

Exploring the Experiences of a Woman Teacher-Coach in British Columbia:

A Life Story

by

Stephanie Kendall

BHK, University of British Columbia, 2014

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We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

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Abstract

The purpose of this life story study was to explore the experiences of a woman high school teacher-coach and the factors that have contributed to her maintained involvement in sport leadership throughout her life. One participant took part in one timeline interview and four subsequent semi-structured interviews over several months. The resultant transcripts were analysed using a combination of narrative and thematic analysis. The findings of this study provided insight into four broad themes: passion for sport, perception of gender, personal traits, and community and belonging. This study contributes a unique, in-depth, exploration of life as a woman teacher-coach in Canada, and the facilitating factors for long term sport involvement. Future studies may explore the experiences of women volunteer coaches.

Keywords: sport leadership, teacher-coach, gender, life story, work-family enrichment

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Chapter 1: Introduction

Women are underrepresented in coaching and sport management careers in Canada and around the world (Brown & Light, 2012; Hovden, 2010; Joseph & Anderson, 2016; Kidd, 2013; Norman, 2010; Pfister & Radtke, 2009). Despite the fact that women have made strides forward and found considerable success in the sporting world in the last several decades, women are still lagging behind in leadership and coaching positions. According to an analysis of the Canadian Interuniversity Sport (CIS) organization done by the Canadian Association for the Advancement of Women and Sport (CAAWS), 68% of head coaches for women's teams were men, while only 1% of head coaches for men's teams were women during the 2012 to 2013 season (Canadian Association for the Advancement of Women and Sport, 2016). These numbers are reflected at the highest amateur level in Canadian sport as well, with only 11% of all Canadian Olympic Coaches being women at the 2018 PyeongChang Olympic Games (Canadian Olympic Committee, February 2, 2018). Similarly, only 1 of 15 coaches at the 2018 Paralympic games were women (Coaching Association of Canada, 2018). This is especially startling considering that Canada's women Olympic athletes are producing comparable success, having come home with at least as many medals as their men counterparts in the last two Olympic games (Canadian Olympic Committee, February 14, 2018; Kidd, 2013). At the community sport level, women are far outnumbered by men in volunteer coach positions. According to Statistics Canada (2013) approximately 5% of all Canadian adults are involved as amateur sport coaches: 7% of men and 3% of women. There has been a slow and steady increase in women and girl's participation in the last decade, but it has not narrowed the gap between the genders.

Research has identified a number of barriers that may prevent women from pursuing and achieving careers as sport leaders. Women often hold the belief that there is a lack of opportunity

for them in sport industries (Kerr & Banwell, 2014; Norman, 2010; Walker & Bopp, 2011). This perception may stem from a lack of role models and networking, or discriminatory hiring practices in these male dominated spheres (Joseph & Anderson, 2016; Kidd, 2013; Pfister & Radtke, 2009). The sport industry is homologous in nature and the status quo within organizations is easily maintained (Adriaanse & Claringbould, 2016; Claringbould & Knoppers, 2012). Evidence suggests that the men who already hold leadership positions within sport organizations are more likely to hire men as a “good fit” based on their own experiences as athletes and working dominantly with other men (Joseph & Anderson, 2016). This makes it difficult for women to get a foot in the door and when they do, it is often in roles that fit more closely with traditional forms of “women’s work” (Pfister & Radtke, 2009). Women also carry the burden of the “double shift” that entails having to balance a career while also having to take on the bulk of childcare within their families (Duncan & Pettigrew, 2012; Leberman & Palmer, 2009; Pfister & Radtke, 2009). Although men have children and families it is usually assumed that women will take on the childcare role, meaning they will be less likely to make a full commitment to positions that often require long workdays and travel. This social norm creates a double bind for women. Women who want to pursue these careers are sometimes underestimated by those in a position to hire coaches, and/or limit themselves knowing that their jobs will not allow the flexibility needed for family life (Leberman & Palmer, 2009; Litchfield, 2015; Norman, 2012).

Current research and statistics suggest that there is a trend of women self-selecting out of sport leadership roles (Kerr & Ali, 2012; Kerr & Banwell, 2014). In a survey done by Statistics Canada on sport participation across the country, researchers found that men were more likely to report being involved in sport as a coach or official, but when broken down by both age and

gender, it was revealed that girls between the ages of 15 and 19 were coaching more than twice as often as their boy counterparts (Statistics Canada, 2013). This trend disappears in the 20-24 age range and men are involved twice as often as women all the way up into older adulthood. Research examining hiring practices and policy within university athletic departments reveals more evidence of drop-out. Even within those organizations that have gender equity policies in place there is difficulty in securing qualified women for coaching and director positions (Kerr & Ali, 2012). Despite efforts to actively recruit women who are amply qualified for the jobs they are trying to fill; women do not apply. This suggests that there may be a disconnect between women's needs and what is being offered in terms of employment benefits, recompense, and support.

Despite the complexity of women's underrepresentation, researchers have been able to identify some facilitating factors, mainly with the help of women who have had successful careers in either sport management roles or as coaches. Factors that dominate the literature include positive women role models, mentorship programs, affirmative action policies, creation of support networks, flexible work environment, and supportive spouses (Leberman & Palmer, 2009; Litchfield, 2015; Norman, 2012; Walker & Bopp, 2011). Nearly all of the research in this field calls for structural change and a critical mass of women in these roles to halt homologous reproduction (Joseph & Anderson, 2016). Hovden (2010) suggested that men and women have different perceptions of what is holding women back from stepping into these leadership positions. Hovden (2010) found that men often perceive it to be individual characteristics that prevent women from becoming leaders, whereas women are more likely to perceive the barriers as structural.

While there is a wealth of research examining the perceptions and experiences of men and women who have created successful careers as coaches, there is less information on those individuals who participate in sport leadership roles as volunteers. The *ParticipACTION Report Card on Physical Activity for Children and Youth* for 2018 reported that approximately 77% of Canadian children between the ages of 5-19 participate in structured physical activity or sport (2018). With women coaches being so outnumbered by men coaches, even for women's teams, girls are being left without women role models in sport and physical activity settings. One important subset of volunteer coaches is those individuals who teach at the high school level and also take on the role of coach for their high school's sport teams.

School Sport Canada (2013) reports that each year approximately 52,000 individuals volunteer as coaches within the public-school system in Canada. Due to the conflicting responsibilities of being both a teacher and a coach, a large body of research focuses on role-conflict and burnout in these teachers. As previously mentioned, many women face tremendous pressure to fulfil family responsibilities, which can affect their ability to commit to coaching positions. This imbalance of roles combined with the responsibility of teaching in the classroom creates an interesting context for women's involvement in sport. Given that nearly 750, 000 children participate in school sports in Canada, and women represented 59% of all secondary school teachers in Canada in 2011, it is important to engage in an in-depth exploration of the experiences of women teacher-coaches (School Sport Canada, 2013; Statistics Canada, 2011).

Purpose

The aim of this study was to explore the experiences of a woman high school teacher-coach in British Columbia through a life story approach. The life story approach is a collaborative research methodology by which researcher and participant construct the

participant's life story in a way that feels authentic to them. Through a series of semi-structured interviews, and a timeline interview, I have guided the participant through the process of sharing their history through stories and recollection of memories in order to explore their maintained sport involvement throughout their life. By framing the life experiences of one individual who has succeeded as an athlete, teacher, coach, and mother within the context of the history of women in sport in Canada, I hope to provide some insight into the complexities of maintaining sport involvement. Rather than compartmentalizing the participant's life into common barriers in her career and her sport participation as a teacher and coach, the goal is to share a relatively complete life history and examine the connections between life events and experiences, and how she has found success.

Research Questions

This study was guided by the following questions:

1. What is the life history and experience of a successful woman teacher-coach?
2. What facilitates maintained involvement in sport for a woman teacher-coach?

Operational Definitions

Homologous Reproduction

“...a theory that predicts that a dominant group within an organization... will strive to “carefully guard power and privilege” by systematically reproducing themselves in their own image. In the case of sport organizations, this is accomplished by hiring and promoting other men (Kanter, 1977, p.48 as cited in Sagas, Cunningham & Teed, 2006, p. 503).

Life Story Approach

Qualitative research methodology that utilizes interviews (open-ended, life story, timeline, etc.) in order to collect a narrative representation of life lived from research participants. The term life history is interchangeable with life story (Atkinson, 1998, 2002).

Role Conflict

“The model is used to explain the occurrence of role conflict, which can manifest itself through interrole or intrarole conflicts. Interrole conflicts can occur when a teacher-coach occupies too many roles (i.e., teacher, coach, parent, etc.) that are complex and time consuming. Intrarole conflicts can arise from teaching (e.g., having to teach an extra class) or coaching (e.g., losing an assistant coach) and impact teacher-coaches’ overall ability to manage their responsibilities” (Camiré et al., 2016, p.5). This model was developed by Richards and Templin (2012).

Social Constructivism

Assumes that meanings are created by individuals and their social interactions with others. This paradigm assumes that knowledge and meanings are time and context bound and may be different between individuals. These meanings can be uncovered through an inductive inquiry process (Creswell, 2013).

Sport Leadership

“Sport leadership refers to people in decision-making positions in the realm of sport. They include executives in sport administration, management and governance, as well as coaches and officials” (Adriaanse & Claringbould, 2016, p.550).

Teacher-Coach

Teachers in middle or high schools, who volunteer to be responsible for one or more sport teams in the school at which they are employed (Camiré, Rocchi & Kendellen, 2016).

Assumptions

1. The participant is being truthful and providing full responses to interview questions.
2. The participant is able to recall their experiences accurately.
3. Any recollection of feelings and experiences are bound by time and context.
4. The researcher's past experience is part of the research project.

Limitations

1. Life history research only captures the experiences of the participant involved in the research process; themes cannot be generalized to the experiences of all women who teach and coach.
2. The focus of the study was limited by the researcher's experiences and resources.
3. Any findings of this study will only capture the experiences of the participating individual.

Delimitations

1. Woman high school teacher-coach employed in the province of British Columbia, Canada.
2. Participant is English speaking.

Chapter 2: Review of the Literature

Women are underrepresented in leadership positions in sport, despite the progress that has been made over the last several decades for women. This chapter reviews the current literature exploring this social phenomenon and is presented in three main sections: relevant national and provincial sport policy, the barriers and facilitating factors that women coaches face, and the role conflict faced by teacher-coaches.

Relevant National and Provincial Sport Policy

Since the 1970s, women have made immense progress in gender equity in sport participation, but women have not been able to safeguard against job losses for women coaches (Kidd, 2013). From 1920s through 1960s women's-only sport programs and teams were popular, and almost exclusively coached and managed by women. In the 1970s, social progress influenced the sport world. Feminists in the 1920's and 1930's had believed in women's only sport programming, rules, and leadership, whereas the second wave of feminism in the 1960's disavowed the "separate but equal" mentality (Hall, 2016; Kidd, 2012). Sport programs shifted to become more integrated and both men and women became involved in the management of women's athletics (Kidd, 2012). Unfortunately, this meant that men dominated leadership positions and women's leadership actually began to decline significantly over time.

Title IX in the USA is an example of policy that was set in place to address sexist practices in sport (Brake, 2001). The purpose of the United States Education Amendment of 1972 (Title IX) is to prevent any persons in the United States from being discriminated against on the basis of sex under educational programs that receive federal funding. Although well-intentioned, it has not had the desired effect despite the appearance of successful policy change. The statute resulted in massive increases in girl's and women's sport and physical activity

participation, but there are still major disparities in high school and university sport programs that are masked by the surface success of the amendment. Although schools are legally required to provide equal opportunity, they are not required to value boys' and girls' sports teams and clubs equally, whether it be in resources, funding, facilities, or culturally (Brake, 2001; Kidd, 2013). In many ways the amendment has failed to prevent the devaluation of girls' and women's sport, and it certainly has not protected women's leadership positions.

Canada does not have legislation comparable to Title IX in the USA, however, the country has implemented several policies over the last several decades in an attempt to promote equal opportunities for girls and women in sport, as well as increase the involvement of women at the leadership level in National Sport Organizations (NSO) (Government of Canada, 2015; Hall, 2016). The 1970's in Canada was a time where communities were recognizing the lack of opportunities and gender-biased options their daughters were offered when they wanted to engage in sport and physical activity. According to Hall (2016), the Canadian government responded to this need for attention on girls and women in sport with lack luster attempts to simply identify the barriers to girls, with little action taking place to implement tangible change.

In 1986, Sport Canada implemented the *Sport Canada Policy on Women in Sport*, which addressed systemic and structural barriers, including sex-segregated sport organization (Government of Canada, 2015; Hall, 2016). The federal government would no longer fund organizations which did not serve both sexes. Although well-intentioned, those organizations which showed little effort to actively include and support girls' and women's programs were often not defunded and there was seemingly little incentive to comply (Hall, 2016). The 1990's ushered in greater change in the sport community, with particular help from the International Working Group on Women and Sport (IWG), which was established in 1994 (Hall, 2016).

The IWG “is an independent coordinating body consisting of representatives of government and non-government organizations from different regions of the world” (Hall, 2016, p. 267). Every four years a different country hosts the international conference held by the IWG and in 2002, Canada hosted the event in Montreal. Hall (2016) asserts that this conference was the catalyst for important changes in Canada, including the “incorporation of gender equity principles into Canadian sport policy and federal legislation, and the explicit linking of funding and accountability for national sport governing bodies and multi-sport organizations to a commitment to equity and access for women” (Hall, 2016, p. 267).

The latest Canadian legislation on women in sport to be released was *Actively Engaged: A Policy on Sport for Women and Girls in 2009*. As stated by the Government of Canada, “The objective of the policy is to foster sport environments- from playground to podium- where women and girls, particularly as athlete participants, coaches, technical leaders and officials, and as governance leaders are provided with: Quality sport experiences; and equitable support by the sport organizations” (Government of Canada, 2015, Policy Objective and Results section, para. 17). The policy is joined by an action plan, which focuses on specific ways in which the policy can be implemented in the real world. In addition, Budget 2018 announced a commitment to 30 million dollars over three years toward research, innovation, and programming to promote women’s participation in sport at every level. This commitment is part of the Government of Canada’s target to reach gender equity in sport by 2035. A Working Group on Gender Equity in Sport composed of 12 champions for gender equity in sport was convened by the Minister of Science and Sport with the purpose of providing “a range of views and advice on strategies to better understand and serve the specific needs of women and girls in sport.” (Government of Canada, 2019, Overview section, para. 3). Their current list of recommendations includes

implementation of initiatives to increase the number of women coaches. Despite the promising nature of the policy and action plan put forward, equity has yet to be reached in Canada, or internationally, and women are still underrepresented at every level in Canadian Sport.

British Columbia School Sports

At the provincial level, high school sport in British Columbia is governed by an association called British Columbia School Sports (BCSS). Originally created in 1965, the association adopted a constitution in 1966 and started receiving operational support from the provincial government in 1970. The association is made up of both public and non-public schools from across the province and involves an average of 450 schools and 90,000 student-athletes per year. The governing body of the BCSS is the Legislative Assembly, a group that consists of representatives from every member school. “The Legislative Assembly makes decisions regarding rules and regulations, operating policies, fees, association advocacy programs, positions statements and membership programs and services” (BCSS, n.d., About Us section, para. 5).

According to the BCSS webpage, the membership-based association fulfils its mission of supporting student-athletes and volunteer teacher and community coaches by: “(a) promoting student participation in extra-curricular activities, (b) assisting schools in the development and delivery of their programs, and (c) providing governance for inter-school competition” (BCSS Mission and Values, n.d.). While the association is primarily concerned with providing fair and equitable opportunities for BC student-athletes, they also provide resources and workshops for teacher-coaches and community-coaches. In addition to links to online coaching resources and workshops the BCSS also outlines their Coaches Code of Conduct, which BCSS coaches are expected to uphold. The rules of conduct include the fair and equitable treatment of student-

athletes, observing the rules of the sport in question, and abiding by the Competitive Rules and Regulations of the BCSS, as well as those of applicable local or district sport commissions.

While the BCSS has rules and regulations in place to protect and ensure equitable treatment of student-athletes, there does not appear to be any policy in place to ensure that the recruitment of volunteer coaches is fair or equitable. That said, the webpage provides a link to the association's strategic plan from 2011 (a more recent iteration is not available), which includes a statement about the current weaknesses within the association. Among the listed weaknesses that need to be addressed, are the inability to recruit and retain new community-coaches and teacher-coaches, as well as the increased responsibility placed on volunteers. The webpage does not include an elaboration on the listed weaknesses, nor does it provide an update on whether or not they have achieved any progress regarding the issue.

Barriers to Women Sport Leaders

Women face a number of challenges when it comes to securing leadership positions within sport organizations. Researchers have interviewed and surveyed successful men and women sport leaders, usually those at an elite level of sport, with a special focus on those women who have overcome the barriers so often cited (Hovden, 2010; Leberman & Palmer, 2009; Norman, 2010; Pfister & Radtke, 2009; Walker & Bopp, 2011). There are a series of studies using similar methods and producing similar results, but there are also some unique approaches, all of which help to paint a clear picture of the barriers women face. The following sections will outline those reported barriers.

Homologous Reproduction and Discriminatory Hiring Practices

Much of the research exploring the underrepresentation of women leaders in sport acknowledges the homologous nature of organizations that makes it nearly impossible for

women to succeed in the sport sphere. It could be argued that homologous reproduction is the root of most barriers that women face in the sport world. Homologous reproduction is a theory that predicts that a dominant group within an organization will strive to guard power and privilege by systematically reproducing themselves in their own image (Adriaanse & Claringbould, 2016). In the case of sport organizations, this is accomplished by hiring and promoting other men. This does not always take the form of explicitly discriminatory practices though, and the people participating in these organizations often fail to see the ways in which women face a disadvantage (Claringbould & Knoppers, 2012). In their study examining the hiring practices of sport organizations, Joseph and Anderson (2016) expose the way that men may explicitly state that they believe that women are equally as capable and likely to get the jobs they are hiring for, while simultaneously holding contrary beliefs. For example, during an in-depth interview about what the organization was looking for in new staff, one participant says about hiring women, “At the end of the day, if I have four people stood in front of me and three of them are men but are arseholes and the other is a brilliant lassie, of course I’ll pick her for the job” (p. 594). This form of gender bias may not be immediately obvious, but it illustrates the way that gender bias operates in sport organizations, and the ways that women are held to a higher standard to simply meet the masculine norm.

Claringbould and Knoppers (2012) use the term paradoxical practice of gender neutrality to highlight the different standards that men and women are held to. West and Zimmerman (1987) proposed the idea that individuals use daily practices to “do gender.” These practices, and interactions with others, produce and reproduce gender norms that become seemingly common sense. To believe that a behavior or practice is gender neutral is to assume that it does not benefit one gender or the other (Claringbould & Knoppers, 2012). Similar to Joseph and Anderson

(2016), Claringbould and Knoppers (2012) reveal the assumption of gender neutrality when it comes to hiring practices at sport organizations and newspapers or news broadcasting networks. What the employees perceive as gender neutral ultimately serves the masculine norm and leaves little space for women, especially if they have children. Those women who have made their careers as sports news journalists have adapted their behavior to fit the masculine norm and therefore even the women who have been successful often view similar careers to be inappropriate for many women (Claringbould & Knoppers, 2012). Some of the behaviors that Claringbould and Knoppers' (2012) results suggest are inappropriate include having children, having emotional reactions, and reacting poorly to distasteful jokes and conversation in the workplace. Rather than seeing these as a gendered issue, many of the participants perceive these to be personal characteristics that exclude a person from succeeding in a particular career.

In one study examining the level of preparedness of recent women sport management graduates the results showed further evidence of a masculine norm that hopeful women employees must fit themselves into (Leberman & Shaw, 2015). Survey results revealed that participants felt that being a woman had hindered their career. Follow up interviews showed that women felt as though their best chance for success was to learn how to communicate with men in an approach that may differ from their natural leadership styles. The participants suggested that it was necessary to learn how to navigate a male dominated sphere, otherwise it was hard to earn respect and infiltrate the "old-boys" club. Pfister and Radtke (2009) and Hovden (2010) yielded similar results showing that women perceive their gender as a barrier, whereas men do not. Not only do men not perceive gender to be a barrier, but they are more likely than women to believe that women are not motivated to do these jobs, or that they do not have the leadership style necessary for the position (Hovden 2010; Pfister & Radtke, 2009).

Lack of Role Models and Perceived Lack of Opportunities

As described briefly above, women do not hold many coaching or leadership positions, even within women's sport, and this makes it difficult for women to imagine themselves in those positions (Brown & Light, 2012). Interviews with grant winning women coaches in Australia suggest that early experiences are important for developing strong leadership skills (Brown & Light, 2012). This finding is supported by other studies focused on women who have had successful coaching and sport management careers. Interviews with these women lend nearly unanimous support for the need for more women role models and mentors for up-and-coming girls and women in sport organizations (Leberman & Palmer, 2009; Litchfield, 2015; Norman, 2012; Walker & Bopp, 2011). Joseph and Anderson (2016) suggest that a critical mass of women in sport organizations may help to disrupt homologous reproduction and provide girls with the opportunity to see themselves in positions that had previously seemed closed off to them, a sentiment seconded by Walker and Bopp (2011).

Work- Family Balance

One of the most prevalent barriers to women in sport, as well as other careers, is the presence of family responsibilities. Work-family balance is a common struggle for Canadian working parents, and childcare in particular is repeatedly cited as an important barrier to women trying to establish and maintain their careers in sport leadership (Dixon & Bruening, 2007; Duncan & Pettigrew, 2012; Fowler Harris, Grappendorf, Aicher & Veraldo, 2015; Leberman & Palmer, 2009; Pfister & Radtke, 2009). North American society currently places the onus for childcare on mothers, and there is often little flexibility in workplaces for women who wish to balance their career with child-rearing (Duncan & Pettigrew, 2012). This is commonly referred to as the "double shift," or "second shift" and is a burden not typically placed upon the shoulders

of fathers in similar careers (Duxbury & Higgins, 2003; Leberman & Palmer, 2009; Marshall, 2006). Despite the fact that both men and women value time with their families, and should ideally be involved with childcare, having a family is not necessarily a barrier to men. Women often find themselves in a double bind: they either face inflexible working conditions that require long workdays and travel, or they remove themselves from their careers when they have children, for a short period of time or indefinitely.

Work-family conflict is a popular topic for exploration in current research and has been defined a number of ways. Simply put, French, Dumani, Allen, and Shockley (2018) describes work-family conflict as occurring “when the demands of work or family make it difficult to fulfill demands in the alternative role” (p. 284). This relationship is bi-directional and can operate as work-family conflict (WFC) or family-work conflict (FWC). Canadian families continue to struggle with maintaining work-family balance, and women with caregiving responsibilities are more likely to experience role overload and work-family conflict (Duxbury & Higgins, 2003). Accommodations made in order to improve work-family balance are more frequently made by women, even when they have more training and expertise in their fields than their partners (Gareis, Barnett, & Brennan, 2003). While acknowledging that the burden to make work and life adjustments to improve balance disproportionately falls to women, it is important to note that gaining more work-life balance pays off for both families and society, according to some research (Duncan & Pettigrew, 2012; Duxbury & Higgins, 2003).

