019 p. 26). The data found that embracing a growth mindset could help university sport programs develop transformational leadership skills in female student-athletes. Female Alumni who now coaches high school girls volleyball spoke about when creating situations for her athletes to learn transformational leadership skills which may be new to them, it is important to “Explain to them, you're going to be uncomfortable, you're going to suck at this. Because if you don't and you don't do the debrief either, they go home and they're like

what the heck is wrong with me, I absolutely sucked...They'll just go to the extreme and won't learn more." Mental Skills Coach reaffirmed this important point about valuing the learning process:

And if you lay out the idea that it's supposed to suck, this is the place you're supposed to struggle. This is where you're supposed to fail. So when you go and actually do you won't. But you won't learn anything if you're not uncomfortable. If you're comfortable, you're not learning at all.

The CI group discussed the need to implement a growth mindset when helping female student-athletes develop leadership skills and encouraging them to take on a growth mindset throughout the process as well. Head Coach Soccer articulated the need to use university sport as a safe place for female student-athletes to develop leadership skills:

Literally just how we can develop leadership development in sport. This is where you are supposed to fail. This is where you're supposed to fail at it and I know for me like with soccer, especially coming in from high school, 'oh leadership is just telling people what to do'. No... it's failing many times... and even as a coach it's failing many times to realize you know what you have to figure it out a little bit better. This is what leadership is, and that's what university sport is like, this little safe bubble, like at the end of the day, what's the worst that's going to happen? You're going to lose a game. You're not going to get fired. Well hopefully. But you have this safe environment to develop as a leader. You're supposed to fail and I think creating those situations where we either create pseudo whatever – try to bring it out in a session... okay we're working on defending well we are also working on your Individualized Consideration skills. So that it is, but I think the debrief is a super important part of that as well.

An orientation towards and an understanding of a growth mindset by athletic leaders and athletes allows female student-athletes to use the university sport program as a safe space to practice transformational leadership skills. Without a growth mindset, female student-athletes may be less inclined to practice their leadership skills in fear of the repercussions of failure. By understanding and believing failure is key to learning, female student-athletes will alleviate some of the fear and restrictions that failure brings.

Everyone is a leader. The data also showed that by believing everyone is a leader, the university sport program was able to provide more opportunities for female student-athletes to learn and practice transformational leadership skills. The CI group discussed the idea of what if athletes don't want to be a leader, the group came to a consensus that Mental Skills Coach articulated as "I don't let kids off with I don't want to be a leader. You're a leader whether you like it or not." By being part of a team, or group, everyone has a role to play as a leader. Mental Skills Coach elaborated saying:

Because she is part of the group, her actions matter and so she's leading anybody else who wants to give up, so and that's right people say oh I don't want to be a leader... well sorry you don't have a choice. We are all leading in our own way and you have to decide...you're taking them one way, so which way are you going to take them.

By valuing the idea everyone is a leader, the university sport program is able to provide more opportunities for female student-athletes to lead. Head Coach Basketball articulated this by saying "I read an article about why do you wait for your fourth and fifth year players to develop leadership, it should be your first, second, third, fourth and fifth...". Within his basketball team, Head Coach Basketball assigns every player on his team a task that they need to be responsible for and lead that part of their program, "so, every player on our team has an assigned task right.

So they come into the gym and whether it's practice or game, road or home, they have the task.”

The everyone-is-a-leader orientation provided opportunities for athletes to learn and practice leadership skills earlier in their career, positively impacting the athletes themselves and also the team as a whole. Mental Skills Coach decided to dig into this idea further:

And so I'm going to try to figure out a way to both extract value and create a feeling of value around those new players...so to try to both get their fresh view as value for the team and see if I can, I don't want to pull the top down but I want to bring the bottom up. I want to pull these so they feel... more comfortable stepping up sooner, taking risks sooner, learning sooner...

The orientation that everyone is a leader helps to lessen the hierarchy and division of power that permeates sport. By believing everyone is a leader, leadership becomes more egalitarian and limits behaviours that reinforce the hierarchical invidious monism that colours sport culture. By distributing leadership among the team, leadership becomes less gendered, less masculinized and shows female student-athletes that leadership is more of a learnable skill and less of an innate trait.

Learning and Practicing Transformational Leadership Skills

Within Learning and Practicing Transformational Leadership Skills, themes arose surrounding the specific opportunities the university sport program provided female student-athletes to develop skills within each aspect of transformational leadership. Themes within the Idealized Influence category included role modeling, confidence and high ethical and moral standards. Inspirational Motivation included vision and providing meaning to work while Individualized Consideration included peeling layers, caring counts, conflict management skills and valuing every role. Intellectual Stimulation included player led problem solving which led to

increased team chemistry and increased player buy-in. Each component of transformational leadership also had sub-themes that connected to feminist categories and themes.

Idealized Influence. Through the CI group discussions and observation notes involving Idealized Influence, role modeling, confidence and high moral/ethical standards arose as the main themes.

Role modeling. Leading by example is a fundamental skill within transformational leadership. Female student-athletes can learn and practice this skill by both learning from role models in their lives or within the university sport program and leading by example themselves, being role models to their teammates. For example, when asked in a reflection meeting where she thought she learned her leadership skills, Female Student-Athlete 2, who coaches soccer in her community, reflected:

Like a lot of my coaching skills happen cause I was subconsciously learning. Or like parents, or people in your life. You sit around them and think well how do they act, I want to be like them so I'm kinda going to do what they're doing.

Recognizing the importance of leading by example, the CI provided evidence that the concept of 'contagion' was a valuable idea within the university sport program to help teach female student-athletes about effective role modeling as an Idealized Influencer. Mental Skills Coach teaches the concept of contagion to teams at the university in mental skills sessions:

If you buy into the idea of emotional contagion. If you buy into the idea that what you do in a group matters... that we are all leading in some way. If I have a really bad attitude, I'm leading somebody else down my road with me.

Contagion brings awareness to the impact female student-athletes have on those around them through their actions and words. Head Coach Soccer also noted the importance of teaching

athletes about emotional contagion or ‘emotional bleeding’, the idea that what you bring into an environment becomes contagious to those within the environment with you. Similar to the idea of contagion, a critical aspect of athletic performance and being an Idealized Influencer discussed was mistake response. Mental Skills Coach described mistake response as “the quote is from Mike Tyson...everybody has a plan until you get punched in the face. And then the plan changes...and when the kid loses the ball, she just got punched in the face, what are you going to do?”. University sport provides numerous opportunities every day for female student-athletes to practice developing a good mistake response as Female Student-Athlete 2 described a situation:

... then they go to pass to the winger and it gets cut off and instead of getting back to defend, they just watch their play crumble in front of them and then they're done... once you give up you're showing the other girls that it's okay to give up. And that is not the message you want to send.

Like Mental Skills Coach’s concept of contagion, Female Student-Athlete 2 describes an important element of transformational leadership, the idea that leaders’ actions must display the same behaviours they want their followers to possess. The CI group agreed that university athletics provides an environment to both learn and practice this skill. Coaches can play a key role in helping female student-athletes learn and develop this skill. Head Coach Soccer shared a philosophy from NCAA Division 1 soccer coach Becky Burleigh that expressed the importance of coaches focussing on developing the character required for athletes to develop a positive mistake response:

... especially when playing soccer, because there are no time outs, you need to be able to get on to the next right thing right away, right.. whereas like if you can develop

characteristics like hard working, resilient, courageous, those types of things.. that's going to get you to the next right thing sooner...

The university sport program can provide female student-athletes with the opportunity to learn and practice how to be an effective role model.

Confidence. An important aspect of being a transformational leader is the ability to possess and display a sense of confidence and power (Bass& Riggio, 2006). The CI group found that a university sport program can help female student-athletes develop this skill through focusing on language and empowerment. When defining confidence and power, Head Coach Soccer said it was “having a belief that you’re able to impact the situation”. Mental Skills Coach took it a step further to say, “It might be something that men just assume they have. And then they behave that way and then people around them behave that way just because. And that sort of speaks to what you’re doing in the ways in which this is going to level itself out is amongst many things is women, saying ‘I got it’ vs ‘Can I?’... that’s the difference.” The CI group found that aspects of the university sport program could be used to teach female student-athletes about dismantling dismissive language and using positive self-talk in an effort to develop confidence. Through mental skills sessions, Mental Skills Coach shows athletes what power and confidence looks like:

*I do a couple things at the end of sessions with female athletes specifically around answering questions in groups and the tone of questions and they end sentences with the word ‘anyways’ when girls share their feelings. At the end they go ‘anyways’, which is dismissive of their feelings. As soon as I hear a kid do it, I’ll stop and I’ll talk to girls specifically about that. So it’s helping them watch their language around specific female roles that play into your research. And what’s two plus two? ‘Four?’ *in a questioning*

tone... and a boy will go 'Five' *confident tone*, right, with authority. It's those sorts of things. I don't want to call it female language but it is somewhat female specific.*

Having completed one of these sessions with Mental Skills Coach, Female Student-Athlete 1 was aware of this tendency and said "... that's like still every time I say something that I question, I try to self-correct to this day." The sub-theme of dismissive language connected to the feminist category of silencing. Female Student-Athlete 2 said she learned about these tendencies in a women's studies course, "they teach that in our women's class, that women do that. It's a coping tool back in the day when we were dealing with men it would dismiss what we had to say to try to prove our point and to hear us." Dismissive language aids to silence female voices in sport by decreasing the importance of what they have to say and thereby devaluing the female voice. By teaching female student-athletes about gendered dismissive language, they gain a tool of awareness to help develop their own sense of confidence and power while also fighting the societally constructed gendered silencing they face in sport. The university sport program also provided female student-athletes with the opportunity to develop confidence through learning positive self-talk. Head Coach Soccer showed a video to the women's soccer team that taught them the importance of positive self-talk:

We also just did a video today about strong voice, weak voice so I'll send you the video it's good, it's just a minute basically just shows written on paper a bunch of different weak voice things like 'I'm disappointed in myself', 'I want to quit', 'I'm no good'... or whatever it is and attached to that, after she showed that those thoughts came from a 2008 Olympic gold medalist, a NCAA champion, whatever it was so it's just making sure that your strong voice is louder than your weak voice and it always gets that last word.

By identifying that every person and every athlete has a strong voice and a weak voice, the video taught female student-athletes the importance of differentiating these thoughts and making sure the strong voice, or positive-self talk, was the loudest – ensuring confidence was being built and not destroyed. In addition to making female student-athletes aware of the language they use in an effort to build confidence, empowerment, planting the seed that shows them ‘I got it’, was also an important tool the university sport program provided. Athletic Director noted the importance of strategically empowering female student-athletes to build confidence:

Or empowering people. I mean to give someone responsibility or to acknowledge what they're doing. Building that confidence. I know you can do this, and putting it on them and having them own it and feel good about themselves - like strategically.

She felt that as an athletic director and as coaches, leaders in the university sport program have a responsibility and obligation to empower female student-athletes to see themselves and develop as leaders in sport and society:

But I think you know it's our job, I always say this to [Head Coach Soccer] ... to make people aware and conscious... so every time I'll say to you 'when you coach [Female Student-Athlete 1] ...', I really and I mean that sincerely, I will say that...you will give back, when you coach because I have the utmost confidence in all of you... that you will give back to your sport that you love so much right, like you know it's a given... but you have to plant that seed.

Through planting the seed, leaders in the university sport program can help female student-athletes build the confidence and gain the experience they need to develop as effective transformational leaders. Empowerment also provides a tool for university sport programs to

combat gender essentialism by encouraging female student-athletes to take on what are seen as ‘masculine’ roles like coaching.

High moral and ethical standards. The university sport program can help female student-athletes learn and practice high moral and ethical standards. Sub-themes included codes, symbolic rituals and consistency. The CI group discussed the use of team codes of conduct or writing team standards as a way to teach female student-athletes to learn and practice high moral and ethical standards. When looking at how the university sport program could provide this, Head Coach Soccer said “That also made me think of the activity that we did before we left this past spring with our team standards of like conduct, like respect, hard work, those types of things. Even that as an activity.” Symbolic rituals helped to solidify the importance of these team standards. Female Student-Athlete 2 said “Like when we touch our feet together. That’s a togetherness.” Female Student-Athlete 1 agreed and said “It’s something noticeable too, like when you come here, it’s like oh wow we do that here and it elevates a standard. It’s just a little thing but as a rookie, I came in and I was like oh wow. Okay there’s a standard I need to follow.” The examples Female Student-Athletes 1 and 2 gave are similar to when professional soccer players touch a quote or team mantra that is posted on the beam above them as they walk out of the tunnel into their home stadium. Like professionals walking out of a tunnel, symbolic rituals in the university sport program can be used to remind female student-athletes of the importance of high standards and also supports consistency in these standards.