Interestingly, reported work-family balance is affected by enjoyment of both paid work and domestic work. Men and women report increased work-family balance if they enjoy work and women report increased balance if they enjoy domestic work. In their analysis of GSS data in Canada, Marshall (2006) found that total work hours (both paid and unpaid) had increased for

both men and women between 1986 and 2005, with both groups performing nearly the same number of work hours each day. The gap between men and women regarding participation in domestic, or unpaid, work has closed slightly, but women are still committing more time to domestic roles. While men perform an average of 2.7 hours per day of unpaid work, women are performing 4.3 hours per day (Marshall, 2006). In sport, a male dominated field, coaching and working with teams can require long hours and travel, putting an additional strain on women with families.

One study funded by the Saskatchewan Teachers' Federation in 2013 examined the ways in which some teachers perceive the increased pressures on teachers as imposed by society and political trends in education, and the effects on their work and personal lives (Saskatchewan Instructional Development and Research Unit, 2013). Through survey data from 950 teachers across the province (71% women), and 10 in depth interviews from a sample of those teachers, they found three themes: Teachers' commitment to and concern for education, barriers to teacher and student success, and compromises to teacher commitment to education. Sixty-one percent of the respondents reported that their job had caused one or more of their personal relationship to suffer, 69% reported that they felt pressure to spend more time with friends and family, and 58% reported being unsatisfied with their ability to maintain balance between their work and personal lives. (Saskatchewan Instructional Development and Research Unit, 2013). BC teachers are currently implementing an updated curriculum and teachers may be experiencing similar increases in responsibility in their jobs, resulting in a similar dissatisfaction with an ability to cultivate work-life balance.

Teacher-Coaches

One significant portion of volunteer coaches in Canada and around the world is teacher-coaches. Teacher-coaches are individuals who not only fulfil regular teaching obligations at the middle or high school level, but also take on volunteer coaching responsibility for one or more sport teams within their schools. According to School Sport Canada (2013) there are approximately 750,000 children involved in school sport each year, with nearly 52,000 volunteer coaches responsible for overseeing the teams. As highlighted by Camiré (2015a), the school systems in most Canadian provinces rely on what can be described as a “gift” culture. Teachers, especially those who teach physical education, are expected to volunteer to coach their school teams with little or no additional compensation. Many teacher-coaches reported experiencing heightened levels of stress and conflict between their teaching and coaching roles. Consequences of this stress include increased rates of drop-out and discontinued involvement in school sport or leaving careers entirely due to lowered job satisfaction (Drake & Hebert, 2002). It is important to note that while the dual role of teacher-coach can lead to role-conflict and burnout, there may be perceived benefits to coaching, including relationship building with student-athletes, and influence on identity, that are positively correlated with job satisfaction (Camiré, 2015b).

The experiences of teacher-coaches garnered the most attention in the 1970s to the 1990s, particularly in the USA. The focus of investigation heavily leaned toward role conflict and role overload (Camiré, 2015a). Role conflict is the result of incongruent sets of expectations between two or more positions held by an individual (interrole conflict), or when individuals find themselves unable to fulfil the requirements of a specific role (intrarole conflict) (Camiré, 2015a; Richards & Templin, 2012). Research studies have highlighted the ways in which physical education teachers are often hired with the expectation of taking on a role as coach, and that some teachers develop a preference for their coaching role. This can create a conflict with their

role as teacher (Konukman et al., 2010; Richards & Templin, 2012). Those teachers who develop a preference are more likely to perceive more conflict and experience more stress than those teacher-coaches who remain neutral. A review of teacher-coach role conflict in the United States found several characteristics that contribute to increased role-conflict: PE teacher background in secondary school sport; PE teacher education programmes historically emphasizing coaching over teaching; PE teachers being hired with the expectation of coaching; and PE teachers being hired to coach sport teams and finding more success as a coach than as a teacher (Konukman et al., 2010).

There are few studies in Canada which focus on role conflict in teachers and even fewer that focus on specific characteristics that may affect the level of conflict experienced. Gender is one characteristic that needs more research, for a number of reasons. Evidence suggests that men and women teachers experience different levels of role conflict in different ways (Camiré et al., 2016; Felder & Wishnietsky, 1990). It appears as though individuals may enter physical education teacher education programs with an orientation toward either teaching or coaching. Research indicates that men with a background in elite sport are more likely to enter teacher education programs with a coaching orientation, while those individuals who enter with emphasised attention on teaching are more likely to be women recruits (Richards & Templin, 2012). In regard to burnout and role- overload, men and women teacher-coaches differ in that men participants are concerned with the continued physical demands, while women participants are more concerned with emotional symptoms like increased irritability, blaming themselves for things going wrong, and losing sleep during the competitive season (Felder & Wishnietsky, 1990). It should also be considered that career women in sport leadership already face the

conflict between family responsibilities more than their men counterparts and being a volunteer teacher-coach adds another dimension of stress and conflict.

Why is it Important to Have Women Sport Leaders?

A comprehensive review of the literature on the presence of women in positions of power on corporate boards reveals the importance of having women on boards (Terjesen, Sealey, & Singh, 2009). Their review suggests that gender diversity on boards contributes to more effective governance. Women bring unique skills, knowledge, and experience, they help to promote non-financial performance (i.e., customer and employee satisfaction), and more sensitivity to diverse perspectives. Beyond corporate success, Adriaanse and Claringbould (2016) highlight the importance of gender equity in sport leadership. If for no other reason, representation of women is important because women represent key stakeholders who should be included: girls and women. Women in Canada participate in sport at every level and Canadian initiatives have been trying to increase the numbers of girls and women who participate in sport and physical activity, since participation numbers tend to be lower than those of their men counterparts (Kidd, 2013). Including more women will shift the homologous nature of organizations and increase the pool of women who are skilled and available. With more women at the table, we can encourage women to participate and stay true to their leadership styles, and girls in sport will be more likely to have their needs met (Adriaanse & Claringbould, 2016).

Situating the Current Study

Most of the literature to date has focused on the barriers that women face from the perspective of women who have either made fruitful sport leadership careers or those who are currently pursuing those careers. There are indicators that women are self-selecting out of these positions and for the future of sport in Canada, it is important that we find out why, and what can

be done to prevent that drop out. Many children and youth in Canada participate in school sport, and it takes a large number of volunteer coaches to keep those programs afloat. Teacher-coaches are in a unique position to influence their students and student athletes, so it is important to extend our knowledge of the experiences of women teacher-coaches so that we can encourage their prolonged engagement and success as coaches. As Richards and Templin (2012) have suggested, there is a need for in-depth research on the complex nature of teacher-coach conflict. One approach that may contribute to the existing literature is narrative interviews with an in-depth focus on the experiences of one successful woman high school teacher-coach and her resiliency in the face of conflict.

Chapter 3: Methods

The purpose of this study was to explore the experiences of a woman high school teacher-coach in British Columbia through a life story approach. This chapter addresses the methodology of the study, including study design, participants and recruitment, researcher background, data collection, and data analysis. Much of the previous research in the area has relied on single individual interviews with several subjects to accommodate for the busy schedules of the participants, or surveys in order to reach a larger sample population. Using a life story methodology, I conducted a series of in-depth semi-structured interviews, along with one timeline interview, with a single participant in order to examine the complex relationship between the roles of teacher, coach, athlete, wife, and mother, and the factors that facilitate her maintained involvement in sport.

Study Design

The goal of this study is to provide a rich description of a woman teacher-coach's life and experiences, which will allow the researcher to expose both the barriers and facilitating factors that have contributed to the participant's life-long involvement in sport and sport leadership. This study takes the form of a life story, also commonly referred to as a life history (Atkinson, 1998). As described by Atkinson (2002): "A life story is the story a person chooses to tell about the life he or she has lived, told as completely and honestly as possible, what the person remembers of it and what he or she wants others to know of it, usually as a result of a guided interview by another. ... It includes the important events, experiences, and feelings of a lifetime" (p.125). This life story study began with a single timeline interview, where the participant was given the opportunity to track their key experiences and feeling over time in a visual manner using chart paper and permanent markers. The timeline interview was followed by series of one- on- one

semi-structured interviews following a general interview guide, where the participant was asked to reflect on and recount experiences ranging from childhood to the present day. (Bruner, as cited in Atkinson, 2002). Generations of research have relied heavily on the stories of men, and more diverse voices, including those of women, need to be heard, analysed and theorized about in order to balance out the longstanding emphasis on one set of stories (Atkinson, 2002).

The life story methodology is grounded in the use of narratives. In order to understand the value that engaging in life story research can have, it is important to first understand what a narrative is. In its simplest form, a narrative can be defined as “a spoken or written account of connected events; a story” (Narrative, n.d.). In the context of research, Riessman (2005) characterizes narratives as having sequence and consequence. “...events are selected, organised, connected, and evaluated as meaningful for a particular audience” (p.1). Narratives can be gathered through a variety of methods, including interviews (narrative, semi-structured, life story, timeline, etc.), observation, document collection, and storytelling. In one life history study conducted by Wallace and Bergeman (2002), the authors highlight the way in which life stories can help to illuminate the connections between personal biographies and the way life is experienced. More specifically, “these personal narratives can highlight heretofore unseen influences on topical issues that may otherwise be difficult to research.” (Wallace & Bergman, 2002).

Life story research includes both chance and subjectivity. While a relatively uniform research methodology can be applied, different researchers asking different questions can still end up with a reasonably complete life story. Atkinson (1998) describes it as a methodology that is approached scientifically but carried out as an art form. Even when it comes to interpretation of the data collected, the process is highly subjective. “The life story provides a clear and ordered

record of personal truth that, of necessity, consists of both “fact” and “fiction.” *This is the most we can ask of a life story* [emphasis added].” It is important to note that narratives that are collected for academic purposes do not speak for themselves. In order to be used as data, they must be analyzed, and any findings are the result of the interpretation of the researcher (Riessman, 2005).

Life story methodology fits into the qualitative research paradigm. As described by Yin (2016), qualitative research allows us to delve into the real-life experiences of real people and allows us to explore their unique perspectives in a way that other research methods cannot. By using a qualitative research methodology, we can take into account the context of people’s lives and experiences and yield rich, descriptive data that has the potential to expose new concepts and ideas not previously explored. Without considering the context within which humans exist, it is hard to truly understand what their experiences were like, and why. Many studies in the current body of literature compartmentalize the experiences of women sport leaders into barriers they have faced, or factors which may have helped them succeed. Norman and Rankin-Wright (2018) also assert that the bulk of research examining the underrepresentation of women sport leaders has been dominated by quantitative studies. Wallace and Bergman (2002) point out that one strength of qualitative research is the focus on process, rather than simply outcome.

Participant Selection and Recruitment

This study includes a series of interviews conducted with one woman teacher-coach. Due to the research questions of this study being very specific in nature, purposeful sampling was utilized. The study’s supervisory member’s work in teacher preparation and her research within BC school districts created many contacts with working teachers, including teacher-coaches. A list of several potential participants was developed, with the intention of inviting one individual

at a time to participate in the study until an individual consented to participating. The first individual who was contacted consented to participation and followed through with the project. The research questions sought to explore the experiences of a Canadian, woman teacher-coach fulfilling multiple roles in her life, minimally as a full-time teacher and coach of at least one sport team in her school.

The participant for this study is a woman who has held a position as a full-time high school teacher, where she has also been a volunteer sport coach, in British Columbia for 24 years. Along with her teaching responsibilities, she coaches for at least one of her high school's sport teams each year and is the mother of two school aged children, whom she also coaches in a number of sports at both community and school levels. Her husband of 14 years works in a position where he rotates between one month away for work, and one month off at home, which has resulted in a unique parenting dynamic. Additionally, she has played sport both competitively and recreationally from the age of four to the present day.

Data Collection

Before data collection began, ethics approval was granted by the University of Victoria Human Research Ethics Board (see Appendix A). Data collection included two different styles of interview: timeline and semi-structured, which will be described in the following section. For the purpose of this study, I drew heavily from Atkinson's work on life story interviewing to guide the interview process (1998). While I did not employ life history interviews specifically, the intention and principles are important for a life story study.

Timeline Interview

One subtype of the qualitative interview that is used in life story research is the timeline interview. As described by Adriansen (2012), "it is a tool to provide a visual representation of

main events in a person's life and for engaging the interviewee in constructing this story" (p.43).

The creation of a timeline might be used as a way to begin the life story research process, or it can be the basis for a full interview with the research participant (Adriansen, 2012). For the purpose of this project, the timeline interview was one of five interview sessions. While the timeline interview is not sufficient alone, it can easily be used to supplement other data collection methods. The interview process proceed as follows:

Step 1. The interview starts with a large piece of paper and a number of colored pens. The paper will begin with a single line drawn horizontally through the middle, along which the interviewee will place important events in their life. According to Adriansen (2012), the interview usually proceeds by adding the main events of one's life on one side of the line, and outside events that influenced those ones on the other side. The timeline is not limited to a single, linear line. For example, there may be three or four lines that represent different contexts, such as the local, national, socio-political, etc. As the participant constructs their timeline and shares stories, it is the researcher's job to guide the process and prompt further reflection on topics that are of relevance (Adriansen, 2012). The interviewee should be encouraged to write and draw on the paper as much as they like. This process may be recorded using a tape recorder, and ultimately the completed timeline will be used as a visual tool throughout the interpretation process for the life history as a whole.

There are several benefits of using a timeline interview. Firstly, the process can help foster trust between researcher and interviewee and create a sense of ownership of the project as a whole. Sharing a life story is an intimate act and is one that requires a trusting relationship between the parties involved (Adriansen, 2012). By beginning a life history research project with an interactive timeline interview, it gives the interviewer and interviewee a chance to work

together in an environment that can be less intensely personal than a face- to- face interview. Secondly, the creation of a visual representation of one's life allows the participant to fill in gaps in their story and draw connections between events and circumstances that they may not otherwise see (Adriansen, 2012). The creation of a timeline may actually increase the reliability of the data collected, as it prompts the participant to remember past events and tell subsequent stories with more accuracy. It can also facilitate the telling of several stories, feelings and events simultaneously, rather than strictly linearly. Lastly, a strength of the timeline interview method is its focus on holism (Adriansen, 2012). The rationale for selecting a life story approach for this project is the lack of nuanced research into the experiences of women who coach. Context is crucial for the way we understand different events and different experiences in people's lives, and the life story research process can facilitate an understanding of the interconnections that are so crucial.

The completed timeline will ultimately be data that is used during the analysis process. Adriansen (2012) likens the data produced to notes taken during the interview process: the timeline provides information necessary for analysis and interpretation but is not meant for publication. Not only would the timeline likely not provide any meaningful information to the reader, but it can also compromise anonymity. Ultimately, the participant may revise the timeline, asking for things to be removed or added, and this is well within their rights. As asserted by Atkinson (1998), the life story is the participants to construct and reconstruct as they like, and it is theirs to decide what will and will not be shared. The interviewee will receive a copy of the timeline upon request.

In-Depth Semi-Structured Interviews

Semi-structured interviews are a subtype of the qualitative interview and involve participation from a single participant and one or more researchers (Atkinson, 2002; Creswell, 2013). The aim of the interview is to give the interviewee a voice and to have them share stories, answering a series of open-ended, but pointed questions (Flick, 2014). As asserted by Wengraf (2001), the in-depth semi-structured interview is a special kind of conversational interaction. While the interview is at least partially structured, the interviewer will likely do a substantial amount of improvisation and the interaction will ultimately be co-created by both interviewer and interviewee (Wengraf, 2001)

A rough interview schedule was drafted, including questions suggested by Atkinson (1998, 2002) and topic- specific questions I composed myself (see Appendix B). Atkinson (1998) suggests selecting 30-50 questions that are relevant to the participant. These questions helped keep the interview moving forward during lulls in the participant's responses, and to address the research questions directly. In addition to preparing the questions for my own use, I provided the interviewee with a sample of 16 questions beforehand (see Appendix C), in order to get them thinking about the stages of life and experiences they might want to share during the actual interview. I also invited them to bring along any artifacts or pictures that may trigger memories and ideas they thought were important.

Atkinson (1998) suggests that life story interviewing might take dozens of hours, but for research purposes 3-5 hours of interviewing over two or more sittings works well. The length of time spent constructing a life story is of course dependant on the interviewee and how much they wish to share, and how much time they are able to commit to the process. The amount of data collected, and time spent interviewing is also contingent on the researcher and how well they

facilitate the story telling and how effective they are at guiding the interviewee through the process. If all goes well, it is better to have an overabundance of data that tells a complete life story, rather than collecting the minimum amount (Atkinson, 1998). A substantial amount of rich narrative data allows the researcher to build their analysis upon a broad understanding of their interviewee, even if they do not utilize every piece of data collected for the final research product. For the purposes of this study, the participant took part in four semi-structured interviews, ranging between 60 to 90 minutes in length over a period of three months. After a period of transcribing and analysing data, the final interview was scheduled as a follow-up, and was conducted to clarify and expand on topics that I determined needed to be covered further for comprehensive understanding.

Atkinson (1998, 2002) has written extensively on conducting life story research, and I will describe the interview process as guided by his suggestions.

Step 1. I recruited my participant via email, sending them a scripted invitation to participate in the study (Appendix D). Once they agreed to participate, we met in person and reviewed and completed the participant consent form (Appendix E). I informed them that I would be collecting their life story for research and publication purposes, and that they may stay anonymous if they wish to. I also made it clear that they will have the final say in the final transcript.

Step 2. Following completion of the participant consent form, the first interview was scheduled. The participant was given the option to choose a location. Atkinson (1998) suggests that the participant should ideally choose a space where they are comfortable. Context is important, as spaces can help trigger memories, which may be helpful for someone telling their life story.

Step 3. I prepared for the interviews by collecting the following materials: an audio recorder, poster paper, and colored pens, and by making sure I was familiar with the research topic and the participant's circumstances. Preparing in this way assured that my participant that I had sufficient understanding of what it was I was asking them to share with me (Atkinson, 1998).

Step 4. Each interview began with a reminder that their consent was ongoing and that they may choose to withdraw from the study at any point for any reason. They were also reminded that all information shared would be kept private and anonymous. The interview proceeded with open-ended questions and the participant was given ample time to elaborate on each topic as they desired. I would interject with prompts or probes as appropriate, and at times the interview flowed into a conversational form, as suggested by Wengraf (2001). Showing the appropriate level of engagement is key to the qualitative interview process. Quantitative researchers strive for objectivity and avoid influencing their participants one way or another. Atkinson (1998) argues that in qualitative research, and life story research in particular, showing emotional responses can be appropriate. "More important in the life story interview than formality, or appearing scientific is the ability to be humane, empathetic, sensitive and understanding" (p. 28).

Each interview was scheduled to be 60 minutes long, and the participant was reminded of the time at the 60-minute mark in the case that they had subsequent commitments. Each interview ended with a chance to share any final thoughts or questions, and the subsequent interview was scheduled at that time. Atkinson (1998) stresses the importance of thanking the participant and letting them know how valuable a gift they have given by sharing their stories for the purposes of research. I thanked the participant for their time and energy and made it clear that

the stories they have shared are ultimately their own, and that the transcript would be passed along to them at completion, so they could redact or add information as they wished.

Step 5. Once all of the interviews were completed, I transcribed them verbatim. Each interview was audio recorded. The participant was given the opportunity to choose pseudonyms for themselves and their family. The participant was provided with a full copy of all transcriptions to review prior to data analysis so they could request any changes they desired.

Data Analysis

The first step of data analysis was to familiarize myself with the interview data and to transcribe the interviews. Once each interview was transcribed verbatim, I edited each for clearness and formatting, keeping the transcript in their words, not mine. Atkinson (1998) asserts that transcribing will require some editing to create a readable transcript and convey the interviewees “intended meaning.” Once the transcription process was complete, I reviewed the transcripts while listening to the audio-recordings to ensure that the final product was accurate. Once I was confident that the transcription was complete, I sent the transcripts to the participant to review and make any desired changes for the final draft.

There are numerous frameworks available for the analysis of narrative data, most of which are designed for studies examining several stories at once (Braun & Clarke, 2006; Clandinin & Connelly, 2000; Riessman, 2005). Popular frameworks frequently employ different styles of coding and thematic analysis. Due to the nature of this life story study and the use of a single participant, I chose to follow both Polkinghorne’s (1995) guidelines for narrative analysis, and Braun and Clark’s (2006) guidelines for thematic analysis. The results of this study include a participant profile, describing the participant’s life story in some detail, and themes that were formulated through coding and analyzing the interview data.

According to Polkinghorne (1995), “the process of narrative analysis is actually a synthesizing of the data, rather than a separation of it into its constituent parts” (p.15). Ultimately, the narrative analysis will result in a coherent story using the data collected from the participant, as narrated by the researcher. Polkinghorne (1995) stresses the importance of plot in the resultant story. It is the researcher’s task to uncover the plot which explains and connects the events that lead to the conclusion, or focus, of the study. Once the researcher has completed the transcription process and identified the conclusion, or what Polkinghorne (1995) calls the “denouement,” he suggests the following steps in order to write the story: (a) Arrange the data elements chronologically, (b) identify those data elements which contribute to the outcome of the story, (c) look for connections and causal relationships between data elements and identify “action elements” which explain how and why events played out the way they did, and (d) beginning with a plot outline, draw the data elements together into a whole and write the story. This process allows for the researcher to create a coherent whole that is chronological and allows the reader to see the bigger story being told. The goal of this process of storying and re-storying is to maintain a true presentation of the participant’s stories and narrative data, while allowing the reader insight into why and how things happened. This helps elicit empathy and understanding in the reader by putting the elements of the data into a plot that can be followed, while maintaining the rich nature of the stories told (Kim, 2016).

In regard to theoretical interpretation, Atkinson (1998) suggests that connections made between relevant theory and the data collected are best to be made once the data has been collected. “If you want your research to be the most valid it can be, the theory that is appropriate to the specific story will flow from the story itself” (Atkinson, 1998, p.66). While a key part of the interpretation and analysis is the construction of a single coherent narrative with a beginning,

middle, and resolution, the researcher can also use the life story to understand broader social processes (Atkinson, 1998). Through life stories, we can gain insight into the cultural influence on one's life, which can also give us an idea of what may have happened for others as well. Once the life history is constructed between the researcher and interviewee, theoretical connections can be explored.

In addition to the creation of a participant profile, the data was analysed using thematic analysis. According to Braun and Clarke (2006), "thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data" (p.6). The aim is to systematically identify codes, patterns and themes across data sets, minimally organizing and providing rich description of the data collected. A versatile tool for qualitative research, thematic analysis is a helpful set of guidelines for describing and interpreting data (Braun & Clarke, 2006). This study takes an inductive approach and is data- driven, meaning that the coding process was not attempting to fit the data to premeditated set of themes. Taking a social constructivist stance, the analysis was done at a latent level, examining the contextual underpinning and the structural conditions that create the reality of the accounts provided by the participant.

Braun and Clarke outline six phases of thematic analysis: Phase one: familiarizing yourself with the data; Phase two: generating initial codes; Phase three: searching for themes; Phase four: reviewing themes; Phase 5: defining and naming themes; Phase six: producing the report.

Researcher as Research Instrument

It is widely acknowledged that during qualitative research, the instrument for data collection is the researchers themselves (Yin, 2016). As addressed previously, human perspective is subjective, and reality is interpreted based on an individual's experiences, beliefs, and biases.

It is important that I situate myself as the research instrument and I will discuss my own background and perspective on the study.

I chose to pursue this topic for several reasons. First and foremost, I advocate feminism, a movement defined by author and activist, bell hooks, as “the struggle to end sexist oppression” (hooks, 1984, p.28). I believe that gender disparity is a worthy topic to tackle, and one that is very important if society is to grow and become a more equitable place for all. Sport is historically a domain dominated by men and is considered by some to be one of the few spheres where traditional masculinity can thrive in ways that are no longer acceptable in the rest of society. We are currently living in a time of social change, and it is time that gender disparity in sport and sport related careers comes to an end. Secondly, I grew up as what some people might call a “tom boy,” and negotiating that identity as a girl and teenager and then finding feminism as an adult has exposed me to some of the paradoxes that come with being a girl in sport. When I was young, I rejected all things “girly” and dismissed them as weak or silly and, in some cases, not attainable for someone like myself. I experienced all sorts of implicit and explicit sexist attitudes from coaches, parents, and peers, some of which I internalized and have had to work hard to unpack over time.

Although I played team sports like basketball and volleyball in high school, where my coaches were primarily men and gender divisions were obvious and hard to avoid, I was also a speed skater, where I was exposed to a different side of sport culture. Over the 13 years that I skated I competed mostly in groups that were based on skill level and performance, rather than divided by gender, and I was fortunate enough to have women as coaches that were well respected and knowledgeable in the sport. I was encouraged to coach as a volunteer for the younger groups, which I happily did, and I was allowed to grow in that position as much as I

cared to. Speed skating fostered a sense of competence and confidence in myself that I did not find in other sporting arenas and will always be an experience that I value deeply.

It was only when I went to university that I realized how fraught sport was with sexist and misogynistic attitudes that hurt not only girls and women, but boys and men as well. Through my course work I was able to examine the ways that I really had been taught to believe that girls were weaker and somehow less valuable than men in sport, and also the ways that I had tried to defend myself against those beliefs. I eventually retired from skating to pursue academics, but I have spent a considerable amount of time reflecting on my experience as an athlete and how my experience follows the same narrative of so many other women. I have a young niece now, who is engaging in sport and I want her to have a different experience than what many girls have growing up. I want her to never doubt that she is strong and capable and for her to always try her best and excel in the activities that she enjoys. Reflecting on my own experiences and delving into the literature has made me aware of some of the obstacles she may face, and this project is one way that I can chip away at the current gender norms that may prevent her and girls just like her from doing what they love and excel at.

In regard to what I expected to hear from my participant about her life and experiences as a working mom, teacher, coach and athlete, I anticipated that she would report some struggles maintaining a balance between her work and family life; however, given her continued participation in sport and sport leadership, I found it likely that she would describe support networks and other systems in her life that allowed her to be so actively involved in sport over a long period of time. I also believed that given the current literature and findings in the field of women in sport leadership, she might describe some experiences throughout her career, especially as a volunteer sport coach, where she had faced either implicit or explicit gender

discrimination. I was not sure how these experiences would be manifested in her life, but I did believe that she would report one or more negative experiences as a woman sport coach.

Adopting a life story approach for this study required me to be especially mindful of my own assumptions and beliefs as I interacted with and got to know the participant. As previously mentioned, qualitative research is not an objective pursuit and as the researcher it was my responsibility to honour the authentic voice of the study participant. Any findings yielded by this study was my interpretation of the stories shared, but through consultation with the participant and careful attention to rigorous research practices, my goal was to construct an accurate portrayal of the experiences of my participant and the connections between the data and the existing knowledge base.

Rigour

Remaining consistent with the choice to follow the guidelines of Atkinson (1998, 2002) for the data collection and analysis process, I also followed his suggested control measures for narrative validity. Atkinson (1998) lists three main control measures that can help to ensure the trustworthiness of a life story research study: (a) internal consistency, (b) corroboration, and (c) persuasion. First, since the purpose of a life story is not to collect historical truth, but an individual's recollection of important experiences, external consistency is not a legitimate measure of validity. Internal consistency means that one statement made by the participant should not contradict others. As the researcher, it was my responsibility to clarify any comments that appear to differ significantly from previous ones. Secondly, the participant should be able to confirm what has been reported when they are given the final transcripts to be reviewed. As previously mentioned, the interviewee has the right to revise narratives even after they have been collected, and those changes do not affect the validity of the life history. Lastly, the completed

life story should be persuasive. This measures how reasonable and convincing the story is.

Atkinson (1998) suggests that persuasion asks the following of the reader: “Does the story compel, stimulate, delight, or invite us in any way?” Riessman (1993) supports persuasion as a control measure and adds that a narrative is more compelling if theoretical claims are supported with strong evidence from the participant’s verbal accounts of events, and when alternative explanations are put forward.

In addition to these measures put forward by Atkinson (1998), I engaged in other reflective practices commonly utilized in qualitative research. Memo writing is a popular tool and helped to organize my thoughts and helped me to ask critical questions about my assumptions and biases as a researcher (Yin, 2016). I began memo writing with my review of literature and the writing of the proposal and continued until the project was completed. Lastly, I utilized peer debriefing. The analysis process can become repetitive and takes a lot of time and effort, so consulting with peers who are not immersed in the study can help to make sure that themes have been properly deduced, that the findings have not been taken out of context, and that the results tie in with research purpose etc. (Yin, 2016).

Positionality

This study adopts a social constructivist stance. As described by Creswell (2013), social constructivism assumes that meanings are created by individuals and their social interactions with others. This paradigm assumes that knowledge and meanings are time and context bound and may be different between individuals. These meanings can be uncovered through an inductive inquiry process. An important feature of social constructivism is that the researcher becomes subjectively involved in their participants lives and the research process. Objectivity is not believed to be possible, nor a goal, in qualitative research. This implies that findings are

interpreted by the researcher as a research instrument, and any findings are not generalizable outside of the participants (Creswell, 2013; Yin, 2016). The findings may be used in conjunction with theory and previous literature to create a rich base of data that can be used to inform practice and future research.

Chapter 4: Findings

This study aimed to explore the experiences of a woman high school teacher-coach, using a life story methodology. A series of five in-depth semi-structured interviews were conducted with a single participant, and all interviews were transcribed, coded, and analysed as described in the methods section. The chapter begins with a participant profile, providing chronological context for the participant's life. A pseudonym was used throughout the findings, and any identifying names of people or places were changed to maintain participant confidentiality. The remaining sections of the chapter will present the findings of this study.

Participant Profile

Joanna was born in Toronto in the early 1970's, and her family moved to southern British Columbia shortly after her birth, where her brother was born two years later. Her family moved relatively frequently due to her father's career, but they spent five years of her childhood in a small coastal town in BC during a time that Joanna considers to be "pretty pivotal." Not only did they have access to the surrounding forest and other year-round outdoor play, but Joanna's school experience also had a particularly important influence on her career path. "[Y]ou know, one of my elementary school teachers, my grade three teacher, was the reason I wanted to become a teacher." Despite not having any extended family in the area, and only spending a short five years in the town, she has fond memories of her time growing up there.

After close to 10 years spent in BC, Joanna and her family moved to a city in the Canadian prairies, where her dad took a position for his job, and where they would stay for another five-year period. Joanna remembers this being a more tumultuous transition for her family, the move taking a toll on her mother more than anyone else. "[H]e ended up with a job [in the prairies], which crushed my poor mother." Joanna elaborated with a laugh, "We moved

there on the May long weekend, and it was snowing. We drove there and she was like, ‘We left BC to come here?’” While it was an abrupt transition from the mild west coast to a harsh prairie winter, Joanna adjusted to a more seasonal lifestyle.

Her participation in sport started at a young age, doing activities such as gymnastics, figure skating, and soccer. Her mother was very involved in her figure skating, which she became quite proficient at, but her participation ended with her family’s move to the prairies. Soccer, which would become her sport of choice as a teenager and adult, was introduced to her in grade 4, thanks to her friends who inspired her to play. “[T]hey had really awesome jackets-team jackets. So that’s why I was like, yes I’m down.” Unfortunately, the prairie climate doesn’t facilitate a very long soccer season, so after the move Joanna branched out into different sports. She played softball, volleyball, and track and field, but track took up a lot of her energy, due to the ability to practice and train at indoor tracks, or even at school. “[E]verything was 50 meters in the hallway so we trained in the winter in these hallways in the school.” Involvement in these sports during her time in the prairies, signified a shift for Joanna, as her preference became team sport, activities generally more in her father’s wheelhouse. Being an athlete and lifelong sport-fan, her father was involved in a number of Joanna and her brother’s childhood sports teams, either as a coach, official, or spectator.

Reflecting on her experience in school as a child, Joanna made it clear that school was generally an enjoyable experience, and she has particularly fond memories of field trips, camps, sports, and recess in particular. Beside what she described as “a couple of mean girl experiences,” the worst of which fortunately happened only a month before her family moved back to BC from the prairies, her time in school was characterized by positive social and learning experiences. Her family returned to southern BC to the city they would stay in permanently.

Joanna attended high school here, where she made friends as the “new girl” as well as through her sports teams. Volleyball and cross-country running seasons start in September in high school, and having played in a strong volleyball program in the prairies, as well as running on her track and field team, Joanna was selected for both teams at her new school and was able to find friends through volleyball and cross country quickly.

An important part of her school experience were her social relationships, and Joanna described her neighbourhood as playing a pivotal role in that regard. She had friends up and down her block, which was not only fun and convenient, but also allowed her parents to get to know the people that she spent most of her time with. “They also knew a lot of my friends, which was really nice, and liked a lot of them, which was super.” She credits her parents with setting appropriate boundaries that allowed her and her friends to have a reasonable level of freedom and independence. This was all happening before the advent of the smart phone, as well, which meant that her social life was built on the surrounding community, which involved her parents by default, as people called the landline in the house to make plans, or simply stopped by the house in person. “It was a really nice community feel.”

True to her long- term career goal, Joanna pursued her university education to become a teacher directly after graduating high school. Attending the local university, she was able to live with her parents, whom she had a strong relationship with. In addition, Joanna was selected for the university’s women’s soccer team, which she played for until she graduated, receiving a scholarship for each semester. Reflecting on the accomplishment of being granted a scholarship for soccer, Joanna recalled with a laugh, “It felt amazing. Except my dad was like, ‘I’ll take that.’ There you go, there’s my food and rent.” After two years of general studies, which was required in order for her to apply for the program of her choice, she was accepted into, and eventually

graduated from, the physical education program at her school. Being a grade A student with relative ease throughout high school, she experienced a learning curve entering university classes, but with a strong work ethic, combined with her competitive nature, she excelled in university as well.

Similar to her experience in high school, community played an important role in her university life. Not only did she feel connected to a close-knit group of people through the women's and men's soccer teams on campus, but her entry into the physical education program also contributed to her sense of belonging. She completed the program with a relatively consistent group of people from beginning to end and was grateful for the opportunity to build and maintain relationships. "Super like-minded people again, and just fun classes, and you just get to know people." One of the major changes that Joanna reflected on throughout her time at university was her ability to find and build relationships with people with similar interests and core values. The value Joanna places on community and relationships is reflected in her experiences with her instructors from the time as well. The instructors that inspired her most during her time at university were individuals who she perceived to be invested in their students. When asked which traits she hopes to emulate in her own teaching, she responded, "That I would be invested in kids and what they are doing, and more interested in them as people than as students."

It was through what might be considered a series of fortuitous events that less than a year after graduation Joanna was hired full time at the school where she would remain for the next 21 years. She traces some of her success back to a two-week practicum placement she completed near the end of her undergraduate degree. Two teachers at the school where she completed the placement invited her to join them and a group of grade seven students on a four-day back

packing trip at the northern-most tip of Vancouver Island. Joanna had never been on a back-packing trip like this before, so she borrowed equipment from friends and joined the class on their outdoor adventure. While it was an excellent experience for Joanna, what she did not realize at the time was that this four-day trip would be a foot in the door at her future workplace.

When it came to her final practicum placement in her last semester, she was originally placed in a school where she would be required to move to a new city, away from her varsity soccer team, her family and her friends. When she requested a placement in a school closer to home, her experience with the outdoor education trip she had helped supervise came to light, and the individual in charge of placements changed her practicum to the school that she would end up working in for more than 20 years. During the internship, Joanna taught under the outdoor education teacher who would become vice principal at the school shortly there-after. Joanna completed her practicum successfully and graduated that spring with a Bachelor of Education degree. After living with her then-boyfriend in Europe over the summer, she returned to BC where she would work as a teacher on call (TOC) for just one semester before being hired full-time at the school she would teach at for the bulk of her career, Ridgecrest High School. She was hired to teach whichever classes were available at the time, or as she described it, “a bit of a dog’s breakfast,” but that included the open outdoor education position left open by the teacher she had previously worked with, and who had become the vice principal at the school.

During her time in university learning to become a teacher, and playing for the varsity soccer team, she also gained her first experience as a coach. Joanna was connected with a girl’s youth soccer team in her community through a Coaching Studies course she completed as part of her degree. She ended up staying with the team for six continuous years, watching the group grow from a recreational team, to a competitive group of athletes. It was around this time that

she also started taking on paid coaching positions throughout her summers, coaching week-long, intensive co-ed soccer training programs, including some camp-away programs. Given her focus on physical education, her own experience as a soccer player, and her experience coaching youth soccer, it was only natural for her to volunteer as a coach once she was hired as a full-time teacher in 1997. “I volunteered!... I knew they were lacking in the girls and then in the fall I knew for sure they were lacking in the boys, so that was a good opportunity to coach and I don’t think I ever even thought about like, ‘women don’t coach boys,’ but you sure think about it later on, that’s for sure.” Notably, this was her first foray into coaching boys-only teams, and it set her up for a career-long investment in both boy’s and girl’s teams at her school.

It was only seven years into her career at Ridgecrest when Joanna pursued her master’s degree in coaching studies at her alma mater. Studying during the summers and teaching full time in the fall and spring, she completed the program after two years. Not only did she fulfill her regular duties as a full-time teacher and volunteer coach during this time, but she played on a premier women’s soccer league, served as Assistant Coach for the varsity soccer team that she once played for, and spent the last eight months of her Master’s program pregnant with her first daughter who was born one month after graduation. Joanna’s commitments slowed down as a new mom, but she was unwilling to quit doing the things she enjoyed doing the most, and she continued to teach and coach at her school and play soccer herself. She got married to her partner, and the father of her children, two years later, and gave birth to their second daughter 10 months after that.

Maintaining her busy schedule with two young children required Joanna to build a reliable network of support for her family. Her husbands’ career is structured so that he is home and off work for one month, and away from home working the next month, and cycles like that

throughout the year. While this enabled him to take months off at a time when their children were babies, and Joanna returned to teaching, his regular work schedule posed certain challenges for a working mom of two. This is where Joanna's strong sense of community helped her build a support system so that her family could flourish. Joanna and her husband bought a home in the neighbourhood where she grew up, close to both of their parents, who played a central role in raising the children. Both of the girls' grandmothers took turns caring for them throughout the week, which resulted in strong connections between them and their grandparents. In addition, Joanna had two or three of her graduated students who would come and take care of the kids every Friday, the one day of the week that school ended early so she could head straight home and pick them up after work.

Her network of people providing childcare combined with the relationships her family has formed with their neighbours has created a safe and supportive environment, in which Joanna can succeed in her career and raise her children, sometimes without the help of her husband who works out of town. When asked about the role of community in her life, she offered a story from the previous week. Her eldest daughter, Grace, fell off her bike on her way to school one morning, breaking her front teeth. Within a few minutes, she received several texts from parents in the area where she fell, and a phone call from Grace's friend, who she was with when she fell. Joanna took Grace to the dentist and fortunately her teeth have since been fixed. Joanna reflected on the experience:

I was thinking about the texts I got and they're of three parents whose kids I have coached and who my kids have gone to school with since kindergarten. You know what I mean? Like, it's that beautiful little community feeling of, 'How do we help? How do we help our people?'

Joanna admits that her friends are often in the same boat that she is, trying to fulfil her own responsibilities, while making sure her girls are taken care of and getting to all of their activities as well. She asserted repeatedly throughout our time together that “it takes a village, really.” Joanna’s friends who have daughters the same ages as hers’ all work together to make sure that everyone gets where they need to be (often where Joanna is coaching), and home again at the end of the day.

Now that Joanna’s daughters are older and becoming more independent, the pressure of childcare has lessened, but now she finds herself having new responsibilities as a mom and coach:

I full on was like, ‘I’m not going to be one of those parents who has to coach their kids’; in fact, I was really looking forward to someone else doing it, and then I spent a couple months watching it and I was like, ‘I can’t sit and watch this anymore.’ So yeah! So, I ended up- I coach them both now.

Over the last eight years, Joanna has coached both of her girls in field hockey, soccer, and basketball, and also coaches Grace’s school track and field team. While soccer has been her primary sport as an athlete and coach, Joanna has found a lot of enjoyment coaching her daughters and trying her hand at other sports. Getting to witness the love and friendship grow between the girls she coaches and facilitating a fun sport experience for them has been very valuable to Joanna. While Joanna has a competitive spirit and takes her commitment to her teams seriously, a major aspect of her coaching and teaching philosophy centers around having fun and setting up her athletes and students for life-long interest in physical activity:

I want those kids to play. Longer than high school. I want them to go find a league to play on and a team to play on, and I want them to have a similar experience, somewhere

down the road, and keep playing. Because I think that's what I've had, and it's been an amazingly positive experience. And I want them to feel confident doing that and going- it's huge.

On top of her responsibility for her family, her students, and her athletes, Joanna also makes the time to compete and play in her own women's soccer leagues. Directly after graduating university and leaving her varsity team, Joanna moved on to join a Women's Premier league where she played until eight years ago when she shifted to an over- 30 competitive league. She made this shift after the birth of her second child, when she decided that the premier league was too much of a commitment in addition to her work and family duties. Most of her teammates stayed in the premier league, but Joanna stayed in touch with them, and several years later when her past teammates decided to submit their team for the World Master Games in New Zealand, they asked her to join them. With encouragement from her previous principal, she requested a two and a half week leave from work and it was granted. Her team played as an over-30 team (of which she was the eldest) and left the competition with a bronze medal. "[It] was just a phenomenal experience, like absolutely really cool."

Joanna has spent her life pursuing her goals relentlessly and creating joy in her life through her family, her career, and sport, but at the time of data collection for this research project, she was experiencing a time of change and transition that is notable. Given the opportunity to teach and coach at a private school near her home, Joanna decided to request a years' leave of absence to take on the new position. When asked how her taking the position came about, she pinpointed her current dissatisfaction with a new administration at her own school, and encouragement from some of her teacher-friends, as well as her family. "And for the first time in like, 21 years, I was like, I'm actually going to consider this." She elaborated on her

decision making, and the ways in which she felt that opportunities for growth and for change in the programs at her school were being minimized with little room for negotiation. Ultimately, Joanna believes that the new role will give her a chance to grow and have a new experience. “It will be a good change for me. I have been there for a long time, so I really feel like, I need a new challenge, and all of a sudden I realized I had to step up my game.”

Discussing future plans and goals with Joanna, she made it clear that she is at a place in her life where she still has plenty of ambition in her personal and professional lives. Her daughters are older and more independent now, which takes pressure off some of the heavy childcare that was required from Joanna when they were infants, and once they are adults a significant amount of time will be open to Joanna and her husband once again. Keen to travel, Joanna shared her goal to someday teach abroad, and to take her family with her back to New Zealand where she played in the Master’s World Cup. Joanna has close ties with professors and coaches at her alma mater and is interested to play a role as a mentor for education and coaching studies students given the experience and expertise that she has to offer. On the other hand, she would love to have the opportunity to work with and learn from the woman she assisted as a varsity soccer coach who she still believes she has a lot to learn from. And of course, she is still growing and evolving in her roles as coach and teacher, a practice that she is committed to:

I hope you never got the impression that I think I’m like, this really great, like- you know what I mean? Because I’m like, ‘Oh god I have a lot of faults!’ and if I haven’t been clear on those, I could write you a list of about 700. But I feel like teaching and coaching are really great at exposing those and making you want to work on those things. Or they should. They really should, because those are, you know, 16 honest little faces looking at

you, and you know when you're blowing it and if you aren't willing to change, then that's a tough one.

Themes

Four main themes were identified throughout the data, some of which are composed of relevant subthemes. The four themes identified are: Passion for Sport, Perception of Gender, Personal Traits, and Community and Belonging. While each theme will be described and illustrated through quotations directly from the participant, it is not realistic to include every statement given that supports each theme. I have made a strong effort to make sure that the participants experience is described in a clear and representative manner and that I have not taken quotations out of context to serve the purpose of any theme. Each theme and their respective subthemes will be described below.

Theme One- Passion for Sport “That was always my thing. I have never not loved it.”

Throughout every interview, it became clear that Joanna's passion for sport and physical activity has been a motivating factor in many spheres of her life. Her love of sport has played a key role in her development and decision making. The following section presents the results of the interviews as they pertain to the theme of “Passion for Sport.”

Joanna's life-long involvement in and love of sport and physical activity started at a young age and was heavily influenced by her family and friends. Her parents were active and fostered an active lifestyle for her and her younger brother. Growing up in a different era, she and her brother were given relative freedom to play outdoors:

I think like, our generation grew up in a bit of a simpler time too, and there was far more free play and I mean, you asked about my- that's a lot of my memories, are spending hours by ourselves and building forts and going to the ravine and going over there and I

think about this all the time, because I think we as parents now are incredibly overbearing and over helicopter-y and stuff and we don't have a lot of kids having free time and doing their own thing. But we spent hours, like, riding bikes and going wherever and it was "Come home for dinner." Make sure you come home for bed and when it's dark you come home. And that was just our, that was our rule. It was good.

In addition to free play, her parents facilitated plenty of structured sport involvement. She describes the influence that each of her parents had on her involvement in sport, with her mother being interested in gymnastics and figure skating, and her dad being involved in team sports like hockey. She was drawn to soccer by her friends though, and it would ultimately be her sport of choice.

...I was really into figure skating and gymnastics, and my mom was like, oh my god she loved her figure skating. So, I was in figure skating. My dad was a big hockey player. Like, was like farm team stuff for the New York Islanders, and played competitively his whole life. My dad was the athlete of the family; my mom was not. But she really was an active person. But no, like, she did not understand most sports. It was like "bleh, more sports." But she was the one who was always taking us to gymnastics and figure skating etc., and then I really, a couple of my friends wanted to play, or played soccer and then I really wanted to try.

Success in sport was two-fold for Joanna—she both exhibited talent in various sports and also found social fulfilment through her involvement. When asked about her first feelings about sport involvement as a child, Joanna responded:

It was super empowering right? Because I did well. And so, it- and I enjoyed it.

And I think I said to you, I've always been a pretty active human being and so that for me was like, "Great!" Like, "Where are we going next, what are we doing, what sport shall we do now?" So, I always loved it and then, with things like skating and gymnastics they were very goal oriented, if you will. And like, gymnastics in particular, like I picked it up super quick and easy, and I actually didn't do gymnastics that long, but loved it. And did quite well in it when I was doing it, so it was, it was like, really fun. It was great. And you know, my mom had tried to put me in dance one time, and I lasted about $\frac{3}{4}$ of a lesson? Like, "Ahh! What is this?" Yeah, so that was not my avenue, *for sure!* And I watched my kids do the same thing, and I'm like, "Oh god, genetics!" (laughter). No rhythm. So, yeah. Like, I would say super empowering and just one of those things again, it was very social. Like, my buddies skated, my buddies- a couple of my buddies did gymnastics, I really wanted to join soccer because all my buddies were doing it, softball, I had all my-you know, like, it was, it was that team feeling.

Her talent and social prowess through sport continued through high school and university and persists today. Joanna recalls her favorite parts of school being the active elements, such as recess, physical education classes, and school sports. Regarding her involvement in other extracurriculars, she responded:

Oh absolutely, super keener, sports- that was my biggie. I wouldn't say I was on student government or anything like that, but I did do some stuff with like, maybe like a grad exec that kind of thing, but I was way more into the sporty realm and like, phys. ed.