Consistency in high moral and ethical standards is a major attribute of an Idealized Influencer. Through mental skills sessions, Mental Skills Coach says “A phrase I use with the teams is how you do one thing is how you do everything.” Head Coach Soccer shared a resource with the women’s soccer team about the importance of consistency in their actions:

There's a great Ted Talk it's with John Herdman, but that's exactly what he speaks of. Is living above the line. So like that's how he transformed the whole women's national program. Yeah when they got on the field they tried to be a top team but they weren't living that off of the field. And when he looked at himself he was trying to be a great coach but he wasn't putting enough time into his family.

Through team codes of conduct, symbolic rituals and educating on consistency, the university sport program can effectively teach and allow female student-athletes to practice the important moral and ethical conduct skills of an Idealized Influencer.

Inspirational Motivation. Inspirational Motivation looks at how the leader inspires, motivates and provides meaning and a sense of team spirit for followers (Bass & Riggio, 2006). Within the university sport program, two main aspects of Inspirational Motivation arose within the thematic analysis – creating a compelling vision and providing meaning to followers' work.

Vision. The university sport program provides the opportunity for female student-athletes to learn and practice how to communicate a clear and compelling vision for the future. Head Coach Soccer described how each year the soccer teams at the university raise money for charity. This activity can be used to teach athletes how to develop a compelling vision, “because with fundraising you have to have a clear and compelling vision for why you want people to donate.” When asked another way her teammates could learn how to develop a compelling vision, Female Student-Athlete 1 said “Writing our goals as a team at the beginning of every season. First thing I thought of.” Goal setting arose as an important theme in the data, Athletic Director added, “But there could be team goals and individual goals. You're writing both, and you could have a dream goal too – win the gold.”

In addition to goal setting for that year, developing a legacy for the sport program can help female student-athletes learn and practice TL skills by creating a vision for an attractive future state for their varsity sport program. Head Coach Soccer spoke about this saying “...maybe you come up with a vision for the whole program, not just for the year. I know we kind of talk about your legacy, like what are you leaving? Empowering student athletes to see what that looks like.” Mental Skills Coach phrased the activity in another way saying “Yeah you can ask them early on. What would you like to leave them? What would be meaningful to you at the other end. Or what do you need now, that you could leave for someone else.” Encouraging female student-athletes to develop a legacy for their varsity sport program also provides another chance for them to use their voice and power to shape the female experience in sport. The act of developing a legacy and shaping the future of their varsity program allows female voices to be heard and valued in decision making in sport, combating the silencing that takes place.

Meaning to work. The university sport program also provided the opportunity for female-student athletes to learn the importance of providing meaning to followers’ work. Assigning team tasks was one example of this discussed by the group. Both women’s soccer and basketball teams took part in assigning tasks or leadership roles within their varsity programs. This shared leadership orientation provided another opportunity to lessen the hierarchical power divide in sport that reinforces the wider cultural presupposition that hierarchical invidious monism is natural. Setting goals for individual games also provided the opportunity to practice providing meaning to work. Female Student-Athlete 1 said by providing opportunities for teammates to give input into the goals, she was able to help provide meaning for her teammates as “I thought that it gave us motivation and challenge because these were things that we could do and it’s not just things we’re talking about, it’s actually things we could go out and do.” The

university sport program is an effective place to help female student-athletes practice the skills of creating a compelling vision and providing meaning to teammate's work.

Individualized Consideration. There were four themes within Individualized Consideration found in the transcribed discussions and observation notes of the CI group: peeling layers, conflict management, value everyone and caring counts. For Individualized Consideration, there was a significant onus on the athletic leader to role model and guide female student-athletes by sharing their own experiences and ideas during moments within the university sport program.

Peeling layers. Peeling layers found different ways the university sport program could teach female student-athletes how to dig deeper through questioning and taking on different perspectives to understand followers' unique needs. Athletic leaders shared examples of strategies that they use, for example Athletic Director said "I think the lesson I've learned is to not assume things, is to make sure before you make a decision about someone is that you ask the questions and sort of listen to them. She came in late, piss me off, you're late. But do you know why? Do you know why? Never assume." Mental Skills Coach also gave an example of how he used a model of attacking a tumour from multiple angles to the way he approached digging deeper into knowing and working with a student-athlete on one of the university's varsity teams. Athletic leaders can role-model the way and share these examples with female student-athletes when they face problems or challenges within the university sport program.

Conflict management. The university sport program also provided opportunity for athletes to learn and practice conflict management skills like two-way communication and effective listening. Mental Skills Coach shared a strategy for effective listening with Female Student-Athlete 2, "A listening technique that I learned from a chiropractor that I love is taking a

breath before you speak after someone speaks. You listen to them talk... and then you know what they're going to say, how they're going to do that... I do that and you do that... and listening until they're done.. "Right (**breath**)"... like that man, the way that people react when they feel listened too...it's just incredible." Head Coach Soccer also intentionally used positive conflict management strategies when dealing with a player in order to reach a positive outcome and show the student-athlete effective conflict management strategies. Head Coach Soccer also mentioned the need for female student-athletes to learn how to have hard conversations, "And then the last piece will be from our last season, for Individualized Consideration, learning how to have hard conversations. So in order to see people for who they are and give them uniquely what they need, you got to learn how to have hard conversations. Something that we avoided last year until we couldn't avoid it anymore." By providing and teaching female student-athletes how to effectively deal with conflicts, a university sport program can better equip them to lead as transformational leaders in sport and in society.

Value everyone. Within university sport programs, there can often be a mentality and hierarchy that divides teams between rookies and seniors, and starters and bench players. However, the MSVU athletics department provided an opportunity to show its athletes how to respect everyone's unique dignity and interests by valuing everyone's role within the program. Female Student-Athletes 1 and 2 spoke about a situation where they consciously took the time to thank the bench players on their team and express the value they bring to every game. Female Alumnae reiterated this point within her high school volleyball team she coaches:

And especially for volleyball, I find that the bench because they cheer so much and everything, if they don't ... if we're not cheering we end up losing. And it's happened like four times this season already. And my girls don't understand, when the bench is not loud

we lose. After every game, the head coach will always be like we did this, this... and then I'll be like and also bench players ya'll did great thanks for cheering, for calling it out, for all of this... if we didn't have them, we would literally lose.

Valuing everyone provides another opportunity to lessen the hierarchy or divide often found in sport by creating a more egalitarian value system that recognizes the importance of everyone's role and doesn't just valorize those in power like coaches, captains or star players. By viewing everyone's role as equal in contributing to team goals, varsity programs can limit hierarchical behaviours that reinforce hierarchical invidious monism. Mental Skills Coach also works on this concept with teams, "When I talk to kids about minutes... like everybody gets in basketball 40 minutes. You might spend most of your time on the floor or some of you might spend most of your time on the bench, you're all in it for 40 minutes. It's not three minutes because you played on the floor for three minutes." Providing team activities outside of the varsity program also allowed female student-athletes to better value and understand their teammates.

Caring counts. Athletics Director spoke to the importance of creating a caring environment in order to more effectively show female student-athletes how to create a supportive climate for their followers. Athletic Director role models this by choosing to really get to know her student-athletes by traveling with every team so they know who she is and that they can count on her. She realizes that leaders can't solve all problems but you can create an environment of safety and a genuine connection. Athletic Director believes by creating this type of environment for her female student-athletes, they'll be more inclined to create this environment for others, "I think we have a philosophy here at the Mount that we are a caring institution you know and we care about each other and hopefully that transforms to you know,

they feel valued and then they'll value others you know. It does pass on." Through the shared value of caring, the athletics department is able to provide an environment that encourages and promotes aspects of Individualized Consideration.

Intellectual Stimulation. The main theme from the CI group within Intellectual Stimulation was the concept of player-led problem solving.

Player led-problem solving. Athletic leaders can provide opportunities for their athletes to empower their teammates and guide team problem solving. Female Student-Athlete 2 described a situation where this took place during the soccer season:

When we went to the hotel room we had a conversation with [Head Coach Soccer] but then [Female Student-Athlete 1] and M got us all together to go into the room to talk but without the coaches, so it was just like a free for all say whatever you wanna say... yeah but it was fine, yeah you know. But when we were in there you know [Female Student-Athlete 1] did a really good job at managing so like gave a "okay you have 30 seconds"... we were just seeing that everybody was talking so even people that were on the bench, even the people that were manager, even the people that were hurt at that time, every single person had a different perspective so we were, everyone, was more than open, to actually hear their perspective so we can then gain motive to go wherever we're going with the team.

By having the opportunity to run their own meeting, leaders on the team were able to practice including followers in addressing problems and finding solutions. Female Student-Athlete 1 noted the importance of these types of environments to foster these skills:

I think it's really helpful when we create environments where we purposely talk about that. So like [Mental Skills Coach]'s mental skills sessions when he asks us questions...

And at practice when you [Head Coach Soccer] ask us what do you guys see, what do you guys need, it's important to know that you can still chip in but recognizing the times that it's important to hear what other people have to say. Like when people who aren't on the field have the chance to speak up is another good example. It's really important to let the people who are not as involved get that in.

In addition to developing important leadership skills, player-led problem identification and problem solving on female sports teams provides an important opportunity for female athletes to leverage their own voices and a female perspective to shape their sport experience. A lack of female leaders in sport results in the silencing of female voices and perspectives. Although a micro-practice, player-led problem solving overtime can compound to lessen the negative implications of this silencing.

By allowing female student-athletes the opportunity for player-led problem solving, team chemistry and player buy-in also increased. Following the meeting Female Student-Athlete 2 described above, she noted that her team won the next game and the meeting provided a switch in their dynamic and chemistry. Head Coach Basketball provided these types of player led problem solving for his women's basketball team as well throughout the season and said "so they're kinda looking after each other all the time". Player-led problem solving increases player buy-in into the process as well. Head Coach Soccer described it as an "accountability piece too right, like when you feel like this is your solution...". The CI group agreed that when players help create the solution to the problem they're facing, they're more likely to own it and implement it. Player led-problem solving is a key activity that can help female student-athletes develop important Intellectual Stimulation skills and develop as transformational leaders.

Learning Environments

Challenges were noted within the university sport program environment to develop transformational leadership skills with female student-athletes. These included time, staying intentional and player load. These challenges were found to be mitigated by learning environments that take advantage and consist of both intentional planning and reflective exploration.

Challenges. During the CI reflection meetings and in observation notes, members reported back on their experiences within each action cycle. Unprovoked, many members made connections to challenges they faced while trying to find opportunities for female student-athletes to learn and develop TL skills through the university sport program. One of the greatest challenges was time.

Time. As the main head coach in the study, Head Coach Soccer was central in expressing the challenges a coach faces to balance all aspects of her soccer program while trying to include leadership opportunities for athletes. She says, “That’s a big challenge, is trying to get everything done..” Athletic Director is well aware of the time challenges her coaches face, especially since all except one coach are part-time and have other full-time jobs. “But it all takes time, that’s the toughest part. [Head Coach Basketball] is very fortunate because he has that time...all the rest of my coaches are part-time” and that “I think the hardest thing for me is that most of my coaches are part-time. They all have full-time jobs, they have children and a lot and it’s hard to expect all of this extra.” Coaches, especially part-time coaches, have limited time to give to their varsity program and as a result limited time to give to leadership development for their athletes.

Staying intentional. Closely linked to time was the challenge of staying intentional with leadership development opportunities. With competing priorities, Head Coach Soccer felt it was easy to lose track of intentionally using sport to develop her athletes' leadership skills:

...where most of us are part-time, and even when you are full-time and here, there's still so many things going on in your life and to be intentional with your time in doing this. I found that there were quite a few things that went on in the past couple weeks that it was hard to keep this top of mind and we kinda talked about our season started not how we would've liked it to be, so as a coach like just the expectations and the pressure of focusing on deliverables like tactics and what do we need to change and those type of things and then pushing this like okay I'll get to it, I'll get to it, so that's one of my big learnings from this week is know that this is just as important as those things or more so I think.

This finding not only recognizes a challenge athletic leaders face but also identifies a disconnect between athletic leaders valuing leadership development as a driver of performance.

Player load. In addition to the time restraints of the university programs, another challenge coaches noted was player load and not adding too many additional sessions in order to provide leadership building opportunities. Head Coach Soccer said "I'm struggling to be cognoscente of not taking over too much of the players' time because that's been an issue in the past. Players come in and if we add sessions or whatever, they feel overwhelmed...so just being cognoscente of their time and trying to fit it in." Managing player load is a challenge university sport programs face when trying to deliver leadership development opportunities.

Intentional planning. Intentional planning was recognized as a theme of solutions university sport programs can use to help mitigate the aforementioned challenges faced and

increase opportunities for female student-athletes to learn and practice transformational leadership.