Entering university, Joanna was offered a scholarship to play varsity soccer, which she followed through for her full eligibility. She bonded with her teammates in varsity soccer and also found community in her academic courses, especially once she was admitted to the Physical Education

program. Her sense of community plays a role in enjoyment of sport and physical activity and will be covered more in-depth in following sections.

In addition to Joanna's recreational and competitive involvement in sport, her passion also pervades her career as a teacher. Joanna knew as a child that she wanted to become a teacher, and she followed her goal to fruition by integrating her love of sport and desire to teach and she became a physical education (PE) teacher. Joanna was hired at Ridgecrest, the high school where she completed her practicum placement, after only one semester of working as a TOC, where she took on a variety of classes including PE, and eventually outdoor education as well. In addition to her teaching duties, she immediately volunteered to coach and took over both the girls' and boys' senior soccer programs, as well as junior girls' soccer. She committed to these coaching duties in addition to other volunteer coaching roles outside of her position at Ridgecrest, although some of those teams played during the summer rather than during the school year. Her commitment to teaching, working, coaching (both in the community and at her school), on top of playing her own recreational soccer league continued until the birth of her first child, at which point she discontinued her involvement as a coach outside of her school teams.

Joanna's passion for sport and teaching has cultivated a nuanced approach to sport and physical activity that has evolved over time and is tailored to each environment where Joanna performs as a sport leader. Joanna's father was very competitive, and her immediate and extended family are a competitive group of people. Joanna credits this environment for at least part of her competitive disposition, which has had a strong influence on her coaching philosophy and approach with the teams that she coaches. Joanna recalls being more "win-oriented" in her earlier coaching years, taking measures that she would re-evaluate at the current time, such as keeping lower performing players on the bench during games, and sacrificing player

development for the sake of winning games. When reflecting on things she wished her younger self had known, she cites the studies that she has taken part in at the local university focused on engaging girls in sport and physical activity and learning the different motivations that kids have to get and stay involved:

I wish I had been connected with people like Janet before. And those studies that she is doing now and all those things, where you realize why kids do the things they do, right? Because when you're a competitive person, you do them because you're a competitive- you know? Like, because I always enjoyed it, because I really enjoyed being competitive, but I didn't realize that other kids didn't.

Through her coaching experience and self-reflection, Joanna has become more likely to consider the costs of winning and make decisions that are good for team success, but also encourage broad involvement and player development. When asked about her desired outcome as a coach, she responded:

I want those kids to want to play. Longer than high school. I want them to go find a league to play on and a team to play on, and I want them to have a similar experience, somewhere down the road, and keep playing. Because I think that's what I've had, and it's been an amazingly positive experience. And I want them to feel confident doing that and going- it's huge. Like, want to play! Because I think- this is my rant about it: I can't tell you how many kids get to the end of these kind of points of their lives and are like, I don't even want to play. I don't want to go to practice, I don't want to do anything. Or they are injured all the time. So, want to play. Go have a healthy, fun life, and right?

Joanna's attitude toward high performance league (HPL) sports for youth is reflective of her love of sport and physical activity, and her preference for a variety of positive sport experiences. Joanna shared her perception of HPL soccer:

HPL, which is the high- performance league for soccer, and it goes against every grain of sport- anything that I have. It's very like, these girls are 12, they're basically being asked to give up all of their sports- or they don't *say* give up all your sports- but if you don't commit, then you're out of the program. You pay big bucks to be part of this program, every weekend they are travelling to Whistler, like, all day, or Kamloops, or something, and it's- it's uh... it's so goal oriented- or not goal oriented- but it's so win or loss oriented that it drives me mental. And kids that like, right, then they'll pay and play for the year, and then they might be released at the end of the year, because they don't feel like they are good enough- or the coaches don't feel like they've kept up with the program and they're not good enough. So now we're bringing in someone else. So, it's a very, like, cut- throaty, competitive environment, and you're only required to play kids 30% of the entire season. So do the math on that one, what that looks like. It's insane. They are 12. So, all of a sudden you get to the end of a season and so and so isn't developed? Well, have you ever thought to yourself that maybe playing 30% of the season isn't really going to be great for development or self-esteem?

The coach of girls' high- performance soccer in Joanna's city is a friend of hers from varsity soccer and he is interested in recruiting some of Joanna's athletes from her daughter's cohort. Joanna is vehemently against the prospect, noting that all of her girls are strong, multi-sport athletes that are not interested in giving up all of their other opportunities for one team. She

elaborated on her dismay with the idea that kids could be cut from HPL at age 16, having given up their chances to play on other teams at their schools:

So, it's- and I think of the kids who, like, give up every sport. And then at 16 are cut from the program, and then it's like, "Oh, I wish I had played volleyball." And I hear that- I've had quite a few kids who have played HPL, boys and girls, who, a bunch of them kind of went later on in life, "Oh, I liked- I loved soccer," and soccer was very big for them, and they were good players, but they were, "I really wish I had got to play school volleyball." Or, "I really wish I had run track." You know, these kids were like, good athletes, and could have been used on high school teams, but have such a fear of missing training, or missing that, like... anyways!

She shared an example of one her athletes that did go on to play HPL but joined Joanna's team for a game at the end of her season to fill in for a missing player. Joanna said that she could see the girl relax as the game went on, and that she finished the night saying how much fun she had had. Joanna was glad that she had been able to give the girl a fun night on the field, but she still feels worried about the athletes' fate:

And so, I felt like she, there's just that part of her where she just all year has been on the edge, because you know, and she's, she's not only is she soccer training, she's like, now doing mobility training on Wednesday nights and on Friday she's doing these extra technical sessions and I'm like, "She's 12. She's not even 13 yet! Like what's going to happen?"

Part of Joanna's immense commitment to her high school soccer teams, is the effort she has put in to taking her athletes on sport retreats around the continent. Starting only two years after getting hired as a teacher full time, Joanna has since organized approximately eight, week-

long retreats, during which her athletes play games against local teams and explore the area as a team bonding experience. If a team expressed interest, she would help them fundraise and then book the trip. She has taken both girls and boys teams on these retreats and expressed what a positive overall experience it has been to participate in, for both her and her teams:

Like these kids just like, this is so about team togetherness and bonding and they had so much fun and it was really a very impactful time and there was grade 9s on the trip as well. Grade 9's, a couple of grade- 10s, so just that bonding that they had was really, really huge. I've never seen that kind of throughout the course of the season, the junior and senior season, so it was really neat to see... It is really fun, yeah. It's a little perk. A little coaching perk for sure.

Amidst Joanna's busy schedule, she still plays recreational soccer in a women's league for her own enjoyment. After graduating with her bachelor's degree and concluding her time playing varsity soccer, she moved on to join a premier women's league. Joanna continued to play premier soccer in her city until shortly after the birth of her second child, at which point she decided to shift into an over- 30 women's league.

I went and played on this premier team and I really enjoyed those girls, and they all stayed premier, because I had at that point, when I had [my] second kid I was like, "Okay, can't do this anymore, this is too much of a commitment." And I was still coaching and teaching, it was just crazy, and so I went to play over 30s and they all stayed.

Joanna has been afforded some extraordinary experiences through her involvement in the sport, and she speaks fondly of the women she plays with and those remarkable experiences they shared. During one interview, she divulged her daughter's interest in the interview process,

asking, “Did you tell her that you’ve played against, and with, Christine Sinclair?” Joanna went on to describe how one of her teammates in varsity soccer was getting national attention:

[S]he was getting all this national attention kind of around ’97, ’98 right, as they were picking the team for the ’99 Women’s World Cup and so we were going in these tournaments and this little Christine Sinclair came to play with us one day. And yeah, played in this tournament, we ended up winning the tournament and she was just phenomenal and then I ended up playing against her for quite a few years which was less phenomenal, for sure, she’s so great. When we were at university we played against 4 women who were on the US Women’s National team for years and we always laugh because we were like- that was one of our first years at university and I think we lost 11-0 to this team from Portland and they had these 4 players who were just phenomenal and were on the Women’s National Team for like 15 years in the US who are so dominant, so I always think, kids are like, “You lost 11-0?” I’m like, “Yeah ...playing some of the top people in the world. Like these women have won 4 world cups. So, do I worry about the score? No.” I was like, “they’re really good!” (laughter)...So yeah. It’s incredibly awesome to be on the same field as some of these people, absolutely.

Later in her soccer career, the group of women with whom Joanna played premier soccer in adulthood invited her to play at the international level herself. She was initially unsure that she would be granted time away from teaching to participate in the tournament, but a mentor of hers encouraged her to at least ask for a leave of absence. She was granted a leave of two and a half weeks, during which she travelled to New Zealand and competed, playing as the eldest player on the team. “Like, we ended up with like, a Bronze medal and playing like, a bunch of the ex- New Zealand national team players, and yeah! It was so good. It was such a great experience.” Joanna

hopes to continue having experiences like this, involving sport and travel. Joanna has many long-term goals for herself, including teaching abroad, fulfilling a mentor role at her alma-mater for physical education students, and coaching her former varsity team alongside one of her lifelong mentors before she retires.

Theme Two- Perception of Gender Expectations “I never had an issue playing against boys or with boys or anything, so it was an easy one. Not intimidated by them, put it that way.”

Gender and the perception of gender was a prevalent theme throughout each interview. Joanna discussed her own gender, and the way that it affects her life, in addition to the gender of her athletes and students and the way her perception of gender changes and impacts her style of leadership. The following section will present the results generated regarding the role of gender in Joanna’s life and involvement in sport. It should be noted that gender influences life in myriad ways, but this section will discuss the topic directly.

Joanna has had an evolving perspective on her gender in relation to her experience as a teacher and coach. Her relationship with gender wasn’t always fraught, but it became more problematic as she aged. As a child Joanna was just happy to be active, and many of her playmates, particularly in sport activities, were boys:

And I never had a problem playing with boys. Umm, and I kind of grew up with that.

Like, my brother and I- it just it is what it was. In fact, in Edmonton I played on a co-ed team that my dad helped coach with that track and field coach and uh and I just never even thought twice about it. Edmonton was really like, interesting right- there is not a lot to do because it’s so cold, but we would go down to the park. Like you would bundle up and you’d go down and play hockey and it was just like you just, right because everything freezes so they freeze over all the lacrosse boxes and now they are skating

rinks. Every one! So that would be yeah, so I always, I never had an issue playing against boys or with boys or anything, so it was an easy one.

She recalls being one of maybe one or two other girls most of the time, if she wasn't the only one. "I always tell my kids this- when I was in phys. ed, I was like, in grade 11, I was one of three girls, in grade 12, I was like, *the* girl in phys. ed." Joanna played with her brother and his friends, and her Dad enrolled her in co-ed teams in her youth, and she doesn't remember giving it much thought. She was not intimidated and being the only girl never curbed her enthusiasm to be involved and play. "Like I never ever thought to myself, "Oh, these guys are so much better than me." Ever. And, when we ran track, we all ran together, and you just did your own [thing]." When asked about the transition to all-girls teams in high school, she reiterated her lack of attention to gender:

Yeah, I really don't think it was different at all. It was just- and especially at that time, it was just what it was. Right, there was no... yeah, there was not a lot of other co-ed things going on, umm, minus track and field and that kind of stuff, so yeah, I don't even think I gave it a thought.

When probed about the influence that her brother may have had on her friendships when she was young, she spoke about her brother playing "up" in sports which meant that their friendship circle sometimes overlapped. She continued to say that she had "good girl friendships, really good boy friendships," which may have had to do with her co-ed sport involvement. This trend has continued into her adulthood: "I still actually, funnily enough, I think I still have a lot of male friends who I would hang out with more and would more gravitate towards sitting with. And the males on our staff than a lot of the females, put it that way." Friendships will be covered more thoroughly in following sections.

As she joined school teams and played with more girls only teams, her physical education was still male dominated and she rarely had women as coaches, until she attended university.

When asked if she participated in any coaching as a teen, Joanna responded:

So no, no I didn't do any coaching. Just lots of playing and I would say too back then, like, like I don't think I ever had a female coach?... Nope, except for skating and gymnastics maybe? But never for soccer. It was always the dad or the big brother, or someone like that.

She followed up to say that that she never had a woman coach in soccer, save for one assistant coach during her varsity years who was a former team-mate and "more of a figure-head." Joanna did not start coaching herself until near the end of her undergraduate program when she coached a community girls' soccer team. Most of her peers as a coach are still mostly men.

When it comes to her students and athletes, Joanna has gained a unique perspective on gender, and the differences between the boys and girls she leads. Her school requires grades 9 and 10 to enroll in physical education which is split into boys-only and girls-only classes. Once physical education is an elective in grades 11 and 12, the classes are co-ed. Joanna is supportive of this program, saying:

...[W]e have fought very hard to keep it that way at the grade 9 and 10 level, specifically for females who- PE can be a nightmare for them, and like being in a co-ed environment is just, it's toxic for them, right? They can't- the competitive environment that boys sometimes bring is just too much and their self-esteem issues, and a million other things, so it's been great. I *really* enjoy keeping it gender neutral, or gender specific, I guess you would say, up until grade 11 when I think they are a little more mature. And your classes at the senior level- because it's not mandatory, right? PE becomes not mandatory after

grade 10, so our phys. ed. routes are very directive, right? So, the kids do outdoor pursuits? Fantastic, right? And they are more mature and ready to be in an environment with boys and girls, and again, not all of them are, for sure, but for the most part they have gone on to- yeah.

She believes that placing her younger students in a co-ed setting too early will inhibit their willingness to try hard and perform in front of their peers. While she has had some girls' classes ready and willing to do joint classes with their male peers later in the semester, she has also had girls' classes be uninterested in that experience:

So, not always do I think, like my class right now has not- not *once* have they wanted to go join with the boys' class that is in the same block. No, they are like, "No." They have no desire to do it, they think these boys are really mean and- but I've actually like, "Do you even know these boys?" "Yeah, we know them, and it would be really horrible, and we just want to do our thing." And they talk about being self- conscious. You know three of them are really good baseball players and I betcha you'd get in a game with throwing and I betcha they'd sit on the back wall and wouldn't throw. You know?

Not only does she see the benefits for girls who may be discouraged from full participation in a co-ed setting, but she also cites perceived benefits for the boys she teaches as well.

I don't know, that's an interesting- I've really- I haven't taught a lot of just straight up boys. I had that one class this year, but I hadn't done that for a long time. But it was again, I think I said this to you, they were a super non-athletic bunch, like I was by far, like, they were, they would be like, "You can't play. You can't play, it's unfair if you play." And I had a grade 12 boy actually brought in. Super nice kid, very athletic, loved PE, umm, and I brought him in to be like, an assistant in the class and they just like,

idolized him. They thought he was like the greatest thing ever. So, I think it was good for them to have like, a grade- 12 male role model and... yeah, it would have been hard for some of these boys... so maybe good for them again to be with each other and just, I think we always forget that boys sometimes are self-conscious too, and need their own peeps, and start feeling confident with each other, or not confident, I don't know.

As a coach to both boys' and girls' teams, Joanna perceives a difference between genders in a more competitive setting as well. When asked if coaching boys' and girls' teams was a different experience, she responded:

Umm, it's different because boys and girls are really different. I think girls are... I would say, at the end of the day, often times, and I don't want to stereotype, but often times with girls, when- if they've lost a big game, you get 30 minutes of like, we're going to all cry together and then they are off having a blast and being together, whereas boys, it tends to morph into other things. Sometimes not the greatest of behaviors I would say. So... yeah, again, a couple individuals, right, kind of all of a sudden, you're away at provincials and 5 guys are in a room and they've managed to get some alcohol or, you know what I mean? They just take out their... their frustrations differently, I would say, and maybe not always in the most- healthy ways. Whereas with girls it would be like, they would just cry together and braid some hair, and again, a bit of a gross generalization but I've never ever had an issue with girls. Right? And maybe because there is a little more of that piece of bonding and togetherness and stuff. And upon saying that I've also had boys' teams who have been awesome."

While discussing the differences between teaching physical education and coaching a senior soccer team with the goal of winning, Joanna explained the different reactions from players who do not get playing time during important games:

Well, because when you have a team who is that successful, and they, you know, we do a lot of goal setting at the beginning of the year, and when their goal is to get to this point, what do we need to do to get to this point? Well, we need this player on the field, and we need this player on the field and player number 18 come on the field and things change dramatically and so, it's hard. You know, and you need to explain to player number 18 that they're not getting the same amount of time as player number one and never will. So, making sure that their self- worth and self- esteem is, right? That they're, that they're in there and that's hard. It's really hard. And girls in particular. Because as much as girls will tell you that that's their goal too, right, they will all sit there and go, "yep, we want to win, this is what we want out there." And you know, at the end of the day I don't think player number 18 is saying, "Yeah I want to win, but I really want to play too, and if it means I'm not going to play then maybe I don't want to win as bad." And I really feel like that's something that has changed for me over, maybe over the last 10 years. And boys too. And boys will just quit... They will quit, I think. Right? If they are not, "Yeah, okay, I'm out." But girls will hang on, and they become [hurt] and that can be really hard, for sure.

In addition to these differences, Joanna repeatedly mentions times when she was impressed with her girl students and athletes for their ability and willingness to help organize their boy peers in classroom and competition settings. Regarding track and field practice she mentioned, "Like, it was wonderful, and I just like every practice though I would be like, grade seven girls deal with

the grade six boys, let's wrangle them up, like work with me!" Joanna shared this same sentiment speaking about her team retreats, "So I took girls and boys for a couple of years, which was interesting, uh and some- one year we took a girls' soccer team and a girls' softball team, and one year I took just boys, which was really interesting because (laughter) It was way more helpful having the girls around, they totally wrangled the boys, they were really good!"

As a woman coaching several sports at different levels, Joanna reported an array of negative, and discriminatory experiences that she believes have to do with her gender. A common experience for Joanna is having referees and officials look for a man in charge, rather than addressing her as the coach:

Well, if you want to go from a coaching perspective, that's an easy one, right? Because, as a person who- and it doesn't matter if I coach male or females- oftentimes I've coached with a male, like, assistant, if you will, and right away when a referee steps on the field regardless, of their age, or you know, like, if they're a 12-year-old referee or whatever, they walk directly to the male. *Always*. And that male may not even be the assistant coach that day. They might be the shlubby dad who is delivering, like, a coffee or whatever. But right away I would say, the bias is to go directly to the male.

Not only do these referees confuse the men on the sidelines as the coach, but Joanna believes that they treat her differently than her men counterparts during games as well:

So, like, when I coach my daughter's age group, because we get a lot of young referees, they just, the default is to go right away to uh, to a male on the field. And they almost look confused, I would say, when they have to come chat with you. I would also say... this is like, personal opinion here, that I feel like referees are also like, well most of the

time they are male, and when I have questions to a referee in the middle of a game, it's taken very differently than if a male is yelling.

When asked to elaborate on the differential treatment she receives from referees, Joanna responded:

Umm, yeah, I really feel like, when I am coaching and there is a male counterpart coach coaching another team, that there is stuff that they say to a referee, that if *I* said? I would be turned around and they would come more at me then they would to them. And whether that's not the deep booming voice that a man has, or what they are saying, or just the authoritative way that they say it. If I say it? I find that there is more reaction to it. As opposed to what's happening over there.

She added:

So, there are certain things that I watch male referee- or not male, sorry- male coaches say that I would never say. And I wouldn't say it, or I wouldn't say it the *way* they are saying it. "I would like to question," you know, that kind of thing, whereas they tend to be more confrontational. So, I don't think I'm confrontational... And I wouldn't. I wouldn't berate a ref; I wouldn't swear at a ref or anything. And I have seen lots of that. Like tons of that. Never from female. I will say, very rarely at the level that I coach at.

Faced with a range of bias and discriminatory behaviors, Joanna has adopted coping strategies that involve building inter-personal relationships and sometimes approaching conflict on the field in a less aggressive manor. When asked if she found herself adjusting her leadership style to compensate for the negative attention she receives from referees, and she said that she has adjusted by taking a playful tone with the referees and joking around before matches. It has also been helpful getting to know and building rapport with the referees in her area after years of

coaching and having them officiate her games. In a previous interview, Joanna discussed the sorts of comments she would receive from parents, especially as a coach of senior boy's teams, such as "Oh, oh, what are- shouldn't you be home? Oh, what's a girl doing coaching boys?" and she speculates that the boys themselves wonder why their head coach is a woman. Asked how she responds to these interactions with parents and referees, Joanna responded:

Oh, the referee one is interesting. Like, I just charm my way out of that one- well you know what I mean? Because I'm not going- it's just, it is what it is, like. There is probably a picture in there [her sport scrapbook] of a team that won the Legacy Cup, and I'll never forget, like, we were in the change rooms down at the university and John came to the door- who, he's the sports reporter for the Legacy Times and I answered the door and I've met John like, how many times, and he's like, "Oh, is Michael here? He's the coach of this team, isn't he?" And I was like, well actually, "I'm the coach of this team." And "Oh right, I forgot!" You know?

Joanna shared a detailed example of one altercation with a parent that stood out to her in particular:

...I had a horrible experience with a parent, of umm, on a boys' team that I coached, and we were, he was a really big, like, gruff man and he had four kids, four kids, that all- I taught and coached them all. So, the oldest, we were playing in like, a consolation final one time, which really is like a, "Okay, we gotta go?" You know what I mean? It was- It meant nothing. We were going nowhere and stuff, and no parent wanted to do the lines, so I was coaching and running the line, and we got scored on, and he was like, "That was offside," and just got right up in my face, and "You lost the game for these kids, and blah, blah, blah" And I was like, "Would you like to do the flag?" And he was, he was so

awful, like, said some really awful things. And his kid was beyond obnoxious, like went storming off the field and made a big deal. His kid actually got suspended at the end of the game. But he went on a bit of a letter writing campaign, like, wrote to the ombudsmen of our municipality, wrote to the mayor, wrote to my principal, wrote the school district about all of these things, and it was really like, a disparaging letter, like “This is what you’ve allowed to happen,” And all lies, like some really horrible stuff.

Not only was she upset by the way the parent reacted, she expressed disappointment in the way the concern was handled by her superiors at the school she was teaching and coaching at:

I always think, so interesting, right? Because I betcha if I got a hold of my file, that letter would still be in my file. And my principal was like, “Do not respond back.” Because he was also phoning the office wanting to talk, phoning, and a little bit of harassment there. And part of me thinks it wasn’t handled very well, because he was like, “Just don’t respond,” And I’m like, “Okay but now this is going here and here and these,” like, and he didn’t deal with it at all. That was kind of the end, it died out... And I do, I think, I don’t know how I would have dealt with it differently, it really bugged me and it still like- It was so funny, because I had forgotten all about it and then I always think, “Oh, yeah I forgot about that.” Would I have done anything differently? Would it have been different had a guy been coaching and doing the line? Do I think maybe he would have approached that differently? But yeah, he was like, it was so intimidating and really, yeah, upsetting.

After all was said and done, Joanna went on to teach and coach the angry parent’s three younger daughters and at the end of a good season with his youngest, the man approached Joanna with praise for the way she coached the team to success, leaving Joanna unsure of what to think.

Joanna expressed frustration about the process for coach certification in her province and lamented not only the lack of women in those settings, but their treatment as well. She used a recent experience at a coach's course she had completed as an example:

I still feel like, [laugh] because I did my C license course, at the end of August, that was also while this whole little piece was going down, and... again, room full of guys were being pushed through the system and it seems harder and harder to get females in there and keep them in there, and to encourage them to stay there, because it's... [sigh] yeah.

Yeah.

Joanna described her bad feelings about the scenario and emphasized that the women present in the course seemed to still be at the margins:

No, it doesn't [make me feel great], actually. Especially when I was in that room and there's all these guys coaching girls and there were such great females sitting in that room who are, you know, "I'm the assistant coach," or, "I'm this," and girls who have significant playing experience, some of them here at the university and, yeah, it's hard.

It's hard... And I feel like we were treated differently in the course.

When asked to share an example of the perceived differential treatment, she explained that during the course each coach runs a coaching session for the other participating coaches. Each coach is then evaluated on their presentation, and Joanna described the evaluations as "a bit of a slap on the back" for her men counterparts and more of a "rip" on herself and her women colleagues. "Oh yeah, like totally. Like, my evaluation was *harsh* actually." Joanna attended the course with a friend who was a man, and when they compared evaluations, there was a large discrepancy that both Joanna and her friend felt was unfounded. She decided to confront the director running the course and he conceded that he had maybe been "a bit harsh" and offered

her an opportunity to repeat her presentation, which she declined. Joanna admitted that it had crossed her mind that she might have received a harsh evaluation due to a disagreement between herself and the director. The director also runs the high-performance league for girls the same age as one of Joanna's daughter, whose team she coaches. The girls she coaches are multi-sport athletes and don't try out for HPL because of that. She reported that he has been disappointed by their reluctance to try out and thinks that Joanna might be discouraging them from doing so. Joanna concluded her recollection, saying "Yeah, it is kind of a bummer. Because I just think it will be, I mean... it was discouraging for *me*, imagine someone else who's coming through, who doesn't have 20 years of experience. I-like, it would be hard. Really hard! And scary."

Sharing resources that she thinks would have been helpful to her as an up-and-coming sport leader, Joanna said that she wished women mentors had been more available and present in her life, earlier on. She briefly touched on the desire of herself and her woman colleagues to get together on a more formal basis to discuss the under representation of women in sport the discrimination they face and what action they could take to change things. While Joanna says these conversations happen frequently in informal settings, she expressed a desire for more programs, mentorship, and structural change to help women participate and advance as coaches. She also said, with a laugh, that earning more money would have been valuable in her role as a sport leader. Coming back to the role of mentorship, Joanna concluded:

I always think, somebody coached me, when I was growing up. Someone gave up time from their family dinner, and their this, and their that, to come out and play a part in *my* life, so that was big. But I never felt like, you know, I never felt like there was a female mentor back in the day that I could look up to..."

Theme Three- Personal Traits “I wouldn’t say I self-doubt with teaching or coaching or playing. I would say all of those things I’ve felt utterly... happy and convinced I was doing what I should be doing.”

While circumstance may have contributed to Joanna’s success as a sport leader, there are personal traits that she possesses, which have enabled her to continue her complex involvement in sport. Throughout each interview Joanna frequently shared stories and ideas that exemplify those personal traits that have aided her successful involvement in sport. Some of the traits discussed in the following section were directly mentioned by Joanna as strengths of hers, while others were embedded in the data in more nuanced ways. These traits include, drive, confidence, outgoing and personable, and resiliency.

Drive. It became clear early in the interviews that Joanna is very driven toward her goals, both career and sport related. One of her notable memories from childhood was her grade three teacher who inspired her to become a teacher. Joanna took a direct route toward this goal, going to university straight after high school and applying for entry to the physical education program. During her time in school, she described her competitive nature and increased focus on studies as she worked on her degree:

I would say from the start of university to the end I was far more focused near the end about like I was way more willing to put in the work whereas at the beginning it was like, “Oh, I missed a class,” right? It’s a big, no one cares if you don’t come to class ... No one cares if they put a big F on your- and I never ever got an F, but it was still a little bit like, “Oh gosh,” ... And I’m sure a little bit of my competitiveness kicked in too, where I was like, I do not want to be getting B minuses when so-and-so is over here getting an A minus, or whatever, so. Yeah.”

Joanna recalled her experience with her first practicum being “sink or swim,” as they were given four blocks a day to teach, which is what she was ultimately responsible for when she got hired full time.

Which I to this day hugely appreciate, because I remember those five months or whatever it was, it was like, sink or swim a little bit, like you better figure it out, because if you get hired and someone gives you that full time job and you’re teaching four different- which I had- four different preps, off you go.

She said she had never felt so tired in her life but months later she proceeded to teach her first semester as a full- time teacher on crutches following an injury, even while teaching physical education classes.

In her first years as a full-time teacher Joanna was given a broad category of classes to teach, before she was able to transition into teaching more physical education and outdoor education classes.

I mean when I first got hired it was a bit of a dog’s breakfast for sure, like, I, it was like, “Do you want to teach this?” “Absolutely, just sign me up.” And I taught Science, I taught every Social Studies, I taught Psych 11, Psych 12, I taught lots of PE too, for sure, but it was definitely a mixed bag of things. I taught, and I was teaching outdoor ed as well, just whenever there was piecemeal left, right? Because I was pretty low on the totem pole back then.

Following up, Joanna confirmed that her preference was teaching physical education full time, but she expressed a willingness to do whatever was required until she got there:

Yeah, oh for sure, for sure. It was fun, it was neat though. Like, I enjoyed, I did actually enjoy teaching a couple of those other classes, it was a lot though right, every time you’re

taking on something brand new it's like you're teaching yourself to teach it, and, but it was great. It was always good experience, and I enjoyed it. But yeah, the shift into full time phys. ed. was definitely it. I really enjoyed that.

In addition to her teaching duties, Joanna has always taken on more responsibility in her school, including coaching a number of sport teams each year, organizing retreats for interested teams, completing a master's degree in coaching studies, participating in studies through her alma mater regarding her girls only physical education classes, and generally advocating for her students to have excellent opportunities for learning through her school.

Joanna has now pursued a different teaching position with a private school in her city, an opportunity that she never imagined for herself. Having brought her best to the table for her career at her previous public school, Joanna is excited to now have a new challenge in front of her. "I like the accountability factor piece of it, because it's already making me sweat, right? A little bit. Where I'm like, "Oh my god," and I feel like I am going to have to up my game. Totally. And I want to have to up my game." Elaborating on what she hopes to get out of her new teaching appointment, Joanna not only felt like it was a new challenge, but she also had an idea of what she would have to offer her new school.

I'm looking forward to maybe bringing a little more creativity to there. So, if I can bring some of the stuff that- and I've already looked at some of their stuff and I'm like, "I can fix this" (laughter). Or not *fix* it, but "I can definitely show you some cool stuff with this. Kind of, this unit, this, that, this kind of thing." So that I am excited about, and just a different perspective, because a couple of those people, that's the only place they've ever taught and, so yeah.

Joanna may currently be starting a new stage in her career by teaching at a private school, but that's not where she would like to see her exploration end. A long-term goal of Joanna's has been to teach abroad, as inspired by one of her cousins who has spent her career teaching in different countries across the globe. While she admits that she has had some hesitation about the idea, and concerns for her family's best interest, she would like it to be part of her 10-year plan:

You know, international teaching is something I have always wanted to do. And I feel like, I constantly find reasons not to do it, even though I really want to do it. And I feel like there are a million reasons *to* do it, and, but, I do. And like, that's one of the things I feel like I should put on my things I want to do in the next 10 years. And if it means retiring early and then maybe doing the international thing, I think I would love to do that.

When asked if she has felt a sense of fulfilment from her accomplishments, work, and family life, Joanna replied saying yes, she does feel fulfilled, but that she hasn't yet reached the summit of what she will accomplish in her life.

Confidence. Joanna maintains an impressive schedule, especially during the school year during which she fulfils a number of roles, each requiring a lot of her time and attention. Joanna was clear during the interviews that managing her schedule is no easy task, and sometimes the best she can ask for is organized chaos. That said, Joanna knows the contribution that she makes in each of those roles, and she gives herself the credit she is due for keeping it all in the air.

When asked what she believes has enabled her to fulfil each role successfully over time she responded, "Well I would say me, number one, it's like (laughter)." She acknowledged the way that her community has bolstered her in nearly every sphere of her life, but also credits her unwillingness to give up the things that she enjoys the most. She even mentioned that despite the

fact that she goes into “survival mode” while her husband is away for a month at a time for work, she has carved out her routine with her kids in a way that is sometimes disrupted by her husband’s return. His role in Joanna’s busy schedule is discussed further in later sections.

Joanna is confident in her ability to juggle each role she plays in her life and is also confident about the skills and abilities that she brings to each of those roles. Asked about feelings of self-doubt regarding her performance as a player, teacher and coach Joanna told me, “I wouldn’t say I self-doubt with teaching or coaching or playing. I would say all of those things I’ve felt utterly... happy and convinced I was doing what I should be doing.” She spoke several times about aspects of leadership that she excels at. In general, Joanna is confident in the fact that she has performed well as a teacher since her career began, “I feel like I’ve done a good job at Ridgecrest, and I feel like I do my job well.” As previously mentioned, Joanna knows that she has a perspective that will add value to private school she has newly joined and was prepared to implement her ideas into the program she was joining. Describing her strengths as a teacher and coach, Joanna said:

I would say I know what I’m talking about a lot of the time. And I can make it applicable and plausible, and I will, for the most part, I’m going to make you better. On the soccer field anyways. I’m gonna make you a better player, or make you see something different that you maybe haven’t seen before and maybe that sounds really bold, but umm. And it’s hard, like, sometimes you get kids with really tremendously bad habits and they’ve gotten away with them their whole life and can’t see ways to change, so I would say that that’s a big strength of mine, that I can show them some different things, for sure. And I would say, I want it to be a fun, enjoyable environment, which I know, the F-word is a tough one for some people, but I want them to have a positive experience and to leave

school knowing that- and they'll talk, you know, that that's one of the best parts of their entire career, you know, the road trip to Penticton, the this, the that. Like, San Francisco will be a highlight for sure, for eight of those seniors, definitely, so.

In a later interview, while discussing her leadership style in the classroom, Joanna also cited flexibility, and on- the- fly problem solving as a strength of hers:

[It] depends on the classes, right? Sometimes, you get classes who are so great and the discussions you get out of them are amazing and sometimes it's like pulling teeth. And that can be hard! Right? Especially if that's my style of teaching, and I'm like, "Well, that didn't work well, because that was supposed to be the next half an hour, and now it took, like, seven seconds." And you've got to adjust, so. And maybe that would be another thing I would say, I am actually... I'm very good at adjusting on the fly, I would say. Like, I would say that would be, if you asked me what one of my strengths was, I can kind of go, "This is not working, let's rejig and go from there." For sure.

Talking about her long-terms goals, Joanna mentioned that she would like to play a role as a mentor-teacher for students coming up through her alma mater, saying,

There are lots of things I would like to achieve. I would- I would be interested eventually in coming up here and working with the practicum students, like Janet does. Like I would love to do that. Being a mentor-teacher if they are going to keep the program, which I don't know if they are. Umm, but I would really like to do that. Because I do think I have a lot of insight and I could be very helpful into, you know? Helping them out. Which is big! It's really big for kids starting out. It's overwhelming. So, I would love- I would love to do something like that.

Joanna's long career has given her experiences and perspective that is valuable, that she would like to pass along.

Joanna spoke to her decision to coach her daughters, despite her initial instinct not to. It was after witnessing her eldest daughter at soccer practice with two volunteer coaches that she decided to step in.

And I was watching these girls, and these guys had super good intentions and obviously very appreciative of the time they put in and stuff, but I was thinking to myself, like, "These girls deserve more." And I was watching the practice and just how unengaged they were, and all I could think was, "These kids are *six*. If they are six, what's going to happen when they are seven? Are they going to come back and play? And what happens when they're eight, what happens when things get a little more competitive?" And it was just, the stuff they were doing was OK, but there was no... [sigh]. There was none of what girls really like to do.

She later remarked that she has gotten feedback from one of the moms in the girls' league that she was coaching regarding Joanna's success with her team, despite her observation that Joanna's team seemed to be playing and cartwheeling more than anything else. She continued:

And I'm like, "*Yeah*." Because there has to be a fine balance- there is a balance there, right? So, if you think at eight years old, you're going to be able to train your next, like, superstar? Good luck with that. So, I think that was the piece with these guys is they were- their expectations of these six- or seven-year-olds, whatever they were, were ridiculous. Umm, and then what they were trying to do within the drill, again, they were probably guys who had played soccer, but had no experience working with little people, and I had had lots, and I, so that's why I was like, "okay, I gotta step in here."

Joanna has had plenty of experience coaching both boys and girls, at different levels throughout her career and she knew that she could bring a higher quality experience for her daughters and their peers.

Outgoing and Personable. One of Joanna's strengths that is clearly seen throughout her career advancement is her outgoing nature and the way that personal relationships with others have helped carve a path for her in her field. While Joanna dreads inter-personal conflict and sometimes struggles to ask directly for help when she needs it, she displays a certain talent for creating personal relationships that can be leveraged to create job advancement and opportunities. From a young age to current day, there are clear examples of the benefits that follow an outgoing and personable disposition.

When asked if she considers herself an extroverted or social person, Joanna responded, saying that she would not consider herself an extrovert in many situations, but that in a team environment she definitely is:

Yeah, yeah. Like, sporting wise though, absolutely. And like, quite enjoy rallying the troops and, again, see that a lot with my kid, which is interesting. And maybe that's because she's seen it a lot with my teams that I've coached and been around, and I've also coached her, so that might be another piece.

She thinks that while her dad wasn't particularly extroverted either, it's possible that the competitiveness that she inherited from him is what makes her take charge in a sport setting. "... I am a competitive human being, so I would say that piece of it lends itself a little bit to, 'Hey everybody, here's where we're going to go, and,' yeah, yeah." Joanna has found herself in leadership positions in sport starting in high school as team captain, and continues to lead in her women's league, and as a teacher and coach. She has also found that her involvement in sport

has facilitated fast friendships, even as the “new kid” in high school and as a freshman in her varsity league.

In terms of her career as a teacher, Joanna has made some fortuitous connections that aided in her swift hiring and other unique job opportunities. When Joanna completed a two-week practicum during her undergraduate program, she was asked to join on a backpacking trip with a group of students. Despite the fact that she has no experience backpacking, she borrowed equipment from friends and agreed to go. Later, when she was placed in a different district for another practicum placement, she was able to use this experience to request a practicum in her own community. The practicum placement ended up being the school she would be hired at full time, and the teacher she replaced was the teacher she had taught under as a student teacher. Not only did she replace her mentor teacher, but her mentor teacher became the vice principal at their school, and they maintained a close relationship. Having a positive relationship with her administration at Ridgecrest was important to Joanna, and it may have helped her feel comfortable asking for access to certain programs or contributing feedback regarding classes and programs offered to the students.

When Joanna’s first-born child was just one year old, Joanna and a co-worker were granted a job share by their principal, which allowed each woman to teach only two or three days a week. “Yeah, yeah. And it was a bit of a rarity, they don’t actually usually love it in high school, it doesn’t really happen, and our principal was really great about it and, yeah. So, I worked Tuesday, Thursday, Friday, and she worked Monday, Wednesdays.” This only lasted for one term before her co-worker moved on to a different position, but Joanna valued the experience. Her administration also allowed Joanna a two-week leave to participate in the Master’s World Cup in 2017, and allowed her to organize week-long trips with her sports teams

to travel to a new city and compete. Joanna also mentioned a class that she teaches in conjunction with the local college to offer her seniors introductory psychology, which is accepted as credit in some universities across the country, at a reduced rate. This was something she approached her principal about and was granted, which was part of what she valued about her administration at the time. “Like, and maybe our older administration I was able to say, like, “I would love to offer this program and this is what I’d like this program to look like,” and my old principal was like, “Then let’s see if we can make this happen. This sounds incredible, it sounds unique, it sounds like no one else is offering it, how do we do this?”

Even when it comes to the new changes in Joanna’s career, her friendships and connections across the city have helped forge a path. When the temporary position became available at the private school she is currently teaching at, she was sent the job posting by teacher friends, who encouraged her to apply. Once she secured the position and found the job to be a good fit, she was approached by the director of the school, whom she knew previously, with a request for her to stay on permanently:

The director came down and I met with him last week, and it’s a bit of a weird one again, because he’s actually a good friend of mine [laughs]. And he’s like, “We want to keep you.” And, “What does this have to look like for you for you to stay?” And, “If we can get something.” Right? And that’s the big piece, I think there has to be something and umm, and I, I floated it out there, I said I would actually go to middle school if there was an opportunity there, and he was like, “Oh that’s great news, and we might be able to jig some stuff around there.”

While she was unsure at the time whether a position would be available, she felt like she wanted to stay for at least a year to make the most of the experience. While Joanna still has aspirations to

teach abroad, and pursue other career opportunities, Joanna made it clear that she did not regret staying in her hometown to work when she was starting out. When asked if there was anything she would change about her career trajectory she responded:

Like, I ended up where I was because I didn't [leave my hometown after high school], and I had all these great opportunities and I wouldn't- I don't regret any of those. I loved being here, I loved playing soccer here, I loved my people that I met here, are still some of my closest people, so I don't regret that.

As a coach, Joanna has also been able to use her outgoing nature to her benefit, especially in combatting sexist and misogynistic attitudes toward her role as a sport leader. While discussing her experience being overlooked as the coach or being held to a different standard than her peers who are men, she gave different examples where she would use her charm, and ability to build relationships as part of her approach. Asked how she responds to parents and referees treating her differently, she told me that she would "charm her way" out of it, accepting to some degree that it is what it is. Joanna doesn't believe that she has necessarily adjusted her leadership style to account for being treated differently than her male peers on the field, but she employs other strategies. Touching on her approach she said, "I would say... more so I tend to be a little more playful with the referees and maybe joke around a little bit prior to the match, or if I know them specifically- you know, and I know lots of local refs now very well- so, yeah. You do develop a different relationship, I think." While she has developed relationships with referees and other coaches in her city, she has had recent experiences coaching out of town where referees who did not know her personally would immediately defer to the men on the sidelines first.

Resiliency. A commonly researched topic in regard to teacher-coaches who fulfill multiple roles is resiliency. Resiliency can be defined as “the capacity to continue to “bounce back,” to recover strengths or spirit quickly and efficiently in the face of adversity...” (Gu & Day, 2007). Although Joanna has worked in a generally supportive community and workplace, for most of her life, examples of her resilient spirit are found throughout the data.

As a young person Joanna’s family moved a number of times to new cities where her family had to create new communities away from extended family and she and her brother had to fit into new schools. When her family moved to the prairies it wasn’t easy to adjust to the harsh winter, but Joanna participated in seasonal sports and chose activities that could be practiced indoors during the cold months. When it came to making new friends at her new schools, Joanna was adaptable and reported having no problem finding friends as the new girl, especially through the sports teams she joined in high school. Even in sport and physical education settings where she was frequently the only girl participating, she made friends with boys and continued to participate because it was something she enjoyed and found to be empowering.

Joanna’s work as a volunteer coach has been especially adverse in the way that she has been treated differently as a woman, coaching both boys and girls at different levels. Joanna did not have many women for mentors in the sport sphere of her life, but she volunteered to coach her high school soccer teams as soon as she was hired and continued to do so for the rest of her time at that school. She even completed her master’s degree in coaching studies during her summers off, finishing her degree while pregnant with her first child. Joanna shared newspaper clippings of an article written about her experience giving birth to her second daughter during an important tournament with her senior boys’ soccer team. She described the experience:

... my husband was away and I hadn't actually talked to him in quite some time and he was supposed to be coming back but I didn't know when. So yeah, so then I ended up having her like, bright and early on Sunday morning, and then I ended up coaching this final, this Legacy Cup final on Tuesday night and it was, I mean typical, like, it was a very big deal, like 'what are you doing here?' 'Well, I'm coaching,' and like, you know it was like, 'woman has baby, blah blah,' and so no...

She shared this story after being asked if having her children affected her job or coaching, and followed up by reminding me that coaching is her favorite part of her job and that she wasn't going to give it up, so no, her children did not affect her role as a coach. While she took on fewer coaching gigs outside of her school commitments while her daughters were infants, she adjusted her life to involve her kids in the current framework, rather than start from scratch. "If anything like, you'll- there's lots of times like, I can show you photos of like my kids sitting on the sidelines of games or you know, there's my husband with like, child, child, dog, camera like, doing the whole shebang over there walking along!"

Rather than allowing the pressures of being a mom impact her ability to continue participating in sport in addition to her full- time teaching position, Joanna adapted and enlisted help from others in order to manage her time while taking care of all of her responsibilities. Balancing every role that she fulfils on a daily basis can be challenging, given that her husband works away for a month, and then returns home for a month, cycling like that throughout the year. This dynamic was beneficial when each of their daughters were born, as he was able to take months off at a time to stay home with the family, but he normally rotates through month long work trips. Both Joanna and her husband have had consistent work conditions since they met, so while it isn't a new arrangement, each school year brings new challenges as Joanna operates as a

“single” mom for their daughters every other month. Discussing what her work-life balance looks like throughout the year, Joanna said:

Yeah. Yeah, it’s been an interesting one. Certain times of year for me are a bit crazy.

Like, especially when, at Ridgecrest right, when I was, my outdoor ed was heavy, heavy, September, October. Plus, I coached at school. Plus, I was coaching outside of school.

So, I would like to say at that point in time I don’t feel like there is any balance. Like, it’s chaos. And, you know, organized chaos for sure, but you’re definitely like, day by day, like, “Oh dear lord. Who’s going to the grocery store for milk at this point?” and stuff.

And it’s gotten easier now, kind of easier maybe, sorry, maybe that the kids are a bit older and they can help a little bit more with stuff like that and they are way more independent, like, you’re not freaking out like, “Who’s picking them up at 3:00?”

because they are doing their own thing and coming home, and that. So that’s been a big change, for sure.

Joanna has an extensive network of people including her and her husband’s parents, past students who babysit, and other moms who help get kids from place to place for each of the activities they are involved in. So even when things are difficult, Joanna has built her life and community in such a way that allows her to take on each role she possesses without unacceptable cost to herself or her family. “So, it is like, for those times of year, the work-life balance... balance is a tough word for that time of year. And you know what, I have lots of friends who are in the same boat and we always joke a little bit about, like, it takes a village, really.”

Joanna’s resilience is apparent in the ways that she copes with the daily stress of managing multiple roles and prejudice as a woman in sport, but there are also times when she has faced acutely challenging circumstances and persevered. One instance that was discussed

previously, but also serves as a strong example of Joanna's resilience, is when Joanna faced an angry parent who not only yelled at her in front of her team, blaming her for a loss, but proceeded to write disparaging letters to her principal, her school district, and even the mayor of her municipality. She had no recourse, and her administration at the school advised her not to respond to the barrage of letters and phone calls being made to the school about her performance. This lack of support was disappointing to Joanna and it is something that she still thinks about to this day. Despite the emotional distress that this particular parent caused, she continued coaching and even coached his two younger daughters without an issue. He even congratulated her on a good season after coaching his youngest. She concluded by saying:

I don't know how I would have dealt with it differently, it really bugged me and it still like- It was so funny, because I had forgotten all about it and then I always think, "Oh, yeah I forgot about that." Would I have done anything differently? Would it have been different had a guy been coaching and doing the line? Do I think maybe he would have approached that differently? But yeah, he was like, it was so intimidating and really, yeah, upsetting.