Session planning. One option was to use session planning as a tool to intentionally integrate leadership development into training sessions. Head Coach Soccer said:

... it's coming in with a session plan of okay tactically this is what we're working on but also creating situations to learn Idealized Influence that will force our athletes to not just focus on what we're looking at tactically but this part of leadership. So in a session plan, well our topic is defending, our topic is also being a good role model or something... bringing that into it.

By integrating leadership development into session planning, coaches can strategically use their sport to teach about leadership in an organized way. The coach could inform the athletes of what they'll be learning or what they should be focussing on ahead of the session or as Head Coach Soccer further explains, coaches can intentionally create situations to challenge athletes and then debrief the leadership learnings after:

So it could even be about for female student-athletes like putting them in situations so that they can practice, like within our roles, putting them in situations to practice a specific skill... It could literally be the debrief is when they learn about it but they practice it before they learn about it.

Mental Skills Coach defined this concept of creating environments and situations for female student athletes as “desirable difficulty, it's the creating discomfort so that you learn.” Coaches take the time to plan training sessions every day so by including an aspect of transformational leadership in this planning, they can remain intentional, maximize time and not

physically increase player load as the leadership opportunity is integrated into the session they are already taking part in.

Resources: Books and videos. Throughout the CI, the group often reflected and drew from different resources they encountered to understand and make sense of transformational leadership. Books and videos were the main resources and were used to help female student athletes learn about transformational leadership skills:

Head Coach Soccer: *if there's a book you want to read, the many that I've probably said... It's called What Drives Winning by Brett Ledbetter.. anyways Becky Burleigh, which is a coach down at Florida state with the Gators and one of the things that she said, I just read it for different research.. basically it looks at developing character, it's not looking at results but really focusing on character because its character which drives process.*

Mental Skills Coach: *a book that actually [Head Coach Basketball]'s sister gave me called Fierce Conversations, it's got "lean in" written all over it. That just on the other side of the discomfort is all of the things you want.*

Books provided further insight into aspects of transformational leadership and was a source of learning. Head Coach Soccer reflected on how she learned leadership skills as a university athlete and said "I know for me, when I was a student-athlete I read a lot about leadership." Female Student-Athlete 2 agreed and said "But coming back to that question you asked earlier, how I got to know that...reading too, I've read a lot of books...". Videos also provided an effective resource for learning, in addition to books, and Female Student-Athlete 2 said she watched a lot of TED talks. When looking to teach her athletes about Idealized Influence, Head Coach Soccer said she would show John Herdman's TED Talk about *Living*

Above the Line and being good in every aspect of your life. Another example was Mental Skills Coach's video about poker chips, "And as coaches, leaders and parents our job is to leave our children with more poker chips at the end of the day than at the beginning of the day." Resources like videos and books allow athletic leaders to provide female student-athletes with meaningful and powerful opportunities to learn and understand aspects of transformational leadership efficiently within the constraints of the university varsity sport program.

Outside varsity. Female Student-Athlete 1 made an observation about providing "low-risk" leadership opportunities unrelated to the primary athletic priority (ex: soccer team) of the athlete. Having participated in these types of events as a varsity athlete, she says it "encourages creativity and innovation without as much pressure to avoid making mistakes." By using activities outside of the varsity programming to help female student-athletes learn and practice transformational leadership, athletes can feel less pressure and need to succeed and may be more open to learning or trying new skills. An effective example of this was providing opportunities for female student-athletes to coach younger athletes in their sport. When identifying opportunities to teach her athletes about Intellectual Stimulation, Head Coach Soccer sought out hosting an in-service day camp where her athletes could coach:

... we are going to have some players coaching a camp this Friday so really getting them, speaking a little bit about trying to get the kids to problem solve. So it's a big push in coaching now, discovery games so...we're going to try to do that and get them to plan a session where they can get the kids to problem solve and lead.

Female Student-Athletes 1 and 2 both agreed that coaching provided them with the opportunity to learn and practice their transformational leadership skills. Beyond coaching, Female Student-Athletes 1 also mentioned volunteering in the community as a way to learn and

practice transformational leadership skills. Head Coach Soccer also brought community events into a video session as an opportunity to teach her athletes about Individualized Consideration:

One was that we had Orange Shirt Day happen and as a team we talked about that... just on the discussion on the importance of diversity and the whole idea that every child matters. So we watched a video and there are two quotes in it that really spoke to as a person setting yourself up to be a leader and be able to understand the behaviours that are associated with someone who implements Individualized Consideration, one was... she said, a residential school survivor, she said “no one listened to us, our feelings didn’t matter, we didn’t matter”. Just the idea that every single person is important and being able to treat each person with the respect and the dignity that they deserve. And then she also said “today is a day for survivors to tell their stories and for us to listen with open hearts” ... So again I think that speaks to, this is something I think everyone should do anyways... but just drawing attention, and even if it wasn’t directly... we didn’t say “as a leader, you need to be able to do this...”, we just had a conversation about the day, showed the video and probably talked about it for two minutes... but that was just kind of a way that we can look at the importance of recognizing diversity and the importance of reconciliation and the different behaviours and skills that come along with that... so that was one of the things that we did.

Head Coach Soccer used the time and space she holds as a coach within the program to educate her athletes on transformational leadership behaviours linked to important community and cultural events.

Reflective Exploration. In addition to intentionally planning leadership activities or opportunities for female student-athletes to develop as transformational leaders, the CI group

also discussed ways a university sport program can facilitate this learning through Reflective Exploration. Reflecting on transformational leadership moments within the university sport program can take place through female student-athlete self-reflection, debriefing with athletic department leaders and group discussions.

Self-reflection. By learning about the four different aspects of transformational leadership, female student-athletes can use the university sport program activities like training, games and video sessions to reflect on and practice these skills. During the CI, all members including the female student-athletes were given a sheet (Appendix C) describing and giving examples of transformational leadership behaviours. With this knowledge, they were able to apply the skills to their environments within the university sport program. Both Female Student-Athletes 1 and 2 were able to provide examples where they used this knowledge and were able to self-reflect on spontaneous TL moments that took place during varsity programming. For example, Female Student-Athletes 2 described reflecting after a game where she missed a moment to be a leader on the field for her teammates. Both the knowledge and process of self-reflection allowed Female Student-Athletes 2 to use that spontaneous transformational leadership moment to grow as a leader, recognizing that if faced with that same situation in the future, she would act differently and more aligned as a transformational leader. Female Student-Athletes 1 synthesized this process saying “you can’t unlearn this...once it’s revealed to you, once it’s aware, you realize how important it is, where it was all along and where you can pick it out, and where you can reflect. I think the self-reflection has made it really evident.” Leaders within the athletics department can also help support this reflection.

Athletic department leader debrief. Leaders within the university sport program can also help female student-athletes identify and become aware of transformational leadership moments

to help them learn and practice these skills in the future. For example, Head Coach Soccer found a specific example where she took part in this process during a training session:

There was even something the other day, I chatted with two players... the whole team was running, but they weren't running because they didn't have to... they didn't lose...even though everyone else was running. And I just asked them, why weren't you running...oh okay, as a first year player I'd probably run. Then just explaining why might that, how does that impact your teammates. So as a role model, like even if you're a first year player, how can that still positively impact your teammates by showing okay I'm going to run with you... it could be too those moments, it's debriefing those moments... made them aware of the situation because they probably wouldn't have even thought about it. So even just debriefing on those little things.

Leaders within the university sport program can leverage the many missed leadership opportunities while also debriefing the positive leadership moments they see. This also solidifies the importance of the role of athletic leaders in the process of helping female student-athletes learn and practice transformational leadership skills through the university sport program.

Group discussions. Female student-athletes taking part in the research also felt the opportunity to discuss within the CI group what they were learning was very helpful. Female Student-Athlete 2 felt the opportunity to discuss transformational leadership moments within a group setting provided her with an increased ability to learn and practice these skills. During the final meeting in the CI, she reflected on her experience and said, "I think talking it out for me personally has been different level... just thinking it, knowing it is great but having the conversation around people who are like-minded, really made it be next level and actually

brought new perspectives for you to learn.” Athletic Director agreed and saw the value of these group discussions for all of her athletes:

This whole process is inspiring for me personally... I have to share this with everybody, I have to share this privilege I have and all of the thoughts and ideas. I wish athletes could be in on it, maybe there is an athletes' forum. Maybe we create an athlete's forum.

Finally, the CI provided a transformational experience for participants, with many reflecting that transformational leadership became a filter for them to experience their role in the university sport program. By being exposed to transformational leadership, CI group members began to live the principles and as a result their behaviours and decisions transformed to reflect these principles. This is significant as these new behaviours provided more opportunities for female student-athletes to be exposed to transformational leadership and be provided with more opportunities to learn and practice these skills.

Discussion

The goal of this study was to explore how a university sport program can provide female student-athletes with the opportunity to learn and practice transformational leadership skills. According to data gathered from the CI group, the university program did facilitate numerous opportunities to develop specific aspects of each transformational leadership component. This finding supports previous research that female student-athletes were more likely to report higher levels of transformational leadership characteristics than non-athlete peers (Galante & Ward, 2017) and adds evidence for how these skills may be learned and practiced, supporting the notion that university sport can be used as a vehicle to develop transformational leaders. My study also provided evidence that organizational culture of the athletics department helped to facilitate these opportunities and, although challenges were faced, these challenges could be mitigated by

learning environments that leveraged both intentional planning and reflective exploration. The aforementioned findings are significant as they can provide concrete ideas and examples of how to better intentionally use the university sport program to help female student-athletes develop transformational leadership skills.

The purpose of the study was to help address the under representation of women in leadership roles in sport by leveraging the university sport program for leadership development for female athletes to give them the skills and experience to take on these roles in the future. In collegiate sport in Canada, 24% of athletic directors and only 17% of head coaches are female (CAAWS, 2016). The study leveraged these muted female voices in the sport system. Of the seven participants of the CI group, five were female including the university athletic director, head coach soccer (researcher) who was also an alumni of the program, two female student-athletes and one female student-athlete alumni. Although the study by Duguay, Loughead, and Munroe-Chandler (2016) was led by the first author, a previous female student-athlete, my study went further to intentionally leverage the perspectives of these muted voices in the sport system to contribute to leadership development opportunities. My study adds to the gap in the literature of engaging female voices as knowledge creators in the realm of sport and leadership development.

The current study and findings are also significant in that they harnessed transformational leadership, a leadership style with skills and behaviours that are most effective (Ghasabeh, Soosay, & Reaiche, 2015) and more often associated with women (Stempel, Rigotti, & Mohr, 2015). By having women take part in the research group as knowledge creators and through using a leadership style (leadership that is communicative, relational, care-focused, etc.) more often associated with women, the study resisted feminine devaluation, the concept that anything

associated with women or femininity is less valued (Ronen, 2018), which often accompanies patriarchal institutions like sport. The research did not impose masculine definitions on what leadership should be in sport, but provided opportunities for the female voices, which are too often muted in the sport system, to be heard. This alone sets the findings and significance of the study apart from other studies researching leadership development for student-athletes in university sport programs. The study helps to fill a void of this type of research and shows priority, importance and awareness that leadership development of female student-athletes and all university student-athletes in Canada is important and needs female perspectives. There is an opportunity and obligation to build on this research.

Developing Female Leaders Through A Feminist Lens

The study identified numerous ways in which the university sport program could not only lead female student-athletes to develop transformational leadership skills but also how these practices contribute to fighting against the power and gender issues females face in sport. Categories of hierarchical invidious monism, gender essentialism, silencing and invisibility provided a feminist lens, which the data were filtered through.

Hierarchical invidious monism. In the thematic analysis, hierarchical invidious monism, a feature of culture that believes men and masculinity are the primary, most real and valuable category of being (Minnich, 2005), was most often associated with organizational culture through athletic leaders and the athletic department's orientation that everyone was a leader. The athletics department's practices worked towards dismantling hierarchical invidious monism by supporting male leaders in being aware of their power and privilege coaching female student-athletes. For example, Mental Skills Coach showed this awareness by stating power is something that men assume they just have and everyone acts accordingly and that he wants to

work to create a space where women respond with “I got this” versus “can I?”. Head Coach Basketball actively tries to put himself on the same level as his players, saying “I want them to see me as hey we’re all in this together, it’s not a dictatorship, this is we can all decide.” The athletic department’s orientation that everyone is a leader works to lessen the hierarchy or power divide by encouraging more egalitarian leadership and limits behaviours that reinforce the hierarchical invidious monism that colours sport culture. By distributing leadership among the team, leadership becomes less gendered, less masculinized and shows female student-athletes that leadership is more of a learnable skill and less of an innate trait. In addition, Individualized Consideration’s value everyone and Intellectual Stimulation’s player-led problem solving worked to lessen that hierarchical divide associated with the form of hierarchical invidious monism that is enacted in gendered contexts like sport. Similarly, Inspirational Motivation’s providing meaning to follower’s work promoted a shared leadership structure in which leaders on the team allowed teammates to lead and take part in meaningful work, lessening the team hierarchy and belief that leadership is enacted only by captains or coaches.