Joanna has also suffered the loss of her mother and is now assisting an aging father. Joanna and her family were very close with her mother, as her mother lived nearby and was closely involved in the child-care of Joanna's two daughters. "My mom passed away, like 2014, which was a major shock I would say for our family. She was super healthy, or so we thought anyway, she ended up dying of like, a heart attack in the middle of the night, like it was one of those absolute shockers to our family." Joanna told me that mourning the devastating loss of her mother made for a difficult year, but that she never let it affect her performance as a teacher and coach. Her father has since stepped in and assisted with child-care responsibilities and is especially

interested in the girl's athletic ventures as a former athlete himself. In the midst of completing the interviews for this project Joanna's father suffered a stroke and was rushed to a major hospital with fears it might be an aneurysm. This occurred two weeks before the start of the term when Joanna was transitioning to her new position at a private school. Thankfully his recovery was positive, but it resulted in a stressful experience for Joanna, caring for her father out of town while preparing for a new job:

He is having a good recovery. He's had a couple little TIAs they're called, again since then, but again, they seem to kind of be motivating for him which has been really nice but we had a little bit of just utter chaos at the end of August, and we ended up getting shipped over to Vancouver and we were in the hospital over there and just trying to navigate, that was a bit of the stressful piece, I think, trying to navigate the [starting at a new school] thing and then *that*. So anyway, since then, things have come together.

Despite the chaos, she managed to split time caring for her dad with her brother, while getting off to a good start with her new school. She credits her new administration with being extremely supportive during her transition, giving her the resources needed to succeed.

Theme Four- Community and Belonging “Like it's that beautiful little community feeling of, “How do we help? How do we help our people?”

Early Experiences. While this in-depth look at Joanna's life story is focused primarily on her experience as a teacher and coach, it is relevant to examine her early experiences and the influence they may have had on her development of values and behaviors over time. Throughout each interview, Joanna frequently mentioned the importance of community and the role it plays in her daily life and decision making. This emphasis on community and belonging seems to have been cultivated early on in her life, with her immediate and extended family, neighbors and

family friends, and more directly, through her family's involvement in sport. This manifests in several different ways throughout her life, which will be discussed in the following sections.

Joanna's experience with a community-focus and sense of belonging may have started with her immediate family. While describing her childhood and relationships with her family, she made a number of statements that illustrated their close-knit family ties, and the ways in which those links extended outward to friends, neighbours, and extended family. One of two children, she reports having a "pretty great childhood." Beside a short stint spent in the Canadian prairies, her family lived in BC which meant a lot of opportunity for unstructured time outdoors. The time that Joanna and her brother spent out in their neighbourhood was often spent with their friends who lived in the area, exploring their surroundings, or playing more structured games. She remembers playing hockey in flooded lacrosse boxes during her time in the prairies and, in fact, it was Joanna's friend group who first introduced her to soccer, which would become her sport of preference throughout her life.

Despite having moved several times as a family during her childhood, Joanna recalls having connections with neighbors in different cities, some that have persisted to present day. "Yeah, no we had really great neighbours. Same kind of thing that you could call on- in the prairies as soon as we moved in our next-door neighbours became like, best friends, and yeah. And yeah, and we still see one of them to this day." This connection with neighbours continued after their final move to BC and Joanna recalls having many friends in the area. "Yeah, yeah. And a lot of neighbourhood friends. The neighbourhood we moved into, right, there was like, buddy here, buddy here, and buddy here, which was great, so [my parents] got to meet these people often and again, prior to the advent of the cell phone, right? Like, it was far more social." Her experience living in this neighbourhood left a lasting impact on Joanna, clearly exemplified

by the decision that she and her husband made to buy a house in her childhood neighbourhood when they were starting their own family. “Yeah, so it was nice, it was really nice community feel. I actually have moved back to that neighbourhood. I live in Edgewater which is where I lived- when we originally moved here, we moved down there and yeah.”

In addition to family friends and neighbors, she has maintained close relationships with extended family, despite not always living in the same part of the world. Her parents were originally from eastern provinces, where the bulk of their family remained, but they stayed connected from a distance, and eventually some members of her mother’s family relocated to their neck of the woods:

Like I can’t even remember if we ever had that conversation about why they had fully separated themselves from everyone in their family. Which now I think about it and I’m like, “huh.” [laughter] I wonder if there was like- but I don’t think there was ever anything weird. Like those people, my aunts and uncles always came to visit, my mom was always chatting with her sister and brothers, my mom is like, the second youngest of 11. So big family, and her sister ended up moving west and we were very close with her and her kids, and I’m actually still close with her kids to this day.

She even had an older cousin who lived with her family in BC while she attended university:

My mom’s oldest sister’s daughter lived with us for quite a long time. ...[W]e moved back to BC, and she ended up at the university here and ended up living with us for years, so she was a very big mainstay in our lives growing up... [S]he’s eight years older so she was always babysitting us or looking after us. We always had so much fun with her. She was really fabulous.

Joanna's childhood was a busy one; her family was always involved in different activities, and although her parents played different roles- her dad being team-sport oriented and very competitive, while her mom mediated her competitive family and supported from the sidelines- she was influenced by both of them, eventually following her dad's lead into the world of team sport. Her father was an avid athlete throughout his life, and continued to golf, and partake in active hobbies as an adult. While her dad was more involved in organized sport and team activities, Joanna's mom stayed active in a more social setting, walking with friends and attending exercise classes. Both were consistently involved in their own way in Joanna and her younger brother's sport endeavors as they grew up. Sport wasn't necessarily her mother's "thing", but Joanna recalls her being very supportive of everything they did, coming to events and supporting them. On the other hand, Joanna's father was often times involved as a coach or official, and Joanna gives him a lot of credit for her taste for team sports and her competitive spirit:

I had become quite proficient in skating, but I just, it was never, I think once I discovered, like, more team sports, I was far more into a team sport. And I really, as I told you, really enjoyed track and field and those kinds of things and those were way more my, my things. And those were my Dads things too probably, right? And, so my dad coached umm, some of my teams, not all of them for sure, and he was involved though.

Joanna took a liking to team sport as a young woman and continued to be drawn to collaborative activities into her adulthood. Going into her university program, she was granted a scholarship to play varsity soccer where she found a tight-knit friend group with both her teammates and the members of the men's soccer team. She found additional support and

belonging in her academic program once she began the Physical Education stream. She described the bond with her teammates and classmates:

It was definitely a big change from high school and I would say though when I, you become part of a team up here, it's like you're instant family, and you're connected now, and not only to the women's team, but you're connected to the men's team and all of a sudden your world expands a whole lot for sure. But it was great, like the PE department up here is so fun, and actually, I would say too that once I actually got into the program, right? Because all of a sudden, you're with people, the same people probably, for the next 4 years, which was really fun. Right? Like, super like-minded people again, and just fun classes, and you just get to know people.

During university, Joanna's connections in her city began to grow and it was important to her that she stay in the place where she had established those connections. When she was assigned a practicum placement in another part of the province, she requested that she stay closer to home:

And I had originally been placed at a school in Nanaimo and I still to this day don't know why, and I ended up going in and, "Hey, I'm on scholarship, I live here, my life is here," and the person I ended up meeting with about that was the person who had been the principal of Ridgecrest for like 25 years previously, and he and I had a great conversation and we had an interesting outdoor ed chat and he said, "you know what, I think I know the school for you." And then I got moved to Ridgecrest and umm... I've been there ever since.

Reflecting on any career regrets she might have in a later interview, Joanna told me:

Like, I ended up where I was because I didn't [travel extensively after high school], and I had all these great opportunities and I wouldn't- I don't regret any of those. I loved being

here, I loved playing soccer here, I loved my people that I met here, are still some of my closest people, so I don't regret that.

Joanna does not regret staying where she was offered opportunities and had connections, even when she had the option to work or reside in different cities.

University was Joanna's first foray into teaching, and she also gained her first coaching experience as a soccer coach for a local U12 girl's- team. She was connected to the team through a coaching course at the university, and she stayed with the team for 5 years. She ended up being close with the athletes and their families as they progressed, and Joanna has fond memories. She described the team:

I ended up being connected with umm... a girl's-team over at- it would have been Roswell Soccer, they're now known as Valley Falls Soccer, and I actually, when I moved here, that's where I had grown up playing through the Roswell Soccer Association, and this group of kids was just a dynamite group of kids and we had so much fun, and I ended up coaching the majority of those kids right through until about 2000. Uh, and they went from like a really recreational team to an actually quite a strong, elite, girls-group, which was amazing.

Joanna shared some artifacts during the interview process, including a scrap book created by the team at the end of their time together. The scrap book included pictures from different tournaments and games, memorable moments and quotes from Joanna and her athletes, notes written to Joanna by parents, and a thank you card from the athletes, with many inside jokes they shared with Joanna from their time together. It is clear looking through the pages of the scrap book that her first experience coaching with these girls was positive, and Joanna's coaching

philosophy seems to include heavy emphasis on team- work, with her community values at the forefront. Sharing her first impressions of coaching, which were with this team, Joanna emphasized the feelings of togetherness and the buy- in from the kids and their families:

Yeah, I would say it felt super natural. Uh, and I *really* liked it. Like, it's kind of like one of those empowering things, right? You've got these little people looking up at you and it's really a lovely feeling. Especially that age group, right? Because it's kind of like the teacher thing they all, they love you and they want to listen to you and I think probably the fact that we were varsity players, my girlfriend and I, right? That was a big draw for them, and they would come, and they would make signs for you in games, so it was really fun! And they were just really nice kids, they were really nice. And nice families who were appreciative of what you were doing, and yeah. So it was, it was really great.

Joanna's coaching and teaching philosophy will be discussed further in the following section.

Teaching and Coaching Philosophy. As a life-long sports woman and a dedicated teacher and coach, Joanna has developed a teaching and coaching philosophy that has served her well throughout her career. While teaching and coaching brings different groups of youth together, and require different expectations and outcomes, Joanna's leadership style is fairly consistent across roles. Gaining practice both teaching and coaching during her university program, Joanna has modeled her teaching style after her mentors at the university and has infused her own community values into her own approach, which has evolved over time. This section will describe Joanna's teaching and coaching philosophy as discussed during the interview process and explore the growth and change that Joanna has undergone as a leader in her sport community.

During Joanna's time as an undergraduate student, she began to develop her leadership style as both teacher and coach through her own practicum experience, and by modelling her mentors at the university. When asked which traits her professors had that she found appealing, she responded:

Well, they're just excellent teachers. They're- they just, they don't BS you, that's for one thing, right? They are very much, "Let us lay it all out, and this is what it's going to look like," and Janet's so thorough and brilliant, and I feel, very invested in the students- and maybe that's a big piece. They are very invested in *you*. And what you're doing at that time, and I would say that about all of them actually. How can they help *you*? Right? It's not about my university academics and credentials. They were very, like, real people, if you will.

Joanna hopes that her students would say that she is invested in them and cares about them as people and not just students, like her mentors. In conjunction with her time in the classroom, Joanna also learned a lot about her role as a teacher during her practicum placements. She found that teaching full time, while energizing, was also draining due to the sheer amount of communication happening during the day. She appreciated the trial-by-fire nature of it, and while she was "a little 'wing it'" as a new teacher, she has always had a strong work ethic. She has maintained her work ethic, but having children required her to become even more conscious of time management and planning, and she does not accept unpreparedness from herself in her job.

An important aspect of Joanna becoming a teacher was the sense of community and collaboration at her school of 21 years. Having done a practicum and been a teacher on call at Ridgecrest for a full term before getting hired full time, Joanna got to know the other teachers on staff, and she found them to be "super supportive" when she began full time. She told me about

some of her friends at work, including her “work husband” who she has coached with frequently, and another co-worker whom she completed a job share with while their children were infants. Joanna has been able to participate as a leader and collaborator at her school in many ways, in a variety of roles. She has fostered good relationships with her colleagues, and even her administration. One of the things that Joanna valued about the principal she taught under was their being “people oriented,” knowing every kid’s name, and their willingness to try new programs that would benefit their students. Joanna felt as though she had agency to float ideas and accomplish them with help from her administration. Throughout her time at the school Joanna offered college credit courses in conjunction with a local college, took several sport teams on weeklong tournaments and trips out of town, and participated in studies aimed at finding ways to engage girls in girls-only PE classes.

Near the end of Joanna’s tenure at Ridgecrest, there was a transition to a new principal, who was seemingly less interested in collaboration and teacher input than the outgoing principal. Speaking about the change of leadership Joanna shared:

I just feel like- which is interesting, because my current administration was the person I took over from when I first got hired at Ridgemonst and uh, she’s very different from our last principal who was so people oriented and school oriented and knew every kids name in the school and I don’t think she could name 10 kids names, and it’s become a bit of a- you go in there with a, “Can we talk about this?” and it’s a lot of, “No. No, no can’t do that, no we can’t do that, can’t do that.” And just a lot of our programs are being modified and I think that these are the programs that define our school, and they are really being shut down and changed, or not allowed to grow. It’s- yeah. It’s been a bit of a tough one, so.

This change from student- oriented and collaborative leadership was a contributing factor to Joanna applying for, and ultimately accepting, her current position at a local private school. Joanna reports trying to have conversations several times with the new principal about offering valuable programs or making changes to benefit her students, with little success. She and other teachers were unhappy with the direction the administration was taking, so Joanna took the new position with hopes of gaining new experience and challenging herself. While she hasn't held her new position long, she already has a sense that there is teacher support and a strong collaborative environment.

When it comes to Joanna's personal teaching and coaching ethic, Joanna has strong ideals which she shared throughout the interview process. I asked Joanna to describe her teaching style and she responded:

I would say you could probably describe it just by chatting with me. I am very... down to earth I think when I teach, like I would say I'm- I know this is going to sound weird, but like, I'm a type A, *but* very social, very, I like discussing things, I love talking with kids personally, especially in a PE class, umm, I love playing with them, I like- yeah. So, I'm casual but not? Does that make sense? Like, in a firm, but not- like, a firm but fun, if you will? Like, I have some very strict rules, and follow my rules and we're going to have a blast. And don't follow my rules [laughter] we're going to have problems, but. Yeah.

She mainly teaches physical education, which she believes has the benefit of being more fun than traditional classroom settings. One of Joanna's main goals for both her classes and teams is fun, and for the kids to continue being physically active outside of her classroom:

And I want them to have fun and I want them to enjoy physical activity and realize, you know, that we don't have to run for physical activity, we can find something else to do.

Like, be creative, find a way to make fitness fun and part of your life and that kind of thing, so. Like, it's a luxury for sure. And to be in that type of environment, I think it really fosters different kind of relationship, than, again, a physics 12 class would, right?

Where your outcome is very academic based.

Compared to her teams, PE can be a very different experience, with a wide range of skill levels, or as Joanna said, "You get kids who have two left feet and couldn't jump to save their lives, and can't run for 10 seconds let alone, right? And you've got them all the way up to the elite level kid in there who can do it all." For some of her students, the goal of the term is just getting through it, and Joanna sets up reasonable goals that they work toward. Joanna tries to create an environment where the kids can find the same empowerment that she has found through sport. She shared her hopes for her students at the end of the day, "Gosh, I hope you enjoyed yourself. And wouldn't feel too uncomfortable if someone asked you to go play in the park, or if you go to university and someone wants you to go kick the ball around, I hope you would go, 'Yeah, I would have real fun doing that.'" All that said, Joanna is still competitive with her classes, trying her best to win whatever game they are playing, "I had a group they used to call me "Cheat to Win." Because they are like, "Well, we can never finish class unless your team is winning!"

In a team setting Joanna's community-oriented leadership style becomes even more apparent. Throughout the interview process she repeated the importance she places on teamwork and dedication for the benefit of the group. Asked to clarify which behaviours she has high expectations for when she coaches, Joanna said:

So, my strong expectations would be that if you are- are a part of whatever we have created, whatever team it is, that you buy in, and when you're in, you're in. And then I have high expectations from that point that this is what we are achieving as a team, this is

how we go about it, right? You're- I've given up my, my week or whatever- my week, my season, whatever it must be- and I've organized my calendar to fit in training and games, and tournaments, and I *want* that for the kids, because I know how important it is to them, so I expect them to do the same.

Joanna expects that once her athletes commit to the team that they've been selected for, that they be willing to show up, work hard, and make the same sacrifices that everyone else makes in order for the team to succeed. Joanna expanded on this later, touching on what values she brings to her teams:

Well commitment would be number one. So that- that for me would be huge. That we are a team, and we've committed to each other and so there is no room for flexibility on there. Like, we're either committing or we're not, so get in, right, and you get 'er done. Uh, that would be a big one. I would say... what values... just what you're bringing into the team needs to be nothing but the good stuff (laughter). So, I don't do well with negative human beings, especially in a team environment, the classroom obviously is a little bit different, you don't have a lot of maneuverability there, but I would say that your attitude toward the team is hugely important. They become your extended family. And that's been something that I've had throughout my career- this extended family, whether it's university, or women's league, or the family that I have of little humans now, right? Like, they really are like a little extended family and they love seeing each other and being there and they need to be supportive of each other, so.

While she doesn't believe in benching athletes as punishment for not showing up to practice or falling short of expectations, she admits that their role on the team might change after consistent absence, and she believes that the other athletes play an important role in accountability.

Being a competitive person and wanting the best outcomes for her teams has meant making hard decisions in regard to selecting athletes and designating playing time. Joanna admits that early in her career she was goal driven and her competitive high school teams usually set goals to win and advance to tournaments such as Provincial Championships. This meant playing certain players more than others in the pursuit of winning games. As a more experienced coach, Joanna has reconsidered the importance of winning at the cost of player development and choosing skilled players who do not contribute positively to the team environment:

And I would say more and more over the past 20 years, like I fully admit that I've had kids sit on the bench for me for an entire game and I look back now and I think, "Ugh," I want to throttle myself. Because, I think like, if- why would I have taken them on the team? If they were *so* un-valuable that I couldn't get them into a single game, or we were so driven. And like, did I talk to them after, like, do you know what I mean? I look back and just- I hugely regret those times. For sure.

Joanna shared one coaching experience that exemplifies the importance she places on community and team- work, and her willingness to change environments if her expectations are not being met. She described the situation she found herself in as coach of the senior boys' soccer team at her school:

Umm, but I love this community out here at Elmwood it's an amazing community and they were really neat kids, and hard- working, and people were very invested into school sports which was very cool, but around this time, I don't know what the gig was, but there seemed to be a real change with a couple of the boys and it was getting harder and harder to get a commitment out of them and things really kind of- and it was tough because we had actually come off of a very few successful seasons, but not successful

really with results only, but also just successful, just as in wonderful groups of kids and then it kind of morphed into some group of kids who I was... really, yeah felt a bit disconnected with and they were, yeah they were- yeah, it was sort of like a bit of a negative experience. So, I ended up- at that point our junior boys coach left and I, so I stepped away from them and thought maybe something fresh would be good and talked about maybe building the program up again and starting, you know.

She elaborated later on, saying that the previous four or five years leading up to her departure from senior boys' soccer had been really successful, not just in terms of wins, but because the boys bought-in and developed a team orientation that allowed them all to excel together. Seeing their potential only made it more disappointing when she felt a shift toward more self-involved and unengaged behaviour from the players. Joanna did find some consolation near the end of the school year while on a week-long outdoor ed trip that included some of her athletes from senior girls' and boys' soccer. Hearing about the great experiences their peers on the girls' team had during their season prompted two of her senior boys to admit to Joanna that they had made a mistake in not taking their commitment to their teams more seriously.

As previously discussed, Joanna has taken on coaching her daughters in a variety of settings in recent years, in addition to her coaching duties at school. Having never envisioned herself coaching her daughters, she made the decision to get involved after watching her eldest be coached by two well-meaning, but lackluster volunteer coaches.

I full on was like, I'm not going to be one of those parents who has to coach their kids, in fact, I was really looking forward to someone else doing it, and then I spent a couple months watching it and I was like, I can't sit and watch this anymore. So yeah! So, I ended up- I coach them both now. Uh, my oldest daughter, we are going to provincials in

July with her team, and yeah. It's actually been a really fantastic experience and I've ended up getting wrangled into coaching some other things as well, for them. So, basketball, track and field, and oh god everything."

Joanna sensed the lack of engagement of her daughter and her peers and decided that she was better equipped than the volunteers to lead a team of young girls. Similar to her fears associated with young athletes getting involved in high performance sport at an early age, she worried that if the girls weren't enjoying themselves and building skills appropriate for their age, they might discontinue their participation at a young age.

Joanna has now coached both her daughters in field hockey, soccer, basketball, and track and field. One of the aspects she enjoys most is witnessing the relationships between the girls and their friends and teammates:

Yeah, and I think I've said this to you before though, by coaching them I feel very lucky because a lot of them are her friends, so I feel like I've had a bit of unique insight into what her peer group is like. And I've been able to kind of witness some really amazing stuff, which I don't think a lot of people would get to see, you know?

When asked about any preference between coaching her more competitive teams or the younger girls she coaches, Joanna talked about how much she is currently enjoying teaching her daughter's teams, especially in regard to the little community they have built among themselves:

But this group in particular of my eldest daughter, they, it's like, amazing the bond that they have. And they go two days without seeing each other and they come to practice, and they are hugging each other, and they just, it's like they really enjoy each other's company and so that's been. And I know them all, like, I and so it's been fun, like that's

another piece, right? You get to see them do other sports throughout the city playing against your kid and then with your kid, so it's been fun.

Laughing, she shared a little snippet of conversation she recently had with her young athletes:

And it's pretty awesome. When you work with little kids and they just have fun and they just are- like my girls said to me the other night, they were just like, "Why can't we practice for like, 3 hours?" Right? And I'm like, "Because of- at the end of an hour and half I like, need you to go home. I need you to leave, you need to get out." Like, they are hilarious, and that's a big part of them loving each other, though. It's a big piece. They are like, "We can't possibly be done yet!" And I'm like, "Yes, get out, leave."

Joanna has had an overwhelmingly positive experience coaching her daughters, but has gotten to the point with her eldest daughter where she believes it's time they had leadership from someone else, in order for them to gain new perspectives and change and grow, especially as they grow up and begin to gravitate toward their friends more and more.

Parenthood and The Village. As discussed in previous sections, Joanna has made a concentrated effort to maintain her multiple roles without sacrificing the activities that she values and enjoys doing the most. Her own strong will and work ethic have allowed her to juggle a hectic schedule through life changes, but Joanna also credits the strong network of friends, family, and neighbours that have helped her manage her time, especially after the births of her children. The various people in Joanna's life that provide childcare have been instrumental to Joanna's success and she affectionately refers to her network as The Village. This section will discuss the various parties in her network that have aided in childcare and everyday logistics of working a full- time job, volunteering as a coach, and raising a family.

When Joanna and her husband bought a house, they decided to move into Joanna's childhood neighbourhood. Joanna had fond memories of her time there in her youth, they wanted to be part of a connected and friendly neighbourhood, and they knew that down the road there would be good schools for their children. Joanna values a sense of community in all of her endeavours, so choosing a well-connected neighbourhood in which to establish her family made sense. About the benefits of raising children in their area, Joanna said, "It's a lovely neighbourhood and it's been really great for our kids to grow up there and they skedaddle off and there- have a lot of freedom in our neighbourhood, right? Where they're like, 'Going to the beach.' Okay, bye. Like, (laughter) yeah." Joanna feels that it's a safe place for her daughters to ride bikes to school, run off to play at the beach, or spend time with their friends who live nearby. They have friends all around their neighbourhood and Joanna relies on their parents in a number of ways. The community of parents with children the same age as hers keep an eye on the children when they are playing outside, or on their way to school. Joanna also happens to coach a few of the girls around her daughters' ages and the moms will coordinate so that everyone is getting to practice and home again while Joanna coaches and runs from practice to practice herself.

Joanna and her husband also happen to live in the same neighbourhood as both of their parents, who have played instrumental roles in childcare for the girls. Since both of the girls were infants, their grandmothers have each taken them for two-days a week. This morphed from all day while their parents were both working, to afterschool as the girls grew up. Joanna's girls have formed close bonds with their grandparents and will still stop in at their paternal grandmother's house to say hello before heading home. Sadly, their paternal grandfather passed before either girl was born, and, as previously mentioned, Joanna tragically lost her mother

unexpectedly in 2014. The death of Joanna's mother was a devastating loss to the whole family, in part because of the bond she shared with the girls. After her loss, Joanna's dad stepped into her role to look after the girls two days a week. As a former athlete he is invested in his grandchildren's sporting pursuits and is there to help out when Joanna needs him.

While Joanna has relied on grandparents for the bulk of her childcare needs, she has enlisted others for more sporadic needs. Grandparents being responsible for Monday through Thursday, Joanna recruited one of her husband's cousins, and sometimes ex-students of hers to babysit on Fridays. Fortunately, Fridays are a shorter school day at Joanna's long-term school so as the girls were older and in school themselves, she was able to get home early and pick the girls up herself. She also still lives in the same city as her younger brother and his wife, who have always been available when Joanna has needed them.

Part of the reason that Joanna has built such a comprehensive childcare network is due to the fact that her husband has worked one month on and one month off since before they had children. This means that every other month Joanna is responsible for their household on her own. During the school year this causes some chaos for her, considering the hours she dedicates daily to teaching full time, volunteering as a coach and playing in her own soccer league. When asked if their unique parenting dynamic caused any conflict for her and her husband, Joanna explained:

Umm... you know what? And maybe since because we've always been together, he's always done it, and it- I think I said this to you, when the kids were little, it was a lot, for sure. Like a month is a long time and they are, you are their everything, right? So that was definitely, like, he would come home, and I would be like, "I'm out." [laughter]. Because, "Bye!" Totally, even if it was like I needed to go for a run or do whatever, but

again, my village has always been so amazing, but it's just, it's a lot when you are the one person who is making dinner, bathing, reading books, like, it's just a lot, it's a lot. And it's- it's still a lot now, it's just a different kind of that version of it. So, no. And in fact, I always kind of joke a little bit, like- maybe not joke- but I'm like, I wouldn't want to live with *me*.

Joanna admitted that while he is away, she goes into "survival mode" where both she and the kids do their parts to keep things on track, and once he is back home it's his time to be "on"

So, I think our friction maybe, if there is anything it comes a little more from the fact that, no matter what, when I'm working, I still come home to the kids, and I come home to laundry and dishes, and who's making dinner and who's doing this and that. When he works, it's him on a boat... And there is nothing, like, he- right? And I always kind of say, I'm like, and I- you never want to say, "You don't understand." But it's just different... And I don't understand his boat either because he's like, "Well, you think I only work, you know, 7:00 a.m. to 7:00 p.m., but I have to do all this with the boat." And I'm like, "Great, but I do all that, and I'm making dinner, and I'm still doing this, whereas you, it's like your time and doing your thing." And so, the MY-time thing... It is a little bit, right, even though it's- and again, I feel bad even saying that- because then again, when he's home, I'm like, "You're on buddy."

Despite the challenges presented by his absence, Joanna says they have always made it work, and his schedule does come with some benefits. Joanna joked that she has a "Honey-do" list that keeps him busy while he's home, and she is grateful for the time and focused investment he is able to make in their daughters with his uninterrupted time home:

And like, my kids have had, I think, to be honest with you, more time with him despite the fact that he goes away, like, when he's off, he's off. And he's the dad who was going to school, and doing the bake sale, and doing the fun fair, and driving on this field trip and stuff, whereas, a lot of dads work- leave at seven in the morning, coming home at seven at night. So, they have had big times with him, and the way it works too, if he were to take a block off, like if he were to take a trip off, then he would actually be off for three months. So, there are times when he's done that. Or actually, when I went back to work, maybe with first and second kid, he actually took two trips off... So, then he was off for five months straight.

The heavy emphasis Joanna places on community values, and the importance of a dependable network of people helping to support her is seen throughout every interview we completed. Joanna admitted that her packed schedule was cyclically chaotic, but her family life and work-life seem to be integrated. Her children participate in numerous sports, many of which she coaches. Her family and friends participate in childcare and her kids have a familiarity with and fondness for her role as a teacher and coach. When asked about what she believes enables her to continuously and successfully fulfil her roles as mother, teacher, coach, and athlete Joanna responded without hesitation, providing a snapshot of the way her roles are so closely intertwined:

Well, I would say, me, number one, it's like [laughter] It's like my favorite part of my job, so I was very unwilling to give it up. I would say now, because of that, a very supportive husband who is always- he's also a very laidback human being, so that's probably been extremely helpful, umm, and maybe, I talked about his family and my family being incredibly amazing with our girls and jumping in and looking after them and

maybe also a big piece is like, my girls growing up seeing that, they really loved being a part of my teams and stuff. And they just missed, I ran- I think I was telling you this- a big fundraiser thing for MS, we do it every year, (...) and they were both like, livid with me, that they could not manage to get from here out to, and like, back here and no one was willing to drive them and I'm like, "You'll be there for 20 minutes," "That doesn't matter!" So, yeah, they're hilarious, right? So, they really have, like, a vested interest in, in the teams and the people and I think I said that to, like, some of those girls went on and became like, you know, they looked after them for like, a year, every Friday, you know, Emily was there, or Tara was there or whatever. So, umm, actually, the mean dad? His daughter like, looked after both of my kids, and still, like, to this day, like, come- and she's a teacher now and she's- I actually coach against her now, so.

It is apparent that Joanna values each and every one of her roles in her community and within her family. Rather than keeping each sphere distinct from one another, she has adopted a lifestyle that integrates each role in a manageable way.

Chapter Summary

Chapter Four includes a participant profile, describing key characteristics and life chronology relevant to the findings. The remaining sections present the findings of the study, based on quotes from the transcribed in-depth interviews completed with the participant. The themes and sub-themes were informed by the data and are an exploration of the complex circumstances that allow one Canadian teacher to stay involved in sport leadership over a life-long career.

Chapter 5: Discussion

The purpose of this study was to explore the life history of a woman teacher-coach and examine the factors involved in her long-term maintained involvement in sport leadership. The previous chapter presented the findings as generated through narrative and thematic analysis. This chapter discusses the findings and connects to them to the literature reviewed in Chapter 2, as well as addressing the study's two research questions: (a) What is the life history and experience of a successful woman teacher-coach? (b) What facilitates maintained involvement in sport for a woman teacher-coach? The chapter concludes with a summary of contributions to literature, practical implications, and future recommendations.

The findings of this study both support and contribute to the existing literature. Despite the numerous barriers and challenges that many women face in their pursuit of sport participation, and despite the overwhelming evidence that teacher-coaches face role conflict and high rates of burn out, Joanna has achieved long-term, meaningful, and fulfilling engagement with the sport leadership and participation that she values most. The following sections discuss the influences in Joanna's life that have helped and hindered her ability to maintain a number of roles in her life over a sustained period of time, in relation to those studies discussed in Chapter 2.

Societal Context

One advantage of life history methodology is the ability to examine the participant's narrative in the social historical context of their life. Joanna grew up during a formative time for women in sport in Canada, and her experiences echo those changes, as discussed in Chapter 2. When Joanna was young, she was influenced by both of her parents at different times. When she was a child, in the mid 1970's, Joanna participated in what she considered to be her mother's

activities, such as figure skating and gymnastics. These activities are what would have been considered more feminine sports, appropriate for girls, and were coached by women. Joanna also had a competitive father interested in hockey and a little brother to play with, so her transition to team sport happened young, and often as the only girl amongst groups of boys. Joanna enrolled in high school the same year that Canada moved toward ending gender discrimination in sport with their Sport Canada Policy on Women in Sport, which addressed systemic and structural barriers to girls and women in sport (Hall, 2016). Joanna had already been playing with her neighborhood friends, and in recreational leagues for a few years by then, but in high school she began playing volleyball and more seriously, soccer. All of her teams as a teenager were coached by men, consistent with what Hall (2016) tells us about the lack of women's leadership in sport following the shift toward gender inclusive sport opportunities.

Joanna's experience with sport and physical activity as a youth was not necessarily unique, but she had certain advantageous circumstances. Joanna had a middle-class upbringing in a Caucasian, stable family, and she had access to quality education and recreational sport programs, which her parents were often involved with in some capacity. In their study exploring the development of leadership styles and skills in woman sport leaders at a variety of volunteer and professional levels, Brown and Light (2012) analyzed interview data from 23 Australian women who had received Women in Sport Leadership grants from their state. In addition to identifying leadership traits across the group of participants, the authors explored the role of early experiences in shaping the women. According to Brown and Light (2012), "Most of the women interviewed, suggested that their childhood experiences profoundly shaped their approaches to leadership. They suggested that their relationship with their parents, their early sport experiences, and school involvement formed the most significant influences on their

leadership practices” (p.193). The participants asserted that positive early sport experiences played a role in forming their values, attitudes and self-confidence; “They suggested it had embodied a sense of competitiveness, helped them learn the value of setting goals and working hard to reach them” (Brown & Light, 2012, p.193).

Joanna spoke clearly about the similar impact that sport had on her life as a child and how her experiences shaped her perspective and attitudes as an adult. Joanna excelled at sport, which she found to be an empowering and enjoyable experience, and she formed many important social bonds through sport all the way through childhood to adulthood, with her peers, coaches, and colleagues. The participants in Brown and Light’s (2012) study also stated the positive influence that having supportive and encouraging mothers had on their self-confidence. Some of the participants at elite sport levels also reported that their fathers were involved in sport leaderships roles and imparted a variety of attitudes and skills that the women still carried with them in their own careers, including competitiveness. While Joanna’s father did not work in sport leadership, he was an avid athlete and frequently participated in her sport teams as an official or coach. Joanna gives him partial credit for her competitive spirit, similar to those women in the study. These early influences may have played a critical role in Joanna’s development as a woman teacher and coach and will be discussed further in the next section.

What’s Gender Got to do with it?

While discussing the underrepresentation of women and women’s life experiences, the construct of gender is inextricably linked to each aspect of life. Joanna’s upbringing, athletic experiences, social networking, education, career, and sport volunteerism are all impacted by her gender in both subtle and explicit ways, all profound. During review of the literature, there were a number of studies examining the impact of gender on the advancement of women in the

workplace, their perception of themselves and others, their embodiment of “masculine” or “feminine” leadership styles, and the impact of gender dynamics on job retention. Regrettably, there are very few studies focused on women in volunteer coach positions, with most focusing on women who had reached top leadership positions in sport management and coaching at least at the college level. I will discuss Joanna’s experiences in relation to the available literature, but more studies looking at leadership and gender in volunteer coaches would contribute to the current body of knowledge. The following sections will discuss the role of gender in Joanna’s leadership style and experience as a teacher and coach.

It should be noted that gender will be discussed using binary language that does not necessarily represent the full spectrum of gender identity. This study shares a social constructivist lens with authors Pfister and Radtke (2009) in their study of sport, women, and leadership in Germany. They elaborate on the relevance of the existing gender binary in this type of research:

By regarding gender as a binary construct, even when we simply use the terms “men” and “women”, we make use of categories that cement gender differences and construct women as the “other” sex. This leads to a dilemma since, if we wish to investigate gender relations and gender hierarchies, we must analyse differences. In our approach to gender hierarchies, we explore and analyse gender differences without assuming these differences to be natural, essential or biological. Using gender as a concept of relations, we explore the influences of one group on the other, the meaning of the differences, and the impact of the representations of the differences. In addition, we are fully aware of the diversities that exist both among women and among men. (Pfister & Radtke, 2009, p.231)

This study adopts the same understanding for the findings and discussion.

Perceptions of Gender Expectations

Joanna seems to have had an evolving perspective on gender throughout her life. While addressing underrepresentation of women in sport leadership, or gender discrimination in sport, it is clear that Joanna is aware of, and personally affected by discriminatory practices. She reported frequently being the only girl in sport and PE as a child and suggests that she fit in better with her boy peers than the girls. While she is aware that gender dynamics existed in those settings when she was young, she told me that it was never a problem for her. “It was what it was” was repeated during the interview process, and she told me that she was never intimidated by playing or competing against boys, and she just wanted to have fun and participate. In Claringbould and Knoppers (2012), they interviewed women and men who worked either as sport journalists, or members of national boards of Olympic sport organizations, examining how gendered practices contribute to skewness in sport organizations. Many of the women in these workplaces were exhibiting liminality, which the authors define as “a practice of doing gender that individuals engage in without questioning underlying assumptions” (p.405). Joanna may perceive her own experience in sport similarly, in the sense that she knows that girls did not play team sport and participate in PE, but *she* participated in those activities without questioning it. It could be argued that as Joanna aged and became more involved in sport at the leadership level that she moved towards what Claringbould and Knoppers (2012) call “critical consciousness,” recognizing different gendered experiences, and disrupting expected gender roles in her own life (p.413). A strong example of this includes her involvement teaching in a girls-only physical education program, which seeks to amend the negative experiences many girls typically report regarding PE. Other examples include coaching both boys and girls sport teams at a competitive

level, and subverting childcare roles with a husband who stays home with their children every other month while she works and coaches.

Leadership Style and Characteristics

When it comes to leadership style, Joanna possesses characteristics that may be attributed to both men and women. According to Hovden (2010), dominant leadership discourse has an “androcentric” bias, relying on the underlying assumption that the ideal leader is characterized as a “heroic male” who is action and task-oriented, competitive, dedicated and rational. Leadership skills such as independence, ambition, decisiveness and courage are seen as gender neutral, but are actually based on this “heroic male” conceptualization. In contrast, gynocentric leadership discourses focus on the underutilized value of women’s leadership and the skills that women bring to leadership positions. Traits assumed to be more feminine include enhanced empathy, and ethic of care, team- building, and cooperation. Gynocentric leadership discourse has been criticized for suggesting that all women have essentially feminine traits, and for creating an equal and opposite vision to the androcentric ideal leader, that is the “heroic female” (Hovden, 2010).

Joanna is an example of a coach and teacher whose philosophy and approach is left out of either of these conceptualizations of the ideal leader. Her leadership style integrates both feminine and masculine characteristics, formed over years of different internal and external influences. Considering her background in sport, lack of women mentors/role models, and her dad’s influence, she possesses a competitive spirit, holds high expectations for herself and others, and has a high level of drive. That said, beside her desire to lead her teams to tangible success and wins, her goal has been to develop players, create an enjoyable and empowering experience for everyone, and foster a family-like community with high buy-in and an ethic of teamwork. This does not mean it has been easy. Joanna told me that she has to adjust her coaching

performance to account for the negative reactions and retaliation of her peers, athletes, and officials who are men, and parents. Pfister and Radtke (2009) quote Smithson & Stokoe (2005): “the theme of women succeeding when they act “like men” is a recurrent one in feminist organisational analysis” (p.232). This is true in leadership discourse as well, as mentioned earlier. Women in sport leadership often feel pressure to conform to more masculine behaviours and communication styles in order to get ahead and stay competitive (Leberman & Shaw, 2015). While Joanna has admitted to altering her leadership style and expression of leadership to cater to officials, I find it ironic that some of the behaviours she has had to change are comparable to those of her men counterparts. She is often not taken seriously, or overlooked, as the head coach of her teams, but once the game starts and she exhibits behaviours similar to those of her men colleagues, such as emotional outbursts in response to calls on the field, she faces harsher punishment and has to temper her reactions so as to not draw too much negative attention. This is similar to fears of women interviewed by Claringbould and Knoppers (2012), that they would be called a bitch for being competitive, where their men colleagues might be called tough or courageous. This suggests to me that no matter how good women get at matching their traits to those expected of and by men, they will still be seen as “other.”

Joanna may have a couple of ameliorating factors on her side, that reduce the effect that this negative attention might have on her job satisfaction and success. First, she reports having always had closer relationships with boys than girls, including her coworkers. This might be an asset when it comes to networking and creating lasting relationships at work and while coaching. In their study, Leberman and Shaw (2015) interviewed and surveyed woman sport management graduates, focusing on their expectations, career progression and career support. Many of their participants found it important to be able to communicate and network with men in order to get

access to similar opportunities as their men colleagues. Walker and Bopp (2011) found similar results with the NCAA Division I women coaches they interviewed, stating that the lack of an “old girls” network was a problem because it prevented them from accessing opportunities available in the “old boys” network. One participant suggested, “if people know you, and they like you, they’re going to want to be able to help network you. Women need to network more and increase social networks... old girls’ clubs” (Walker & Bopp, 2011, p.56). Not only is Joanna a personable and out- going individual, but she is also adept at forming close relationships with men colleagues which is an advantage. This can be seen throughout her early career, from her ability to connect with her practicum director and have her practicum changed, to her willingness to accept an opportunity to supervise a backpacking trip which advanced her qualifications, and completing high level coaching certification, even while facing conflict with the director. Secondly, Joanna has adapted her leadership style on the field to match her existing philosophy for teaching and coaching. Rather than letting harsher punishment from officials discourage her, she merged her field presence with her coaching philosophy. Joanna considers herself an educator and role model first and foremost, which allows her to tame her emotional reactions on the field and maintain a presence consistent with her values. I will talk in more depth about the ways in which she has merged her identity with her role as teacher and coach in the following sections.

Parenthood

A frequently cited barrier to women in sport and other full- time careers is a construct called work-family conflict (WFC). As defined in Chapter 2, WFC is a type of role conflict that occurs “when the demands of work or family make it difficult to fulfill the demands of the alternative role” (French et al., 2018, p.284). Role theory predicts that individuals who fulfil

multiple roles (i.e., working, volunteering, parenting etc.) will inevitably face some conflict due to the limited amount of time and resources they have to spend each day on each role (Dixon & Bruening, 2007). This conflict will typically result in individuals taking time and energy away from certain roles to fulfil others, and this action has a cost. According to Dixon and Bruening (2007), consequences of WFC may include “psychological distress, poor health, decreased marital or job satisfaction, reduced job performance, and intent to leave one’s profession” (p.472). Work-family conflict is a bidirectional relationship, meaning that work may spill over and effect family life, or family responsibilities can spill over, effecting work performance. It is broadly believed that individuals, specifically women, with children report more family-work conflict, than those without (Dixon & Bruening, 2005; Dixon & Bruening, 2007; Duxbury & Higgins, 2003).

In many ways, Joanna fits the expected archetype of a modern working mom of two, in a dual income family, facing role conflict between her many obligations to work, volunteer work, and family responsibilities. Like many Canadian women, Joanna gave birth to her first child at a later age than women her mother and grandmothers’ ages. Canadian women give birth to their first child around age 28 on average, in contrast to those women in the 50’s and 60’s who typically started their families in their early 20s, and Joanna gave birth for the first time in her early thirties (Statistics Canada, 2018). Even starting a family in your 30s can be a serious obstacle to maintaining and progressing a successful career, especially one related to sport. In their profile of Canadian teacher-coaches, Camiré et al. (2016) found that those participants in their 30s and 40s were more likely to cite family obligations as an issue, than those participants younger and older than them. This suggests that younger children require more time and energy, which was the case for Joanna as well. After having kids Joanna cut back on her coaching

responsibilities as she found the demand to be too much at the time, but as her kids grew up and began to engage in sport themselves, she took on coaching their sport teams, which increased her time spent coaching as a volunteer again.

One study comparing the experiences of two different teacher-coaches and their perceptions of occupational stress highlighted the cyclical nature of stress and burnout (Drake & Hebert, 2002). Both participants experienced more intense feelings of stress and overwhelm at different points in their careers, including their first years of teaching when the workload was high, and the learning curve steep. One participant was a mother of two who reported more WFC than her single, childless peer, and expressed some consideration of changing careers in the future in order to reduce the stress brought on by being a teacher-coach. Joanna spoke about her challenging introduction to teaching, starting her first term with an injured leg, taking on a full course load and preparing lessons for several different subjects at once: “I remember thinking, ‘I have never been so tired in my whole life,’ though.” In contrast to the mother in Drake and Hebert’s (2002) study, Joanna never expressed any desire to leave her chosen career as a teacher, and in fact, she has worked very hard to keep her position as a volunteer coach, even if she may have cut back on some responsibilities when she had young children. Any interest she may have in changing careers later in life is related to trying new challenges in new places, rather than escaping the workload or nature of the job she currently holds.

Joanna has a packed schedule, especially during certain times a year when she is working, coaching multiple teams as a teacher-coach, coaching her daughters and playing recreationally herself. She describes those times as controlled chaos and told me that “balance is a tough word for that time of year.” While Joanna admitted to experiencing times of immense pressure related to work-life balance, throughout the interview process she consistently referred

to coping strategies and a robust support network that aid her in achieving her goals. According to Dixon and Breuning (2007), role theory asserts that individuals may acquire and mobilize resources that assist in reducing, or preventing, role strain or conflict, making it possible to cope with the demands of multiple roles. Joanna touched on a number of coping strategies and support systems which are consistent with those found in the literature exploring WFC. First, and perhaps most importantly, Joanna has had the option to involve family in the care of her children. Both her mother and mother-in-law played key roles in childcare since her children's births, taking turns taking the girls for two days a week each. Given that Joanna's husband works away for a month at a time and Joanna works full-time as a teacher, this assistance has been key. Studies examining the most impactful strategies for women coping with WFC suggest that increased childcare, especially provided by family, can reduce perceptions of stress and increase job satisfaction, ultimately contributing to retention of women in these roles (Dixon & Breuning, 2007; Leberman & Palmer, 2009).

Joanna's husband has also played a key role in the care of their children, despite his job keeping him away from home for a month at a time. When asked if this work arrangement caused any conflict in their relationship, Joanna was hesitant to speak about their dynamic as a conflicted one. Joanna had many positive things to say about the support her husband offers, sharing that she perceives him as an "even keel personality," willing to take her lead and do what needs to be done at home while she works and coaches. Despite his being away for weeks at a time, Joanna believes that he has had what she called "big times" with their daughters, as when he is home, he is the parent preparing meals, participating in school events, and driving the girls to their sports. Joanna's husband was even able to take one or two cycles off each time she gave birth, giving him up to 5 months off with each newborn. Joanna did admit that there has been

some friction between them, mainly regarding the fact that even while he is home and helping with the domestic work, she comes home every day after work to kids and chores, while he is able to have dedicated “me time” when he is away for work. Any conflict that their circumstances cause, seems to be cyclical and Joanna ultimately shared that because she goes into a survival mode while he is gone, she does hand him full responsibility for domestic work when is home. Joanna’s relationship with her husband corroborates what many studies suggest, regarding the importance of spousal support in order to fulfil work obligations and volunteer work without undue stress and burnout (Dixon & Breuning, 2007; Kidd, 2013; Pfister & Radtke, 2009).

In addition to the assistance of her parents and her husband in the care of Joanna’s children, she reported several other social supports that help her manage her time and fulfil her roles as mother, employee, and volunteer. While her parents and parent-in-laws take the girls for a combined four days a week, Joanna has enlisted the help of babysitters for Fridays, most of whom are past students or athletes that she continued relationships with after they left school. She also spoke affectionately of her neighbourhood and community, whom she trusts with her children’s day to day safety and coordination of extracurricular activities. With the help of other parents, specifically moms with daughters the same age as her own, she is confident allowing her girls to play in the neighbourhood and walk to school. Her fellow moms are also often involved in the transportation of her daughters from extracurricular activities to home, while Joanna is usually the one coaching and setting up. The literature reviewed covering WFC spoke frequently about importance placed on family support, but rarely touched on other social support networks that can assist with time management and childcare outside of the workplace. Given the importance of what Joanna called her “village,” future research should consider the role that

friends, neighbours and other community groups may play in the reduction of WFC through social support and time management. The next section will examine more structural influences, including the role that Joanna's workplace plays in her work-life balance and job satisfaction.