Gender essentialism. The organizational culture reflected through leaders in the athletics department helped to combat gender essentialism, the idea that certain work or activities are better performed by a specific gender (Ronen, 2018). This happened by valuing and doing feminine work and skills including effective communication and childcare by male athletic leaders, both stereotypically associated with the work and skills of women. The male athletic leaders created a space that showed female student-athletes that there is not a fixed essence to being a woman or man and that both genders combine masculine and feminine qualities. As a result, female student-athletes may be more apt to believe that coaching or leading university sport, a behaviour society has deemed as masculine, is something they can do regardless of their

gender. Through acts of empowerment, a sub-theme within the Idealized Influence theme of confidence, the university sport program was able to combat gender essentialism by encouraging female student-athletes to take on roles or positions more often associated with masculinity or maleness, like coaching. For example, Athletic Director often empowers by planting a seed and telling her female student-athletes, “when you coach”, which encourages them to see themselves as future coaches.

Silencing. Through hierarchical invidious monism, female voices are silenced in sport, as recognized by the lack of female decision makers currently in sport leadership and the lack of media representation of female sport. Women are not only silenced by a lack of representation but also by language. As a result of cultural assumptions that make masculine males the default human across numerous spaces in society, women’s socialized “feminine” use of language increases this silencing. The findings from the CI process revealed that Mental Skills Coach works to combat this by making females student-athletes aware of their use of dismissive language. For example females will finish a sentence with the word “anyways” or they’ll turn a statement into a question in order to diminish assertiveness, which contributes to their silencing. The university sport program can also encourage the female voice to shape sport by increasing opportunities for female student-athletes to take part in player-led problem solving (Intellectual Stimulation) and also by encouraging athletes to leave a legacy for their varsity program (Inspirational Motivation). Both of these activities allow female student-athletes the opportunity to use their own voice, which is too often silenced, to shape their own sport experience and the sport experience of future female athletes in their varsity program. These actions in turn begin to transform the taken for granted assumptions that leadership is to be found in male bodies and that leadership always looks “masculine”. When women’s voices are amplified during decision

making in sport, what is seen as leadership becomes more diverse and becomes less associated with being only male or masculine.

Invisibility. An important aspect of the organizational culture that helped to facilitate the TL development opportunities was the belief that women leading is important. The athletic department also believed in the importance of female student-athletes seeing women leading in sport in order to see themselves as leaders and future leaders in sport. This orientation reinforces the importance of representation and works to combat the invisibility of females embedded by the historical discourse of sport.

Summary. Certain aspects of the organizational culture of the athletics department supported the feminist framework that not only allowed female student-athletes to learn and practice TL skills, but also created an environment that lessened hierarchical invidious monism, gender essentialism and the silencing and invisibility of women in sport. The TL and feminist frameworks mutually supported each other with practices that contributed to fighting against the power and gender issues female student-athletes face in sport.

Organizational Culture

The study found that certain aspects of the athletics department's organizational culture, the assumptions of the department that are considered valid ways to see, think and feel (Schein, 1986), were significant in the leadership development opportunities that female student-athletes could take advantage of. Significant statements by the university Athletic Director and Head Coach Soccer noted the symmetry between values of the department and principles of transformational leadership and women leading. These values included high moral and ethical standards, caring, human development ("winning isn't the number one here") and advancing women (which was the core value the university was founded on). These values were espoused,

and many of the examples in the study showed the athletic leaders putting these values into action.

Similarly, the athletics department strived to provide opportunities for female student-athletes to see females leading in sport and specifically in the university sport program through coaching and administration. The athletics department also had an orientation towards a growth mindset, seeing university sport as a safe place for student-athletes to develop leadership skills and encouraging, not fearing, failure to learn and develop these skills. Athletic leaders were instrumental in providing and creating environments that supported the leadership development opportunities. These findings transcend previous research like Gould and Voelker (2010), who noted: “for coaches, leadership also appears to be under-recognized. That is, many coaches appear to be frustrated with the leadership on their teams, but few appear to proactively develop leadership skills in their athletes.” (p. 13). My study signifies the importance of athletic departments aligning with an organizational culture that encourages leadership development. This includes bring into line values, and having athletic leaders that not only believe in leadership development for female student-athletes, but actively participate by role modeling and providing opportunities for this development.

The athletics department and its leaders were also committed to the concept that everyone was a leader and found evidence of supporting athletes to lead sooner by leveraging everyday activities in the university sport program and not relying on intervention sessions (Duguay, Loughead, & Munroe-Chandler, 2016; Voight, 2012), programs for specific tenured athletes (Duguay, Loughead & Munroe-Chandler, 2018; Voight, 2012) or team captains (Newman, Lower & Brgoch, 2019; Pierce, Blanton, & Gould, 2018; Voelker, Gould & Crawford, 2011; Gould & Voelker, 2010) as previous research has explored and focussed on. A review of sport

leadership programs by Cotterill and Fransen (2016) found that gaps in the current literature included exploring shared leadership styles to develop informal leaders, not just team captains. My research helps to lessen this gap by providing evidence that university sport programs can be used to teach all female student-athletes leadership skills every day in both formal and informal ways irrespective of their role or tenure on the team. By providing support and empowerment sooner, athletic departments can provide more opportunities for female student-athletes to learn and practice leadership skills and therefore allowing them to be more well equipped to lead in sport and society after graduating. The framework created by themes in the study can be further explored and expanded upon to better intentionally use these opportunities.

Developing Transformational Leadership Skills

The study provided numerous examples of how the university sport program could lead female student-athletes to develop transformational leadership skills by recording and reflecting on the lived experiences of members of the university sport program and especially female student-athletes. For example, members of the CI group found that role modeling, confidence and high moral and ethical standards were components of Idealized Influence and vision and meaning to work were components of Inspirational Motivation the university sport program helped to develop. Within Individualized Consideration, the university sport program provided opportunities to build skills around caring, valuing everyone, conflict management and peeling layers. These results can be used as a framework to create more effective and efficient university sport leadership programs for female student-athletes.

Intellectual Stimulation appeared through player-led problem solving which provided evidence for increased team chemistry and player buy-in. These findings support previous research by Aoyagi, Cox and McGuire (2008) that explored the impact of coach leadership on

athletes, discovering that coach leadership had a negative relationship with team cohesion. Aoyagi, Cox and McGuire's (2008) finding identified the important role of athlete leadership in establishing team cohesion and the importance of providing athletes with leadership development opportunities in order to create more cohesive teams. My study builds on this finding and directs the need for future research to explore the role of coaches in establishing environments that allow and encourage player-led problem solving.

Furthermore, it wasn't surprising to see that TL and specifically player-led problem solving led to increased player buy-in. Lee, Woo and Kim (2018) explored the relationship between TL and organizational commitment assessing collegiate university coaches' perceptions of transformational leadership style of their athletic director and revealed that perceived TL of athletic directors was positively associated with coaches' affective commitment, which, in turn, was positively associated with organizational citizenship behaviors (OCB). Findings from my study support the idea that Intellectual Stimulation encourages affective commitment and OCB by providing opportunities to lead through innovative and creative problem solving.

Learning Environments

The study found three main challenges the athletics department members faced in providing opportunities for female student-athletes to develop transformational leadership skills: time, staying intentional and managing player load. Data from the CI group discussions also showed two different styles of learning environments that could help mitigate these challenges – intentional planning and reflective exploration. Intentional planning like session planning, using different resources (books, videos, etc.) and events outside of the varsity program like coaching and volunteering were useful to teach and practice transformational leadership skills. These opportunities were similar to what are used in previous research on leadership development

(Weaver & Simet, 2015; Voight, 2012; Navarro and Malvaso, 2015), although not all previous research looked specifically at transformational leadership skills.

More interesting were the numerous opportunities that happened that used reflective exploration of transformational leadership moments that presented while participating in the university sport program. For example, by first learning transformational leadership principles through the first CI group meeting, female student-athletes were able to self-reflect on situations and experiences while playing their varsity sport during training and competition. This was similar to Voight's (2012) study on a leadership development intervention program that found participants believed debriefing "captain moments", a difficult conversation or intense situation they had to deal with, were valuable in helping them develop leadership skills.

Another effective method was debriefing with athletic leaders, which required the athletic leaders to become familiar with the transformational leadership principles and recognize situations within the varsity program that could provide learning opportunities for athletes which they then brought to the athletes' attention and discussed further. Although most research on university sport leadership programs emphasise more structured approaches through intentional planning and formal intervention sessions, Cotterill (2017) studied leadership development in elite male cricket players in the UK and highlighted the importance of debriefing leadership moments with athletes. For the cricket players in Cotterill's (2017) study, the reflective nature of the leadership program through debriefs and discussions with team coaches and managers were found to be very beneficial as they became more aware of the vast number of leadership roles in the game as well as being able to see the impact team members could have on the team. My study builds on Cotterill's findings and again highlights the importance role of athletic leaders to guide reflective practices with athletes and be immersed in the leadership development program

with them. There is an opportunity for future research to explore how often sport leaders, and coaches specifically, are actually fully immersed in university sport leadership programs in Canada. This will help to identify the leadership development opportunities that are being missed without the full involvement of coaches.

Finally, female student-athletes in the CI group stated the group discussions during the CI journey were extremely helpful in learning and reflecting on TL moments during the action phase of the research, which was similar to previous research findings by Duguay, Loughead, and Munroe-Chandler (2016). However my study differed in that the group discussions included athletes, coaches, mental skills coaches and the athletic director. Previous research focussed on peer discussion amongst athletes. Future research and application could look at including athletic leaders in these conversations to provide different perspectives and more experience.

Application of Findings

The findings of the study provide direction to create a more effective framework for university sport programs to develop a sport leadership program for female varsity student-athletes on the foundation of transformational leadership.

First, the athletics department should align its values with those of the leadership program, and in this case transformational leadership. As identified, this will allow for a more holistic approach to leadership development for all female student-athletes and encourages every aspect of the athletics department to be used to develop these leadership skills including through the role-modeled actions of athletic leaders. Athletic leaders should also be made aware of the role gender and power play in sport through concepts like hierarchical invidious monism, gender essentialism, silencing and invisibility in order to understand for themselves and teach athletes the increased barriers females face in sport.

Second, athletic leaders in the university sport program working with female student-athletes should be educated on transformational leadership to learn TL and the different ways to teach and consciously provide spaces for female student-athletes to learn and practice these skills. Through this process, leaders should be made aware of the specific aspects that relate to the concepts of gender and power in sport and how they can effectively create an environment that lessens these barriers. To mitigate the challenges of time, staying intentional and player load, the athletics department should make sure the education process of athletic leaders is efficient including creating a database of ready-made resources athletic leaders can use through intentional planning like books, videos and community events or volunteering. Athletic leaders need to also be taught about important reflective exploration techniques like self-reflection, how to debrief TL moments with student athletes and the importance of group discussions.

Once the organizational culture and learning environments have been established, work can be done to teach all female student-athletes the basic principles of transformational leadership. This step can be as simple as a one-pager like the one used in the CI group (Appendix C) or an infographic or short video could be created. As Student-Athlete 1 noted, “you can’t unlearn this.. once it’s revealed to you, once it’s aware, you realize how important it is, where it was all along and where you can pick it out, and where you can reflect.” The researcher would also recommend universities looking to implement this TL framework should take part in a CI inspired approach like the study did to further explore specific aspects of their own university sport program that can contribute to leadership development opportunities for their female student-athletes. This process is not only transformational for the participants within the athletics department that take part but will also more fully leverage what that particular athletics department can offer in terms of leadership development. For example, there may be a specific

resource or community event that could significantly help female student-athletes learn or practice TL skills.

Conclusion

University sport programs have the opportunity to help female student-athletes build transformational leadership skills (Galante & Ward, 2017). However, this often only occurs by happenstance and is not consciously cultivated. The findings of this study revealed several themes that provided greater understanding of how a university sport program can consciously lead female student-athletes to develop transformational leadership skills. These included specific examples of how the university sport program helped to develop skills in each component of transformational leadership: Idealized Influence (role modeling, confidence and high moral and ethical standards), Inspirational Motivation (creating a compelling vision and providing meaning to work), Individualized Consideration (peeling layers, conflict management, caring counts and value everyone) and Intellectual Stimulation (player-led problem solving leading to increased team chemistry and player buy-in). The organizational culture of the athletics department was critical to help to support and facilitate these opportunities, including values aligning with transformational leadership and women leading, the role of athletic leaders to be engaged in the leadership development process, championing female leaders in the athletics department (showing female student-athletes if they can see it, they can be it), having a growth mindset orientation and believing everyone is a leader. Challenges were faced in the process including restrictions on time, staying intentional and player load. Intentional planned learning environments (session planning, resources like books and videos and community events/volunteering) and reflective exploration learning environments (self-reflection, debriefing with athletic leaders and group discussions) were found to mitigate the aforementioned

challenges. The ways in which the university sport program supported and provided opportunities for female student-athletes to develop TL skills also aided in dismantling feminist identified barriers and issues in sport like hierarchical invidious monism (male leaders recognizing power/privilege, everyone is a leader, valuing everyone, player-led problem solving, and shared leadership), gender essentialism (empowering females student-athletes and male leaders doing and valuing 'feminine work'), invisibility (women leading) and silencing (dismissive language, shaping the program's legacy, and player-led problem solving). Organizational culture of the athletics department was imperative to supporting this dismantling.

By consciously providing effective and efficient transformational leadership development opportunities for female student-athletes, university sport programs can help female athletes gain the skills and competences required to lead in sport and society. Through equity in sport leadership, there is an opportunity to build from the original discourse of sport which was about creating warriors (Mangan, 2003), hyper-masculinity (Anderson, 2009), winning at all costs (Mangan, 2003), and narrow benefits, to a sport system that harnesses the potential for more collaboration and community building, that fosters transparent and ethical communication, and that can be used as a tool to positively develop people. There is an opportunity to change the rules and culture written by hypermasculine men to include the important qualities that women bring and that are found in transformational leadership skills (Stempel, Rigotti, & Mohr, 2015), so both women and men can be represented and heard in decision making and create the best possible sporting experience for all Canadians. Although there are additional structural and societal issues that also contribute to the lack of female leadership in sport, by helping female athletes develop the skills and behaviours required to lead, they'll feel more confident in pursuing and taking on these positions.

Limitations and Future Research

When interpreting findings of this study, it is important to consider that the research was undertaken at one university that may offer unique results compared to if the study was completed at another university. For example, the study found the values and actions of the MSVU athletics department aligned with transformational leadership principles. Different universities may not align with TL and as a result, themes within the data of these universities could be dissimilar to what was found in this study. Further, both female student-athletes were third year students and on the same varsity team, which may exclude direct experiences or perspectives of other tenured athletes and specifically the fresh view of first year players.

Given the limitations above, future research could build on these findings by using the same CI inspired research approach with the same framework at other universities to gather additional results to assess similarities and differences. Further research could look to include a larger CI group that included female student-athletes from different sports teams in the university and different tenures on the team to increase the perspective and identify any sport specific opportunities.

Moreover, multiple themes emerged from the data that would be useful to explore further through additional research, most notably the role of athletic leaders in providing and facilitating transformational leadership opportunities for female student-athletes. Further study can explore how often university leaders and specifically head coaches, are fully immersed in the university sport leadership program and how does this impact the quantity and quality of leadership development opportunities for female student-athletes. Furthermore, future research could explore why coaches may not associate leadership development with team performance outcomes.

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Appendix A

Changing the game: University Sport to Develop Transformational Leadership Skills in Female Student-Athletes.

Danielle Cyr - School of Communication and Culture, MAPC -Royal Roads University
Supervisor: Dr. Jennifer Walinga PhD OLY

Today: In national and multi-sport organizations in Canada:

- 38% of senior staff are female
- 29% of board members are female
- 24% of athletic directors are female
- 17% of head coaches are female
- with even less female representation across national team and Olympic coaches (CAAWS, 2016).

Sport HERstory

Gender inequity in sport stems from the historical discourse of sport — modern sport was created by and for men and leadership positions in sport were exclusively held by males (Messner, 1988).

Therefore, all practices and structures in sport were **created on the foundation of what was meaningful and important to men**; how men took part in sport and how they took on leadership positions became what we now see as 'normal' practice in these establishments.

As a result of the historical discourse of sport and gender and unequal media representation of female athletes (Hundley & Billings, 2010), **female student-athletes are made to believe that males are better athletes and therefore must make better coaches and sport leaders.**

Researching ways female student-athletes can develop transformational leadership skills through university sport is one way to add to the awareness of the importance of female leadership in sport and also can be a vehicle to encourage female student-athletes to take on future leadership roles in sport through acquiring competence.

University Sport

There is a small portion of research on leadership that included researchers from the University of Windsor that looked at an athlete leadership development program with female varsity athletes (Duguay, Loughead & Munroe-Chandler, 2016), the role of leader tenure (Duguay, Loughead, & Munroe-Chandler, 2018), and team versus peer leadership (Loughead, Hardy & Eys, 2006). In addition, an older study on leadership across cultures (Chelladurai, Imamura, Yamaguchi, Oinuma & Miyauchi, 1988) was completed that explored the leadership differences between Japanese and Canadian university athletes.

Transformational Leadership

Transformational leadership provides an opportunity to not only harness a leadership style with skills and behaviours that are **most effective** (Ghasabeh, Soosay & Reaiche, 2015) but are also **more often associated with women** (Stempel, Rigotti & Mohr, 2015), combating **feminine devaluation**, the concept that anything associated with women or femininity is less valued (Ronen, 2018).

Research Questions

RQ: How can university sport programs lead female student-athletes to develop transformational leadership skills?

SQa: How can a university sport program provide female student-athletes the opportunity to learn transformational leadership skills?

SQb: How can a university sport program provide female student-athletes the opportunity to practice transformational leadership skills?

Methods

Collaborative Inquiry with Mount Saint Vincent University Athletics Department

A collaborative methodology that uses cycles of action and reflection, aiming to do research with people instead of on people (Heron, 1996).

Data

Experiences, opinions and reflections of 6- 10 MSVU athletics department members (female student-athletes, coaches, athletic director, mental skills coach, staff)

Data Collection

Reflection meetings will be audio recorded and transcribed to gather rich data on discussions while CI collaborators will write observation notes and journal entries throughout the three cycles that will be used to gather insights into the action process undertaken.

Impact

Increase TL Skills so Female-Student Athletes feel more confident and competent in taking on leadership roles in sport and society.

Build from the original discourse of sport: hyper-masculine, win at all costs, narrow in benefit

Create a sport system that:

- harnesses the potential for more collaboration and community building
- fosters transparent and ethical communication
- can be used as a tool to positively develop people
- represents both men and women in decision making
- create the best possible sporting experience for all Canadians

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Cycle 1 Topic: _____

In your role (student-athlete, coach, administrator, etc.), how can a university sport program provide female student-athletes the opportunity to learn _____ (topic)transformational leadership skills?

In your role (student-athlete, coach, administrator, etc.), how can a university sport program provide female student-athletes the opportunity to practice _____ (topic)transformational leadership skills?

Cycle 1 Topic: _____

Activity/ Date	What worked?	What didn't work?
Additional Notes/Observations:		

Cycle 2 Topic: _____

In your role (student-athlete, coach, administrator, etc.), how can a university sport program provide female student-athletes the opportunity to learn _____ (topic)transformational leadership skills?

In your role (student-athlete, coach, administrator, etc.), how can a university sport program provide female student-athletes the opportunity to practice _____ (topic)transformational leadership skills?

Cycle 2 Topic: _____

Activity/ Date	What worked?	What didn't work?
Additional Notes/Observations:		

Cycle 3 Topic: _____

In your role (student-athlete, coach, administrator, etc.), how can a university sport program provide female student-athletes the opportunity to learn _____ (topic)transformational leadership skills?

In your role (student-athlete, coach, administrator, etc.), how can a university sport program provide female student-athletes the opportunity to practice _____ (topic)transformational leadership skills?

Cycle 3 Topic: _____

Activity/ Date	What worked?	What didn't work?
Additional Notes/Observations:		

Appendix B

Code	Description
<i>Gender essentialism</i>	Gender essentialism is the concept and assumptions made about individuals' skills and abilities based on their gender (Ronen, 2018). Men are presumed to best perform typed work (playing and leading) within sport.
Themes	Description Significant Statement Examples
Combating Gender Essentialism: <i>Athletic leaders valuing 'feminine' work</i>	<p>Athletic department valuing 'feminine' work or skills</p> <p>Mental Skills Coach - "A listening technique that I learned from a chiropractor that I love is taking a breath before you speak after someone speaks. You listen to them talk... and then you know what they're going to say, how they're going to do that... I do that and you do that... and listening until they're done.. "Right (**breath**)"... like that, man the way that people react when they feel listened too...it's just incredible versus...you're just waiting to talk... it puts people at alarm, not being cared about and stuff."</p> <p>Head Coach Basketball – " And I think in the past, year, sorry the past month, my wife and I have taken on a foster child and there's been some conditions that have been really difficult to with two busy people to be able to take on that we didn't know at the time, and then it was kinda a surprise to us but you know I've been able to take him into work here which..."</p> <p>Athletic Director- "We love it."</p> <p>Head Coach Basketball – "I mean, but not everybody can do that. That's not normal, right, it's normal here."</p>
Combating Gender Essentialism: <i>Empowerment</i>	<p>Empowering female student-athletes to take on gender essentialized 'masculine' work</p> <p>Athletic Director – "But I think you know it's our job, I always say this to [Head Coach Soccer]... to make people aware and conscious... so every time I'll say to you "when you coach [Female Student Athlete 1]...", I really and I mean that sincerely, I will say that...you will give back, when you coach because I have the utmost confidence in all of you..."</p>
Code	Description
<i>Hierarchical Invidious Monism</i>	In sport, a feature that a certain type of man or masculinity are taken to be the "highest, most significant, most valuable and critically most real category", which turns women or femininity in sport into 'the other' or failures; lesser forms of the "one kind" (Minnich, 2005, p. 111).
Themes	Description Significant Statement Examples

<i>Dismantling HIM: Male Leaders Seeing Power & Privilege</i>	Male leaders recognizing their privilege/power in sports' HIM	<p>Head Coach Basketball- "...and so it kinda also it doesn't put you up here. You know I want to be in the trenches with them, I want them to see me as hey we're all in this together, it's not a dictatorship this is we can all decide you know, they'll come up and say "can we run this play, can we run this defense, like can we try this?" and I'm like sure let's try it why not you know? And at the end of the day I mean they know you're in charge but they know they have a say and their say is important and valued and listened to, and even the craziest ideas sometimes are just like well okay let's try it."</p> <p>Mental Skills Coach – "You know it's enough, I'm white, I'm male I'm the authority in the room so I gotta...I'll filter the experience through, well am I being, am I talking about mentorship even if I'm not the one that's the mentor because again being a male in that story, am I helping teams find mentors within their team? You know?"</p> <p>Head Coach Soccer - "I guess like when I think of power, power and confidence, that you're coming in and having a belief that you're able to like impact the situation. Sometimes when we think of power its negative.</p> <p>Mental Skills Coach – "It might be something that men just assume they have. And then they behave that way and then people around them behave that way just because. And that sort of speaks to what you're doing in the ways in which this is going to level itself out is amongst many things is women, saying 'I got it' vs "Can I?". That's the difference. "</p>
<i>Dismantling HIM: Lessening Hierarchy/ Divide</i>	Actions or opportunities that lessen the gendered power hierarchy and divide in sport	<p><u>Value Everyone</u> (<i>value isn't based on hierarchy of power or gender</i>)</p> <p><u>Everyone is a Leader</u> (everyone holds leadership and power)</p> <p>Head Coach Basketball: "I read an article about why do you wait for your fourth and fifth players to develop leadership, it should be your first second third fourth and fifth and so, every player on our team has an assigned task right. So they come into the gym and whether it's practice or game, road or home, they have the task."</p> <p>Mental Skills Coach: "And so I'm going to try to figure out a way to both extract value and create a feeling of value around those new players...so to try to both get their fresh view as value for the team and see if I can, I don't want to pull the top down but I want to bring the bottom up. I want to pull these so they feel...more comfortable stepping up sooner, taking risks sooner, learning sooner..."</p> <p><u>Shared leadership</u> – (No hierarchy of leadership and power)</p> <p>Female Student Athlete 1- For the last point, this kind of reminds me of last year when we did our leadership group, and provide meaning and challenge, well not so much challenge but provide meaning to followers' work where we assigned a certain number of girls a job for the season and working as a team to get that out to the rest of the team. For example, like nutrition, I was responsible for getting that, like provided meaning to my work, oh I shouldn't just make a post that said eat a snack after the game. I actually had to do something that was meaningful for the team.</p> <p>Head Coach Soccer: Yeah like shared leadership.</p>

Code	Description	
<i>Silencing</i>	Silencing occurs through a lack of representation of women and those possessing feminine characteristics by being left out of decision-making and media content, which both form and shape the sport experience.	
Themes	Description	Significant Statement Examples
Silencing: <i>Dismissive language</i>	Language that silences female student-athlete voices	Mental Skills Coach: “You could teach athletes what power and confidence looks like. I do a couple things at the end of sessions with female athletes specifically around answering questions in groups and the tone of questions and they end sentences with the word ‘anyways’ when girls share their feelings. At the end they go ‘anyways’, which is dismissive of their feelings. As soon as I hear a kid do it, I’ll stop and I’ll talk to girls specifically about that. So it’s helping them watch their language around specific female roles that play into your research. And what’s two plus two? ‘Four’ (in a questioning tone)...and a boy will go ‘Five’ (confident tone) right with authority. It’s those sorts of things. I don’t want to call it female language but it is somewhat female specific.” Female Student-Athlete 2 – “They teach that in our women’s class, that women do that. It’s a coping tool back in the day when we were dealing with men it would dismiss what we had to say to try to prove our point and to hear us. So that was a method of how we would communicate.”
Voice to shape sport experience	Opportunities that provide female student-athletes with a voice to shape their sport experience	<u>Legacy</u> (<i>chance to shape future of their varsity sport program</i>) Mental Skills Coach: “Yeah you can ask them early on. What would you like to leave them? What would be meaningful to you at the other end. Or what do you need now, that you could leave for someone else.” <u>Player led problem-solving</u> (<i>self-efficacy to solve problems</i>) Female Student Athlete 2 – “We were just seeing that everybody was talking so even people that were on the bench, even the people that were manager, even the people that were hurt at that time, every single person had a different perspective so we were, everyone, was more than open, to actually hear their perspective so we can then gain motive to go wherever we’re going with the team.”
Code	Description	
<i>Invisibility</i>	The lack of women in valorized sport (through media), and especially in sport leadership, teaches that women are not sport leaders and that being a female sport leader is wrong, directly impacting female student-athletes’ perceptions of the viability of they themselves becoming sport leaders.	
Themes	Description	Significant Statement Examples
Importance of representation: <i>See it to be it.</i>	Importance of female student-athletes seeing women leading to show them that they can too.	Mental Skills Coach – “I was very lucky that way, a few of... my first job was with Caroline Savoie...she had a mentor, Pat Summit changed her life at the university of Vols. That showed her I can do anything...” Female Student-Athlete 1: “I just thought it was funny you all said that because I don’t think I had a role model growing up... to see it, to be it...and that’s why the environments we grow up in are so important... it wasn’t until I got here and I met [Head Coach Soccer], and I was literally catapulted...I’m going to cry now too...like catapulted forward in so many ways.”

Mental Skills Coach - Can I ask a question on that... how much did you think it mattered relative to [Athletic Director]'s important to you, that she is also a woman? I don't want to presume that but just in my own work from a mentorship perspective...how much does it matter that you can look and see somewhat yourself.
Head Coach Soccer: "Yes definitely. I think that is definitely a piece of it is seeing it..."

Code	Description	
<i>Organizational Culture</i>	"...the pattern of basic assumptions that the group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, and that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems." (Schein, 1986 p. 31)	
Themes	Description	Significant Statement Examples
Values		<p>Athletic Director: "I know for me I would say all my head coaches I trust implicitly that they have highest moral standards you know what I mean I really truly believe that you know. And winning isn't the number one here."</p> <p>Female Student-Athlete 2: "It has to do with the environment, the people you're surrounding yourself with and what you read."</p> <p>Athletic Director: "I also think it's a set of values, I think that we live by here... ethically, that all of our coaches are very ethical...But you know, if I was recruiting or hiring a coach... those would be pretty high. Maybe that's not as high up the chain in other places... like you have to be technical, but there is an ethical standard that I believe we should have. I mean not everyone is perfect, we all make mistakes, we all fall off the wagon, we all get back on wagon... but at the end of the day if you put your money down, every coach here is ethical...I mean that's my goal."</p> <p>Head Coach Soccer: "We need more coaches, we need more people on national boards, even just in everyday life... whatever it is.. we need to empower females to do that because I think if it wasn't for this school, I don't know if this type of thing would be as big or as important in my life.. but it was because I was in an environment that already values these things."</p>
Leaders in Athletic Department	The role leaders play in supporting TL development in FSAs	<p>Head Coach Basketball: "For me it's about making sure I'm showing good leadership to everybody equally. ...and again it's really just making sure that they all feel valued, you know, as opposed to just the fourth and fifth year players or the best players."</p> <p>Athletic Director: "Don't you think also that student-athletes or athletes have been impacted by leaders. From the moment they play when they're seven year old, whoever that leader is, is going to impact them."</p>

		And they may say I don't really like how I'm treated or I do like how I'm treated – I'm going to not do that or I am going to do that..”
Women Leading	Providing opportunities for female student-athletes to see women leading in sport.	<p>Athletic Director: “And having role models, and I can tell you... I really appreciate all of my coaches, but I tried to hire females for my female teams...it's very difficult...”</p> <p>Female Student-Athlete 1: “I just thought it was funny you all said that because I don't think I had a role model growing up... to see it, to be it...and that's why the environments we grow up in are so important... it wasn't until I got here and I met [Head Coach Soccer], and I was literally catapulted...I'm going to cry now too...like catapulted forward in so many ways.”</p>
Growth Mindset	How a growth mindset can help university sport programs develop TL skills in FSAs.	<p>Mental Skills Coach: “And if you lay out the idea that it's supposed to suck, this is the place you're supposed to struggle. This is where you're supposed to fail. So when you go and actually do you won't. But you won't learn anything if you're not uncomfortable. If you're comfortable, you're not learning at all.”</p> <p>Female Alumni: “I think you have to like before you do anything. Explain to them, you're going to be uncomfortable, you're going to suck at this. Because if you don't and you don't do the debrief either, they go home and they're like what the heck is wrong with me, I absolutely sucked. My coach just put me through hell and yelled at me the entire time. And I quit the team. They'll just go to the extreme and won't learn more.”</p> <p>Head Coach Soccer: “Literally just how we can develop leadership development in sport. This is where you are supposed to fail. This is where you're supposed to fail at it and I know for me like with soccer, especially coming in from high school, oh leadership is just telling people what to do. No... its failing many times... and even as a coach its failing many times to realize you know what you have to figure it out a little bit better. This is what leadership is, and that's what university sport is like this little safe bubble, like at the end of the day, what's the worst that's going to happen? You're going to lose a game. You're not going to get fired. Well hopefully. But you have this safe environment to develop as a leader. You're supposed to fail and I think creating those situations where we either create pseudo whatever – try to bring it out in a session... okay we're working on defending well we are also working on your individualized consideration skills. So that it is, but I think the debrief is a super important part of that as well.”</p>
Everyone is a Leader	Mentality that every player is a leader	<p>Mental Skills Coach: “But I don't let kids off with I don't want to be a leader. You're a leader whether you like it or not.”</p> <p>Mental Skills Coach: “Because she is part of the group, her actions matter and so she's leading anybody else who wants to give up, so and that's right people say oh I don't want to be a leader.. well sorry you don't have a choice. We are all leading in our own way and you have to decide...you're taking them one way, so which way are you going to take them.”</p>

Head Coach Basketball: “I read an article about why do you wait for your fourth and fifth players to develop leadership, it should be your first second third fourth and fifth and so, every player on our team has an assigned task right. So they come into the gym and whether it’s practice or game, road or home, they have the task.”

Mental Skills Coach: “And so I’m going to try to figure out a way to both extract value and create a feeling of value around those new players...so to try to both get their fresh view as value for the team and see if I can, I don’t want to pull the top down but I want to bring the bottom up. I want to pull these so they feel...more comfortable stepping up sooner, taking risks sooner, learning sooner...”

Code	Description	
<i>Idealized Influence</i>	The concept of the Idealized Influencer views the leader as a role model and takes into consideration both the leader's behaviour and the attributes given to the leader by the followers.	
Themes	Description	Significant Statement Examples
Role Modeling	Leading by example	Female Student-Athlete 2: "Like a lot of my coaching skills happen cause I was subconsciously learning. Or like parents, or people in your life. You sit around them and think well how do they act, I want to be like them so I'm kinda going to do what they're doing."
Role Modeling: <i>Contagion</i>	Opportunity for FSA's to learn and practice the concept of emotional contagion	<p>Mental Skills Coach: "If you buy into the idea of emotional contagion. If you buy into the idea that what you do in a group matters... that we are all leading in some way. If I have a really bad attitude, I'm leading somebody else down my road with me."</p> <p>Female Student-Athlete 1: "We were doing a drill and it was two teams and whoever lost would get a punishment like three sprints or something. And as soon as, I happened to be on the winning team, and as soon as they lost, they were going to the line and one of my teammates just went to the line with them and started running with them so we all kind of clued in and were like okay we're doing this together."</p>
Role Modeling: <i>Mistake Response</i>	Opportunity for FSA's to develop positive and productive response to mistakes	<p>Female Student-Athlete 2: "That's like soccer, I've always had girls on my team, have this elaborate planthen then they go to pass to the winger and it gets caught off and instead of getting back to defend, they just watch their play crumble in front of them and then they're done. And then that shows the defender when they go to tackle and they miss it, after one stab instead of running around and going to get the ball and its like that same thing... once you give up you're showing the other girls that it's okay to give up. And that is not the message you want to send."</p> <p>Mental Skills Coach: "It's back to that punch in the face thing, the quote is from Mike Tyson...everybody has a plan until you get punched in the face. And then the plan changes...and when the kid loses the ball, he just got punched in the face, what are you going to do?"</p> <p>Head Coach Soccer: "Becky Burleigh, who is a coach down at Florida with the Gators and one of the things that she said... is that you focus on character, that's the piece that especially when playing soccer, because there are no time outs, you need to be able to get on to the next right thing right away right.. whereas like if you can develop characteristics like hard working, resilient, courageous, those types of things.. that's going to get you to the next right thing sooner...so if you can focus on those things, instead of just results like winning games, scoring goals, assists, whatever... if you can focus on developing character, in the end you're going to develop results anyways."</p>

Confidence	Teaching FSAs to believe they can impact a situation and say 'I got it.' vs 'Can I?'	<p>Female Student-Athlete 1: "This is more of a question but when it says displays a sense of power – like what would be an example of that?"</p> <p>Head Coach Soccer: "I think that would just be a sense of that you are able to make an impact. I guess like when I think of power, power and confidence, that you're coming in and having a belief that you're able to impact the situation."</p> <p>Mental Skills Coach: "It might be something that men just assume they have. And then they behave that way and then people around them behave that way just because. And that sort of speaks to what you're doing in the ways in which this is going to level itself out is amongst many things is women, saying 'I got it' vs 'Can I?'. That's the difference."</p>
Confidence: <i>Language</i>	Teaching FSAs about dismantling dismissive language and using positive self-talk	<p><u>Dismissive Language</u></p> <p>Mental Skills Coach: "You could teach athletes what power and confidence looks like. I do a couple things at the end of sessions with female athletes specifically around answering questions in groups and the tone of questions and they end sentences with the word 'anyways' when girls share their feelings. At the end they go 'anyways', which is dismissive of their feelings. As soon as I hear a kid do it, I'll stop and I'll talk to girls specifically about that. So it's helping them watch their language around specific female roles that play into your research. And what's two plus two? 'Four' (in a questioning tone)...and a boy will go 'Five' (confident tone) right with authority. It's those sorts of things. I don't want to call it female language but it is somewhat female specific."</p> <p>Female Student-Athlete 1: "That's like still every time I say something that I question, I try to self-correct to this day."</p> <p><u>Positive Self-talk</u></p> <p>Head Coach Soccer: "We also just did a video today about strong voice, weak voice so I'll send you the video its good it's just a minute basically just shows written on paper a bunch of different weak voice things like 'I'm disappointed in myself', 'I want to quit', 'I'm no good'... or whatever it is and attached to that, after she showed that those thoughts came from a 2008 Olympic gold medalist, a NCAA champion, whatever it was so it's just making sure that your strong voice is louder than your weak voice and it always gets that last word."</p>
Confidence: <i>Empowerment</i>	Planting the seed that shows FSAs 'I got it'.	<p>Athletic Director: "Or empowering people. I mean to give someone responsibility or to acknowledge what they're doing. Building that confidence. I know you can do this, and putting it on them and having them own it and feel good about themselves - like strategically. And when you're leading and when you're empowered, you're there in a lot of ways."</p> <p>Athletic Director: "But I think you know it's our job, I always say this to [Head Coach Soccer]... to make people aware and conscious... so every time I'll say to you 'when you coach [Female Student-Athlete 1]...', I really and I mean that sincerely, I will say that...you will give back, when you coach because I have the utmost confidence in all of you... that you will give back to your sport that you love so much right, like you know it's a given... but you have to plant that seed."</p>

High Moral and Ethical Standards	Teaching FSAs about having high standards of ethical and moral conduct	<p><u>Symbolic Rituals</u></p> <p>Female Student-Athlete 2: “Like when we touch our feet together. That’s a togetherness.”</p> <p>Female Student-Athlete 1: “It’s something noticeable too, like when you come here, it’s like oh wow we do that here and it elevates a standard. It’s just a little thing but as a rookie, I came in and I was like oh wow. Okay there’s a standard I need to follow.”</p> <p>Female Student-Athlete 1: “For high standards of ethical and moral conduct, consistent in their actions – that almost makes me think of like a standard that comes into practice. Like, I don’t know why I thought of this, but when you’re young and you want to get kids to turn into game mode. You say once we step on this field its game mode. And sometimes you step on together or you do a cheer or you do something to transition, this is a standard that needs to be consistent every time we step on the field to play. Like almost doing like a ritual…”</p> <p><u>Codes</u></p> <p>Head Coach Soccer: “That also made me think of the activity that we did before we left this past spring with our team standards of like conduct, like respect, hard work, those types of things. Even that as an activity might be something you could talk about with that one…”</p> <p>Female Alumni – <i>Had a team meeting and discussed how we can be better players and better people. ‘we are all strong women that need other strong women to build us up’. (Observation Note)</i></p>
High Moral and Ethical Standards: <i>Consistency</i>	Teaching FSAs about being consistent in their high moral and ethical standards	<p>Head Coach Soccer: “There’s a great Ted Talk it’s with John Herdman, but that’s exactly what he speaks of. Is living above the line. So like that’s how he transformed the whole women’s national program. Yeah when they got on the field they tried to be a top team but they weren’t living that off of the field. And when he looked at himself he was trying to be a great coach but he wasn’t putting enough time into his family.”</p> <p>Mental Skills Coach: “A phrase I use with the teams is how you do one thing is how you do everything.”</p> <p>Female Student-Athlete 2 - “So when you are looking at an idealized influencer you have to be at the highest standards consistently and I realized that just listening to people because they want to pick at your every move. And they’re not like ‘oh you’re a human’ they’re like ‘oh [Head Coach Basketball]’s a coach, [Head Coach Soccer]’s a coach”</p>
Code <i>Inspirational Motivation</i>	Description	Inspirational Motivation looks at how the leader inspires, motivates and provides meaning and a sense of team spirit for followers (Bass & Riggio, 2006).

Themes	Description	Significant Statement Examples
Vision	FSAs learn and practice how to communicate a clear and compelling vision for the future	Head Coach Soccer: “One thing I was thinking for creating a compelling vision is like having the team like raise money for something. Like whether it is a charity or something like that. Because with fundraising comes you have to have a clear and compelling vision for why you want people to donate, like that type of thing. That might be, we’ve done things in the past, like Kick for a Cure. You know maybe something around that, creating a compelling vision to bring other people and be a leader in that.”
Vision: <i>Goal Setting</i>	Getting FSAs to practice goal setting	<p>Head Coach Soccer: “So how would be a way, when you think of your teammates, for them to learn how to do that?”</p> <p>Female Student-Athlete 1: “Writing our goals as a team at the beginning of every season. First thing I thought of.”</p> <p>Female Student-Athlete 1 - <i>Create a goal to achieve (fundraise x \$ for cause, plan an event)</i></p> <p>Athletic Director: “But there could be team goals and individual goals. You’re writing both, and you could have a dream goal too – win the gold. Team goals, individual goals.”</p>
Vision: <i>Legacy</i>	Getting FSAs to create a vision for an attractive future state for their varsity sport program.	<p>Head Coach Soccer: “Yeah maybe empowering student athletes to create, I know we do our senior day stuff, but maybe you come up with a vision for the whole program, not just for the year. I know we kind of talk about your legacy, like what are you leaving? Empowering student athletes to see what that looks like.”</p> <p>Mental Skills Coach: “Yeah you can ask them early on. What would you like to leave them? What would be meaningful to you at the other end. Or what do you need now, that you could leave for someone else.”</p>
Meaning to Work	FSAs learn and practice how to motivate those around them by providing meaning and challenge to their followers’ work	<p><u>Assigning team tasks</u></p> <p>Female Student-Athlete 1: “last year when we did our leadership group...provide meaning to followers’ work where we assigned a certain number of girls a job for the season and working as a team to get that out to the rest of the team. For example, like nutrition, I was responsible for getting that, like provided meaning to my work, oh I shouldn’t just make a post that said eat a snack after the game. I actually had to do something that was meaningful for the team.”</p> <p>Head Coach Soccer: “Yeah like shared leadership.”</p> <p>Head Coach Basketball: “We have similar to that too like, every player.. I read an article about why do you wait for your fourth and fifth players to develop leadership, it should be your first second third fourth and fifth and so, every player on our team has an assigned task right. So they come into the gym and whether it’s practice or game, road or home, they have the task.... so when you come into practice they all have ownership on ‘are you ready to go?’ and we’re all here and we’re all in.”</p>

Female Student-Athlete 1 (Observation Notes) Practice – *Inspirational motivation* – assigned a role to rookies regarding equipment. Players are assigned a responsibility of carrying either a ball bag or jersey bag or high pod (at games) to and from the field. Some players took responsibility for their equipment when others went to pick it up.

What didn't work: the assignment was made late in the season so responsibilities were not consistently fulfilled. Often times, equipment assigned to players would be forgotten, so another player would fill in. The lack of responsibility fulfillment may have been due to: forgetfulness (assignments introduced late in the season, after normal routines had been established); lack of importance placed on the role.

Additional notes: assigning responsibilities may have been an opportunity to develop leadership qualities in teammates (consistency in actions, role modeling with taking care of responsibilities), however, it was unclear whether this was successful on the team this season.

Players set goals for individual games

Female Student-Athlete 1: “Goals for individual games. So the night before we looked at videos for specific teams and came up with goals for what we wanted to do against those specific teams. And I thought that was pretty effective. I thought that it gave us motivation and challenge because were things that we could do and it's not just things we're talking about, it's actually things we could go out and do. SMART goals. I thought that was pretty effective.”

Code	Description	
<i>Individualized Consideration</i>	The leader is attentive to each individual follower's needs while teaching and coaching.	
Themes	Description	Significant Statement Examples
Peeling Layers	Teaching FSAs how to dig deeper through questioning and taking on different perspectives to understand followers' unique needs	<p>Mental Skills Coach: “We think, we watch tv and we think we know how and who people are. And we practice it all day, like oh yeah that's the enthusiastic kid I know that kid. But did you take the time to dig in a little...Because I want to be smart and know that I know you and I know who [Head Coach Basketball] is instead of digging in a bit to find out and peel one layer off to see what's inside.”</p> <p>Athletic Director: “ I think the lesson I've learned is to not assume things, is to make sure before you make a decision about someone is that you ask the questions and sort of listen to them. She came in late, piss me off, you're late. But do you know why? Do you know why? Never assume.”</p> <p>Mental Skills Coach: “I had a big moment. I have a kid on a team who I've talked about in the past in this session who I wasn't sure belonged and then tried to approach her from a different angle and changed my view with them drastically. And then recently, I asked to get information from each team member and she was unwilling to answer, kind of like she was in a classroom. And so I said that's okay and I kept going and we went all the way around the room and then I asked in an entirely different way. Because I wanted her to feel like she belonged and also held accountable. I'm going to help build some self-belief but trying to go at it from a bunch of different ways. I heard this example of that they give this problem that you have</p>

a tumour and the treatment is strong enough to kill the tumour but it hurts the skin – what do we do? And skipping to the end, the answer that we approach the tumour from a bunch of different angles so the skin only gets burned a little bit but the tumour gets the burn every time so that you kill the tumour without hurting the skin all the way around. And that was the model in my head. I'm just going to go at you from every angle I can think of until I get to the thing that will help and that required putting myself in the position of the kid, like really trying to this looks like a class, she hates classes, how can I switch this up so it doesn't feel like that. When it would have been just really easy to leave them and it looked like, institutional othering, how institution's other kids and how kids other themselves, they remove themselves. And I thought no no no, you aren't leaving the group pal whether you like it or not.”

**Conflict
Management**

Opportunity for FSAs to learn and practice two-way communication and effective listening

Head Coach Soccer: “And then the last piece will be from our last season, for individualized consideration, learning how to have hard conversations. So in order to see people for who they are and give them uniquely what they need, you got to learn how to have hard conversations. Something that we avoided last year until we couldn't avoid it anymore.. so I think that and the two way communication, listening, conflict management stuff...”

Athletic Director: “I think it's always good to listen and make sure that you hear both sides. I'm very careful about making assumptions. So that's a conscious decision always. When I'm dealing with different issues and considerations and then trying to mediate which often I do from the sidelines to try to support the whole.”

Head Coach Soccer: “I wrote down all my notes for the difficult conversation I was going to have with her...Where I needed to come to it from a way that is looking at basically we want collaboration in the end, we don't want just compromise. We need to get to a place of collaboration and really looked at like for me, conflict for me is a lack of unity. There is somewhere along the way, we aren't in this together, we aren't on the same page. So instead of being like you did this, this this and this and I'm not okay with it. It was looking at okay how can I get her to be an idealized influencer ...”

Female Student-Athlete 2: “But the way to get out of a conflict, well not get out of, but a way to work it out together is actually viewing each other's perspective like you said, and actually saying it and not just assuming okay I know well you know I know, like saying what you think that they are thinking, so then they can say no this is what I'm actually thinking. So that they can actually come to a common ground, where you can be eye level and get that layer up.”

Mental Skills Coach: “A listening technique that I learned from a chiropractor that I love is taking a breath before you speak after someone speaks. You listen to them talk... and then you know what they're going to say, how they're going to do that... I do that and you do that... and listening until they're done.. “Right (**breath**)... like that man the way that people react when they feel listened too...it's just incredible versus...you're just waiting to talk... it puts people at alarm, not being cared about and stuff.”

Value Everyone	Show FSAs how to respect everyone's unique dignity and interests	<p>Mental Skills Coach: "And so I'm going to try to figure out a way to both extract value and create a feeling of value around those new players...one of the things I've tried to do in sessions is... how long have you been playing the sport, how many championships have you gone to... even if they're eighteen years old. Because you can have an eighteen year old kid who has done more things at a higher level ..so to try to both get their fresh value view as value for the team ...more comfortable stepping up sooner, taking risks sooner, learning sooner..."</p> <p>Female Student-Athlete 1: "I think a really good way to do that too was our PD day camp, it gave so much freedom... we had some rookies there, seeing how they got to be on an even playing field but we weren't on a soccer team anymore. We were all coaches now in that day. That was really awesome to see. People being leaders in their own ways."</p> <p>Mental Skills Coach: "When I talk to kids about minutes.. like everybody gets in basketball 40 minutes. You might spend most of your time on the floor or some of you might spend most of your time on the bench, you're all in it for 40 minutes. It's not three minutes because you played on the floor for three minutes."</p> <p>Female Alumni: "And especially for volleyball, I find that the bench because they cheer so much and everything, if they don't ... if we're not cheering we end up losing. And it's happened like four times this season already. And my girls don't understand, when the bench is not loud we lose. After every game, the head coach will always be like we did this, this... and then I'll be like and also bench players ya'll did great thanks for cheering, for calling it out, for all of this... if we didn't have them, we would literally lose."</p>
Caring Counts	Show FSAs how to create a supportive climate for their followers	<p>Athletic Director: "One thing I always try to do is to really get to know our student athletes and that's why I travel with every team and that's why I do those things is so that they do know they have someone if they don't have a coach here per say on that given day. that's important to me."</p> <p>Athletic Director: "I think we have a philosophy here at the mount that we are a caring institution you know and we care about each other and hopefully that transforms to you know, they feel valued and then they'll value others you know. It does pass on."</p> <p>Athletic Director: "And I think you have to be realistic too. You're not going to solve everything all at once...baby steps.. you're trying to create an environment of safety so that that person can, they feel a genuine connection. It's not going to happen overnight..."</p>

Code	Description
<i>Intellectual Stimulation</i>	Include followers in problem solving, encouraging innovative and creative solutions

Themes	Description	Significant Statement Examples
Player led problem solving	Opportunities for FSAs to include followers in addressing problems and finding solutions	<p>Female Student-Athlete 2: “When we went to the hotel room we had a conversation with [Head Coach Soccer] but then [Female Student-Athlete 1] and M got us all together to go into the room to talk but without the coaches, so it was just like a free for all say whatever you wanna say... yeah but it was fine, yeah you know. But when we were in there you know [Female Student-Athlete 1] did a really good job at managing so like gave a “okay you have 30 seconds”... we were just seeing that everybody was talking so even people that were on the bench, even the people that were manager, even the people that were hurt at that time, every single person had a different perspective so we were, everyone, was more than open, to actually hear their perspective so we can then gain motive to go wherever we’re going with the team.”</p> <p>Female Student-Athlete 1: “I think it’s really helpful when we create environments where we purposely talk about that. So like [Mental Skills Coach]’s mental skills sessions when he asks us questions... And at practice when you ask us what do you guys see, what do you guys need, it’s important to know that you can still chip in but recognizing the times that it’s important to hear what other people have to say. Like when people who aren’t on the field have the chance to speak up is another good example. It’s really important to let the people who are not as involved get that in.”</p>
Increased team chemistry	Show FSAs how including followers in addressing problems and finding solutions increases team chemistry	<p>Female Student-Athlete 2: “We did, we won the next game and that was a huge switch in our dynamic and our chemistry. So I think that you know, having that motivation and togetherness really made it so that idealized influencer was like everybody, not just one individual.”</p> <p>Athletic Director: “and that’s a beautiful thing, your whole team is contributing to that, that’s what you want.”</p> <p>Head Coach Basketball: “you know they’re discussing things like they wanna have this or a function where they kinda get together and so they’re looking at the schedule....so they’re kinda looking after each other all the time.”</p>
Increased player buy-in	Show FSAs how including followers in addressing problems and finding solutions increases buy-in	<p>Head Coach Soccer: “I think the accountability piece too right, like when you feel like this is your solution..”</p> <p>Mental Skills Coach: “One hundred percent, its ownership.”</p> <p>Head coach soccer: “This is what I said I’m going to do, so this is what I need to do...instead of oh this is what he told me to do so I’m going to half-ass it.”</p> <p>Mental Skills Coach: “I’m going to ask any team or individual with the next two weeks...’if I waved a magic wand and whatever you thought you needed was fulfilled, what would be different?’.. it’s a counsellor or psychological strategy... I wave a magic wand, and whatever problem you might think you have is gone, what’s changed.. I feel more this, I do more this, I see more this ... whatever it is... and it I think it brings people into the process, it’s an act of intellectual stimulation...it’s an act of bringing people into the process and requiring them too... because I think as a coach or leader or trainer...we can assume we know how to problem solve. And that’s not the problem at all...”</p>

Code	Description
<i>Challenges</i>	Challenges university sport programs face in providing opportunities for FSAs to learn and practice TL skills

Themes	Description	Significant Statement Examples
Time		<p>Head Coach Soccer: “There are kind of two things for me...one was playing the John Herdman video for the team, that kind of slipped by... anyways I put it up on team HUDL so they can watch it on their own time. That’s a big challenge, is trying to get everything done..”</p> <p>Athletic Director: “But it all takes time, that’s the toughest part. [Head Coach Basketball] is very fortunate because he has that time...all the rest of my coaches are part-time. I’m always trying to fill in the gaps to some degree..”</p> <p>Athletic Director: “I think the hardest thing for me is that most of my coaches are part time. They all have full-time jobs, they have children and a lot and it’s hard to expect all of this extra.”</p>
Staying intentional		Head Coach Soccer: “where most of us are part time and even when you are full time and here there’s still so many things going on in your life and to be intentional with your time in doing this. I found that there was quite a few things that went on in the past couple weeks that it was hard to keep this top in mind and we kinda talked about our season started not how we would’ve liked it to be, so as a coach like just the expectations and the pressure of focusing on deliverables like tactics and what do we need to change and those type of things and then pushing this like okay I’ll get to it I’ll get to it so that’s one of my big learnings from this week is know that this is just as important as those things or more so I think.”
Player load		Head Coach Soccer: “I’m struggling to be cognoscente of not taking over too much of the players’ time because that’s been an issue in the past. Players come in and if we add sessions or whatever, they feel overwhelmed...so just being cognoscente of their time and trying to fit it in.”

Code	Description
<i>Intentional Planning</i>	How to overcome challenges university sport programs face in developing FSAs to become transformational leaders through intentional planning.

Subthemes	Description	Significant Statement Examples
Session planning		Head Coach Soccer: “And then the second one is just what you guys were talking about, it’s coming in with a session plan of okay tactically this is what we’re working on but also creating situations to learn idealized influence that will force our athletes to not just focus on what we’re looking at tactically but this

part of leadership. So in a session plan, well our topic is defending, our topic is also being a good role model or something... bringing that into it.”

Head Coach Soccer: “So it could even be about for female student-athletes like putting them in situations so that they can practice, like within our roles, putting them in situations to practice a specific skill...It could literally be the debrief is when they learn about it but they practice it before the learn about it.”

Mental Skills Coach: “And what you’re talking about is desirable difficulty. It’s the creating discomfort so that you learn.”

Resources: *Books*

Head Coach Soccer: “...if there’s a book you want to read, the many that I’ve probably said... It’s called What Drives Winning by Brett Ledbetter.. anyways Becky Burleigh, which is a coach down at Florida state with the Gators and one of the things that she said, I just read it for different research.. basically it looks at developing character, it’s not looking at results but really focusing on character because its character which drives process.”

Head Coach Soccer: “I know for me, when I was a student athlete I read a lot about leadership.”

Female Student-Athlete 2: “ But coming back to that question you ask earlier, got to know that...reading too, I’ve read a lot of books...watched a lot of TED talks.. I probably listen to motivation every time I wake up. I wake up at 6am and I’m like motivation on... I drink hot water in the morning and that’s what I do.. you drink hot water, and then coffee...but books, books.”

Mental Skills Coach: “There’s a good thing, I think I have it at home D, I’ll bring it in and leave it here...a book that actually [Head Coach Basketball]’s sister gave me called fierce conversations, it’s got lean in written all over it. That just on the other side of the discomfort is all of the things you want.”

Resources: *Videos*

Mental Skills Coach: “There is a really great video by a guy named Rick Lavoie. And he is an educational specialist and he use to run a school for kids who were challenged in Boston. And he does a ten minute presentation on poker chips. And that kids are born with a certain amount of poker chips, they show up with some 50,000 and some with ten. And as coaches, leaders and parents our job is to leave our children with more poker chips at the end of the day than at the beginning of the day.”

Head Coach Soccer: “One is show the women’s soccer team the John Herdman living above the line video. Great video, so that will be the idealized influence.”

Outside varsity	Using activities outside of the varsity programming to provide FSAs chance to learn and practice TL skills	Female Student-Athlete 1 (Observation Notes) - <i>Intellectual Stimulation – provide opportunities for “low-risk” leadership through events unrelated to the soccer team (primary athletic priority of the player). Example: lead coaching sessions by joining youth teams or running day camps. Ex: Assign a leader at recovery sessions (for part or all of the session). Encourages creativity and innovation without as much pressure to avoid making mistakes.</i>
Outside varsity: <i>Coaching</i>	Use coaching as an opportunity for FSAs to learn and practice TL skills	<p>Head Coach Soccer: For me, I think I’m going to look at, one for Intellectual Stimulation, we are going to have some players coaching a camp this Friday so really getting them, speaking a little bit about trying to get the kids to problem solve. So it’s a big push in coaching now, discovery games so...we’re going to try to do that and get them to plan a session where they can get the kids to problem solve and lead. We’ll probably talk a bit about role modeling and things like that as well.”</p> <p>Female Student-Athlete 2: “... then I moved into when I coach, so a lot of the times, I’m starting to get other kids to make other kids make them their own ideas.... And then another way is I talk to a therapist and he was just like, some people do this in a certain way and maybe you want to try it too...Through a therapist, through coaching I practiced and through a coach that I use to coach with, that does it every day all day.”</p>
Outside varsity: <i>Community Events/ Volunteering</i>	Use community events or volunteering as opportunity for FSAs to learn and practice TL skills	<p>Female Student-Athlete 1: “...when we did that volunteering with Meg last year, we obviously saw the older community too and then other volunteer events where there are a lot of people that are maybe not in the same social status or economic class, so seeing how the world operates, just being able to remove yourself from the situation and seeing that the world is much bigger than soccer.”</p> <p>Head Coach Soccer: “One thing I was thinking for creating a compelling vision is like having the team like raise money for something. Like whether it is a charity or something like that.”</p> <p>Head Coach Soccer: “One was that we had Orange Shirt Day happen and as a team we talked about that...just on the discussion on the importance of diversity and the whole idea that ever child matters. So we watched a video and there are two quotes in it that really spoke to as a person setting yourself up to be a leader and be able to understand the behaviours that are associated with someone who implements individualized consideration, one was.. she said, a residential school survivor, she said “no one listened to us, our feelings didn’t matter, we didn’t matter”. Just the idea that every single person is important and being able to treat each person with the respect and the dignity that they deserve. And then she also said “today is a day for survivors to tell their stories and for us to listen with open hearts”...So again I think that speaks to, this is something I think everyone should do anyways... but just drawing attention, and even if it wasn’t directly... we didn’t say “as a leader, you need to be able to do this...” we just had a conversation about the day, showed the video and probably talked about it for two minutes...but that was just kind of a way that we can look at the importance of recognizing diversity and the importance of reconciliation and the different behaviours and skills that come along with that...so that was one of the things that we did.”</p>

Code	Description	
<i>Reflective Exploration</i>	How to overcome challenges university sport programs face in developing FSAs to become transformational leaders through embracing a reflective approach within varsity programming.	
Themes	Description	Significant Statement Examples
TL Moments	Using spontaneous TL moments that take place during varsity programming to allow FSAs to learn and practice TL skills	Head Coach Soccer: "We had another player that had a tough game and I recognized that but I knew for me to say oh its fine don't worry about it, move on... it's not going to have the same effect so I txt'd one of our captains just to reach out to her... and she txt'd me back anyways and said I'm going to go take her to see a puppy...she was already doing it anyways, that was pretty cool to see she recognized it anyways and was implementing that."
TL Moments: <i>Self-reflection</i>	Providing FSAs with opportunities for self-reflection of spontaneous TL moments that take place during varsity programming	<p>Female Student-Athlete 1 (Observation Notes)- <i>Individual Consideration: Sarah's conflict with prof before game (notice difference in person, take action to support)</i></p> <p>Female Student-Athlete 2: "So I kind of I think that I could have in that moment been a better communicator or a better motivator by actually being like hey [Female Student-Athlete 1] I need you to pick up the communication I'm hurting like if I actually clearly said exactly what was going on that would've been a better time, cause I recognized that I was a big voice at that moment but when I backed off and then didn't give it to somebody else as a role that was an issue. That was the only part of that effort that I didn't think that I could've done better."</p> <p>Female Student-Athlete 1: "I think it's the exact same thing... it's like growing up, you think it's important to have a role model and then you... I'll use my first year as an example too, being new on the team, then seeing the other side... you can't unlearn this.. once it's revealed to you, once it's aware, you realize how important it is, where it was all along and where you can pick it out, and where you can reflect. I think the self-reflection has made it really evident."</p>

TL Moments: <i>AD leader debrief</i>	Athletic Department leaders debrief TL moments so FSAs can become aware and learn/practice TL skills in the future	Head Coach Soccer: "There was even something the other day, I chatted with two players.. the whole team was running, but they weren't running because they didn't have to...they didn't lose.. even though everyone else was running. And I just asked them, why weren't you running.. oh okay, as a first year player I'd probably run. Then just explaining why might that, how does that impact your teammates. So as a role model, like even if you're a first year player, how can that still positively impact your teammates by showing okay I'm going to run with you... it could be too those moments, its debriefing those moments... made them aware of the situation because they probably wouldn't have even thought about it. So even just debriefing on those little things.."
TL Moments: <i>Group discussion</i>	Provide opportunity for FSAs to have the chance to discuss TL moments in a group setting	Female Student-Athlete 2: "I think talking it out for me personally has been different level... just thinking it, knowing it is great but having the conversation around people who are like-minded, really made it be next level and actually brought new perspectives for you to learn." Athletic Director: "This whole process is inspiring for me personally...I have to share this with everybody, I have to share this privilege I have and all of the thoughts and ideas. I wish athletes should be in on it, maybe there is an athlete's forum. Maybe we create an athlete's forum. It's difficult because it's not about burning anyone or hurting anyone, it's about learning."

Appendix C

Transformational Leadership

how can students do these things

Idealized Influence

- Behave in ways to serve as a role model for followers
- High standards of ethical and moral conduct (consistent in their actions)
- Encourage development and most importantly, achievement of each follower's full potential
- Display a sense of power and confidence

Inspirational Motivation

- Behave in ways that motivate and inspire those around them
- Communicate clear and compelling vision for future
- Express confidence that goals will be achieved
- Encourage followers to envision attractive future states, which they can ultimately envision for themselves
- Motivate those around them by providing meaning and challenge to their followers' work

Intellectual Stimulation

- Encourage followers to be innovative and creative
- Do not publicly criticize followers' mistakes or ideas
- Include followers in addressing problems and finding solutions
- The leader gets followers to look at problems from many different angles

Individualized Consideration

- Pay attention to each followers' unique needs
- Followers are not treated as ends or means, their unique dignity and interests are respected
- Teaches/coaches; is a mentor
- Provide new learning opportunities in supportive climate
- Two-way communication, effective listening

Avio, B.J., & Bass, B. (2004). *Multifactor Leadership Questionnaire* (3rd ed.). Nebraska: Mind Garden, Inc. Retrieved from <https://www.mindgarden.com/multifactor-leadership-questionnaire/238-mlq-manual.html>