As pointed out by Dixon & Bruening (2005), the theory of role conflict inherently suggests, "attempting to pursue both work and family is a negative experience, leading to conflict, strain, and stress." The authors add that there are few studies examining the ability to and/or benefits of integrating work and family life on overall life satisfaction. Throughout the interview process, Joanna made it clear that she has fine-tuned her time management skills and built a robust support system so that she and her family can thrive despite a hectic schedule. As previously mentioned, Joanna oscillates through more or less challenging times, depending on the number of teams she and her daughter are committed to, and depending on the presence of her husband month to month. Her coping strategies have assisted in her maintained involvement in work and sport without insurmountable feelings of exhaustion or burnout. The findings of this study support the assertion made by some studies that work-life enrichment is possible, in contrast to others that focus on the inevitability of role conflict when an individual is committed to more than one role. Asked how she is able to maintain such long-term and consistent sport involvement, Joanna firmly stated that it was her passion for sport and drive that made everything possible. She was unwilling to give up her favorite activities, coaching and playing soccer, so she shaped her circumstances (with the help of others) in such a way that she has been able to fulfil her responsibilities in each role. While it has been argued that personality only marginally affects WFC, Dixon and Bruening (2005) report that individuals considered "Type A," who have more positive affect, and are highly driven, report less WFC (p.223). It seems as

though passionate and driven individuals accept the challenges of their pursuits and strive to meet their goals in each sphere of their lives (Dixon and Bruening, 2005).

The findings of this study illustrate the ways in which Joanna has merged the spheres of her life to become compatible. In their study on constraint negotiation in mothers engaged in sport leadership, Leberman and Palmer (2009) suggest that according to leisure constraint theory, “paid and voluntary work in sport leadership for women may well be considered leisure if it is discretionary, brings enjoyment or provides a sense of flow” (p. 311). According to leisure constraint theory, Joanna’s work as a volunteer coach could be considered leisure, and consistent with the literature, Joanna’s identity is linked with her work as a sport leader, making it something that cannot be compartmentalized (Little, 2002). Even when there are barriers to participation in leisure activities, Little (2002) finds in their study on women in adventure recreation, that women are willing and able to negotiate, compromise, and use strategies for balancing roles and working around said barriers. Little (2002) argues:

As a result, being a mother, taking responsibility for others or being small boned are defined as "constraints" rather than a stage of life, a choice, a desired option or a physical reality. I have no desire to cast doubt on the realities of these factors being constraints, but do wish to remind and suggest that not all things academically or socially deemed to be restrictive are necessarily perceived by the women themselves as negative in their lives. Rather constraints, leisure and adventure choices are part of the package of women's lives in general, not separate compartments of action. Only when constraints and women's opportunities and choices are viewed as part of the whole of their lives can we better understand the gamut of factors influencing their leisure choices and thereby offer realistic and desirable opportunities (p. 172).

Joanna's life is an example of what Little (2002) highlights in the previous passage. Despite the WFC that Joanna faces day to day, her identity is closely tied to her roles as a sports person and sport leader and she therefore prioritizes that work in the organization of her life. Her heavy involvement in multiple different sports that her daughters participate in and the obvious joy and fulfilment she reports as a result of her role as their coach, together with the way her girls feel attached and involved in Joanna's work and volunteer life, are strong evidence of the prioritization of sport in her life, in conjunction with her role as a mom. This started when she gave birth to her second daughter before the gold medal match for her senior boys' soccer and showed up days later with her baby to coach anyway, and can be seen in the way that her girls insist on being at events that Joanna runs, even when it's logistically not ideal. Joanna painted a clear picture for me of her husband with two children, the dog, and a camera often there at the sidelines of her games. When Joanna took on her new position teaching at a private school with a reduced workload, Joanna told me that her daughters were getting fed up with her being at their house so much, cleaning and moving their things around, which might imply that they were previously acclimated to their mom's busy schedule and tightly run ship.

Job Satisfaction

While the bulk of the research available on the retention of women in positions of sport leadership focuses directly on women who work at high levels in sport organizations, there is a body of literature that explores the experience of teacher-coaches. One of the most prominent themes explored with teacher-coaches is the experience of role-conflict and/or role overload. As defined in Chapter 2, interrole conflict is the result of incongruent expectations between different roles held by an individual, intrarole conflict is the inability to fulfil the requirements of a specific role, and role overload occurs when individuals play more roles than they have the time,

energy or resources for, or when the requirements of a single role become too challenging. (Camiré, 2015a; Richards & Templin, 2012). There are a number of contributing factors that have been identified as likely to increase perceptions of role conflict in teacher-coaches, but there are also coping mechanisms and contextual factors that can help counter those stressors. This section will discuss Joanna's experience with role conflict as a teacher-coach and the coping strategies that have aided her in working toward balance.

An important consideration when looking at the experience of role conflict in teacher-coaches is background and career intentions. Joanna was clear during the interview process that she aspired to be a teacher from a very young age. Along her path to becoming a teacher, she was influenced by her passion and involvement in sport, ultimately becoming a physical education teacher, and volunteering to coach extracurricular sports teams when she was first hired. Teachers who volunteer to coach tend to be physical education teachers, given their interest in sport and physical activity, and according to Richards and Templin (2012), individuals who pursue careers as physical education teachers tend to fall on a continuum indicating orientation toward teaching or coaching. Men recruits and recruits with elite sport experience are more likely to have a coaching orientation, and women recruits are more likely to have a teaching orientation. Developing an orientation toward one role or the other could amplify levels of conflict between the roles, as an individual is likely to expend more energy, time, and resources to the role which they prefer. In their review of role conflict in teacher-coaches in the USA, Richards and Templin (2012) suggest that conflict and overload are common in teacher-coaches due to the differences in accountability and expectations between coaching and teaching, but cultural differences should be considered. High school varsity sport plays a key role in the

culture and community of many places in the USA in a way that might not be comparable to Canada, where teachers are less likely to be hired for their prospective coaching talents.

Joanna expressed her clear passion for coaching and competitive drive with her teams, in contrast to her physical education classes, which necessarily include a range of abilities, but she gave no indication that her teaching role suffered for her dedication to her teams. This is in contrast to studies that found that increased investment in sport coaching leads to a decrease in teaching performance (Richards & Templin, 2012). When asked about her experience playing the dual roles of teacher and coach, Joanna mostly expressed a positive perception of her position. She expressed her feeling that as a coach she has a greater impact on her student-athletes due to the fact that they build a closer relationship than is possible with the youth she only sees in the classroom, a finding consistent with Camiré (2015b) whose participant teacher-coaches reported increased job satisfaction due to enhanced relationship building with student athletes. This can be a double-edged sword, as Joanna's student-athletes sometimes feel as though she is being hard on them in class. Conversely, Joanna believes that although she does not push them harder in class on purpose, it is a natural by-product of the more personal relationship that she develops with them through sport. Joanna admitted that sometimes she leans toward her coaching role, considering it the best part of her job, due to the collaborative environment of team sport, with like-minded people working toward a goal together. Her competitive spirit is a prominent aspect of Joanna's character and her role as coach is the sphere where she can best let that shine. Examining Joanna's role as a teacher-coach from a role conflict perspective, I would suggest that while Joanna is fulfilled by the competitive and collaborative environment of her sport teams, this has not had a detrimental effect on her interest in teaching due to Joanna having formed realistic goals and expectations for her role as teacher as well.

Joanna mentioned that she has learned over time that her students in physical education classes are not all empowered by sport the way that she is. She reiterated throughout the interviews that her goal with both her students and athletes is for them to leave high school having found at least one physical activity they enjoy, and feeling as though they could participate fully in sport or physical activity with joy or contentment later in their lives. This finding is similar to those of Lacroix, Camiré, and Trudel (2008) who studied teacher-coaches and their perspectives on the purpose of school sport and found that nearly all of their participants believed that they could help foster an active and healthy lifestyle in their students.

Consistent with the literature reviewed, coaching related stressors that Joanna discussed included dealing with poor attitudes and athlete entitlement, and having to cut or bench students (Rocchi & Camiré, 2018). Joanna shared several stories that exemplify the challenges that she has overcome as a coach. She discussed her experience with her senior boys' soccer team, who suffered from a lack of team cohesion and dedication, and whom she ultimately moved on from for this reason. Joanna also discussed at length the conflict that she has faced between her desire to win and her desire for her students to have an enjoyable time that will encourage them to participate in sport in the future. This is not an uncommon sentiment, as shown in the findings of Lacroix et al. (2008), who suggest that teachers struggled to reconcile their desire to win with the value they placed on enjoyment and participation. It is evident throughout the interviews that Joanna has grown away from an intense desire to win, and toward the development of individual players, striking a balance between working toward a goal, and allowing each player to contribute and grow throughout the season.

Despite facing interpersonal stressors that negatively impacted Joanna's job satisfaction, she was able to cope and make decisions that facilitated enjoyable, continued involvement as a

coach. According to Rocchi and Camiré (2018), teachers can overcome various job stressors that have a negative impact on their job satisfaction, and that teaching efficacy can have a counter-active affect, increasing job satisfaction. Joanna's story corroborates their finding, as she expressed a strong sense of identity attached to her role as coach, and a sense of confidence that she is meant to be coaching and has knowledge and skills that contribute to her student's and athlete's growth as she teaches and coaches them. Sustaining a sense of vocation can build and sustain teacher resilience. Gu and Day (2007) suggest that those individuals called to teach since an early age and who enjoy their jobs and interacting with their students, have formed part of their professional identity according to that calling and they possess an inner drive that allows them to see their jobs as more than a limited and routine job. The authors also discuss the importance of developing a sense of self-efficacy to the teacher's ability to build resilience. A dynamic process, as teachers persevere and bounce back from challenges and setbacks, they will gain self-efficacy beliefs, which will ultimately strengthen their resilience over time (Gu & Day, 2007).

In addition to personal factors that affect her job satisfaction, Joanna's school and administration has also played a role in her ability to balance her roles more successfully. For the majority of Joanna's career at Ridgemont, until the couple of years prior to her moving on to a private school, Joanna perceived her administration to be supportive and she was appreciative of the resources committed to her school's physical education program, which she considers to be one of the best in the area. A common concern among teacher-coaches is a lack of time, sometimes created by their coaching responsibilities. In their profile on Canadian teacher-coaches, Camiré et al. (2016), found that time management was the most frequently cited concern, with participants reporting an average of 13.75 hours a week dedicated to coaching,

with little to no relief from their teaching duties to compensate for their volunteer work. That said, the authors also found a weak effect suggesting that PE teachers were more likely to coach more sports in their schools and also perceived more benefits to coaching than their non-physical education peers. In regard to time management, Joanna said that because her courses as a physical education teacher do not require extensive grading outside of classroom time, she considers her time coaching part of her prep or grading time. In their study examining role conflict and coaching burnout in teacher-coaches, Felder and Wishnietsky (1990) found that women who coached were less likely to be physical education teachers and more likely to report falling behind in their teaching duties due to coaching. The authors conclude that teaching non-physical education classes was incongruent with coaching, contributing to the conflict those teachers experienced. Joanna's comments regarding teaching duties corroborates their finding. This sentiment applies to Joanna's high school teams but doesn't necessarily account for the time that Joanna also dedicates to coaching her daughter's teams, although being involved in her girls' activities may be contributing to her work-family balance as previously discussed.

Joanna discussed her dual role as teacher-coach at length, sharing some of the challenges that she has overcome or adapted to over time. She has built a strong sense of self-efficacy, has a robust social network that supports her and her family, and has had the benefit of a supportive workplace for most of her career. Joanna has been able to cope with many stressors typical of a teacher-coach and facing scenarios that were impacting her job satisfaction negatively for sustained periods of time, Joanna has changed her environment in ways that were better suited to her. Two examples of Joanna changing her environment include her decision to remove herself from the senior boys' soccer program after conflict with the team, and taking a new job at a private school after a change of administrative leadership that left her feeling unsupported as a

teacher and coach. As asserted by Richards and Templin (2012), despite the body of research focused on teach-coach conflict that leads to burnout or lowered teacher retention, there is evidence that teacher coaches are capable of building resilience and juggling roles and responsibilities in order to achieve positive balance in their lives. Joanna is an example of those individuals with the personal assets and necessary environment to engage meaningfully with each of her roles, maintaining long term involvement in those activities most important to her.

Contributions, Practical Implications, and Recommendations for Future Research

The main contribution that this study offers is an in-depth and nuanced exploration of the often-over-looked life experiences of the Canadian teacher-coach through narrative research methods. While previous research has examined the barriers that women in sport leadership face, there is little research to date that considers the experiences of women who volunteer in sport leadership roles, outside of role-conflict research, and the current study expands the current knowledge base by including the voice of a dedicated volunteer.

While this study served exploratory purposes, there are some practical implications to be drawn from the findings. First, women in sport leadership would benefit from accessible quality childcare, as many parents do not have the resources or necessary family support that Joanna is so fortunate to have in her life. Managing several roles with integrity and satisfaction takes immense time management resources that are not readily accessible to everyone but would allow more women to participate in sport meaningfully in their leisure time. Secondly, school administrations should strive to create work environments that offer autonomy and flexibility so that teachers may feel empowered to volunteer in extracurricular activities, rather than feeling overwhelmed and undervalued. This includes creating policies that increase the total number of women in sport leadership, not only for the purpose of serving their girl students and athletes, but

to increase the number of mentorship opportunities for incoming teacher-coaches. In addition, it would be helpful for schools to offer coaching certification and professional development to those teachers who may be interested in getting involved in school athletics.

It should be noted that these recommendations only scratch the surface of what is possible for women's involvement in sport and sport leadership. The main obstacle is societal gender bias and gender roles that often prevent women from following their passion and preferred leisure activities such as volunteering. Future research might consider exploring the roles that men in sport organizations and schools can play in offering appropriate resources for recruiting and retaining women leaders, as they currently hold the most powerful decision-making positions in sport and can ostensibly affect the most change within their workplaces. It should also be pointed out that there is currently a lack of inquiry into the experiences of women of color and LGBTQIA+ individuals in sport leadership. There is tremendous opportunity to build a more inclusive body of literature with the intent to make greater opportunities for all marginalized groups in sport. More research should be conducted examining the experiences of women community coaches who are able to work and volunteer in their community over time. A closer look at those volunteer level coaches who find success and fulfilment would be just as valuable as those studies looking at the success of elite level coaches and executives.

Most Canadians who participate in sport and physical activity will do so at the school or community level, and it's important to evaluate what can be done to recruit and retain quality coaches and volunteers in these sport programs. Joanna is an *extraordinary* example of a passionate, driven, and community minded sport leader who has the internal and external assets available to maintain her sport involvement. Not every woman with the passion or interest to get involved in sport leadership will have access to each and every resource that it takes to be

extraordinary. Future research would do well to consider changes that can be made in order to make sport accessible to every interested woman, rather than the rare few with the ideal combination of resources that make it possible at this current moment.

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Appendix A

Certificate of approval



**University
of Victoria**

Office of Research Services | Human Research Ethics Board
Michael Williams Building Rm B202 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
250-472-4545 | 250-721-8960 | uvic.ca/research | ethics@uvic.ca

Certificate of Approval

PRINCIPAL INVESTIGATOR: Stephanie Kendall	ETHICS PROTOCOL NUMBER: 18-132
UVic STATUS: Master's Student	Minimal Risk Review - Delegated
UVic DEPARTMENT: EPHE	ORIGINAL APPROVAL DATE: 11-May-18
SUPERVISOR: Dr. Sandra Gibbons	APPROVED ON: 11-May-18
	APPROVAL EXPIRY DATE: 10-May-19
PROJECT TITLE Exploring the Experiences of a Female Teacher - Coach in British Columbia: A Life Story	
RESEARCH TEAM MEMBERS Dr. Sandra Gibbons, Supervisor/Co-Investigator	
DECLARED PROJECT FUNDING: None	
CONDITIONS OF APPROVAL	
This Certificate of Approval is valid for the above term provided there is no change in the protocol. Modifications To make any changes to the approved research procedures in your study, please submit a "Request for Modification" form. You must receive ethics approval before proceeding with your modified protocol. Renewals Your ethics approval must be current for the period during which you are recruiting participants or collecting data. To renew your protocol, please submit a "Request for Renewal" form before the expiry date on your certificate. You will be sent an emailed reminder prompting you to renew your protocol about six weeks before your expiry date. Project Closures When you have completed all data collection activities and will have no further contact with participants, please notify the Human Research Ethics Board by submitting a "Notice of Project Completion" form.	
Certification	
This certifies that the UVic Human Research Ethics Board has examined this research protocol and concluded that, in all respects, the proposed research meets the appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Participants.	

18-132 Kend

Appendix B

Draft of interview questions

Information will inform my project and be displayed in different forms, but you will remain anonymous in my project.

This is a preliminary list of questions recommended by Atkinson (1998) an expert in “life story interviews.” The list will be refined/condensed as the interview(s) progress (e.g., it is likely some of the later questions will become redundant)

Life story interview questions

1. What was life like for you as a child?
 - a. What was your family makeup?
2. Can you describe your family dynamic?
3. What are some early memories of cultural influences?
4. What cultural values were passed on to you, and by whom?
 - a. What beliefs or ideals do you think your parents tried to teach you?
5. Was religion or spirituality important in your family?
 - a. How would you describe the religious atmosphere in your home?
6. What cultural or religious influences are still important to you today?
7. Did you get along with your family members?
8. What do you remember most about growing up with, or without, brothers and sisters?
9. Were you encouraged to try new things, or did you feel held back?
10. What were some of your struggles as a child?
11. Did you make friends easily?
 - a. What childhood or teenage friendships were most important to you and why?
12. What clubs, groups, or organizations did you join as a kid?
13. What did you do for entertainment?
14. What was being a teenager like? The best part? The worst part?
 - a. What was the most significant event of your teenage years?
15. What was your experience of leaving home like?
16. What special people have you known in your life?
 - a. Who shaped and influenced your life the most?
 - b. Who are the heroes, heroines, guides, and helpers in your life?
 - c. Who most helped you develop your current understanding of yourself?
17. How do you use your leisure time?
18. Is a sense of community important to you? Why? How?
19. What is your first memory of attending school?
20. What do you remember most about elementary school?
 - a. Did you have a favorite teacher in grade school? High school?
 - b. How did they influence you?
21. What are your best memories of school?
 - a. The worst?
 - i. What accomplishments in school are you most proud of?

22. How far did you go with your formal education?
23. What was your university experience like for you?
24. What organizations or activities were you involved with in school? In university?
 - a. Which was the most important to you?
25. What did you learn about yourself during these years?
 - a. What lesson has stuck with you the most? Why?
26. Are you married?
 - a. How long have you been together?
27. Do you have children?
 - a. What are they like?
 - b. What roles do they play in your life?
 - c. What values or lessons do you try to impart to them?
28. Did you have any dreams or ambitions as a child? As an adolescent?
 - a. Where did they come from?
 - b. What did you want to be when you were in high school?
 - c. Did you achieve what you wanted to do, or did your ambitions change?
 - d. What were your hopes and dreams as you entered adulthood?
 - e. What events or experiences helped you understand and accept your adult responsibilities?
29. How did you end up in the type of work that you do now?
 - a. Has your work been satisfying to you, or has it been something you had to put your time into?
 - i. What is important to you in your work?
 - b. What comes the easiest in your work?
 - c. What is most difficult about your work?
 - d. Why do you stick with this work?
30. Do work and love fit together for you in your life?
 - a. What does work/life balance look like for you?
31. Do you feel you have inner strength that has contributed to your success?
 - a. Where does that come from?
 - b. In what ways do you experience yourself as strong?
 - i. How do you renew your strength when you feel really drained?
32. What values would you not want to compromise?
33. What do you see as the purpose of your life?
34. Did you ever have any doubts about achieving your goals in life?
35. Can you describe some of the crucial decisions you've made in your life?
36. How have you overcome or learned from your difficulties?
37. How do you handle disappointment?
 - a. How has that changed over time, if at all?
38. Are you satisfied with the life choices you have made?
 - a. Is there anything you would change?
39. What have been your greatest accomplishments?
40. What has been the greatest challenge of your life so far?
41. In what ways are you changing now?
42. What matters most to you now?
43. Is the way you see yourself now significantly different than it was in the past?

44. How would you describe your world view?
45. Is your life fulfilled yet?
 - a. What would you like to achieve so that your life will seem fulfilled?
46. What do you see for yourself in the future, in 5 or 10 years?
47. Do you have any advice or wisdom for the younger generation?
 - a. What advice would you give to your younger self?
48. Is there anything that we've left out of your life story?
49. Do you feel you have been given a fair picture of yourself?
50. What are your feelings about this interview and all that we have covered?

Additional “sport specific leadership” questions

1. Can you describe your experience with sport and physical activity?
 - a. Which sports did you participate in?
 - b. Which were your preference?
2. How did you get involved in coaching?
3. Have you been consistently involved as a coach, or has your involvement been on and off?
4. Can you describe the dynamic between your work as a teacher and your role as a coach?
5. Why did you choose to volunteer as a coach at your school?
6. How have your work and family relationships been affected by your involvement in sport as an athlete and a coach?
7. How has your partner responded to your busy lifestyle?
8. What has your experience been balancing a number of roles at once across your life?
 - a. Has been mostly positive, or negative, or a mixture of both?
9. What strengths and abilities do you think have contributed to your continued involvement in sport?
10. Which aspects of sport leadership create joy and passion for you?

Appendix C

Sample interview questions provided to participant

Information will inform my project and be displayed in different forms, but you will remain anonymous in my project.

1. What was life like for you as a child?
 - a. What was your family makeup?
2. Were you encouraged to try new things, or did you feel held back?
3. What are your best memories of school?
 - a. The worst?
 - b. What accomplishments in school are you most proud of?
4. How far did you go with your formal education?
5. Are you married?
 - a. How long have you been together?
6. Do you have children?
 - a. What are they like?
 - b. What roles do they play in your life?
 - c. What values or lessons do you try to impart to them?
7. How did you end up in the type of work that you do now?
 - a. Has your work been satisfying to you, or has it been something you had to put your time into?
 - b. What is important to you in your work?
 - c. What comes the easiest in your work?
 - d. What is most difficult about your work?
 - e. Why do you stick with this work?
8. Do you feel you have inner strength that has contributed to your success?
 - a. Where does that come from?
 - b. In what ways do you experience yourself as strong?
 - i. How do you renew your strength when you feel really drained?
9. What have been your greatest accomplishments?
10. What has been the greatest challenge of your life so far?
11. What do you see for yourself in the future, in 5 or 10 years?
12. Can you describe your experience with sport and physical activity?
 - a. Which sports did you participate in?
 - b. Which were your preference?
13. How did you get involved in coaching?
14. Can you describe the dynamic between your work as a teacher and your role as a coach?
15. What strengths and abilities do you think have contributed to your continued involvement in sport?
16. Which aspects of sport leadership create joy and passion for you?

Appendix D

Script/Invitation to participate (sent via email)

Hello 'Participant',

My name is Stephanie Kendall. As part of my graduate program (M.A. Kinesiology) at the University of Victoria (Victoria, BC, Canada) I am working on a research project which will explore the experiences of a female teacher-coach, with special interest in the maintenance of long- term involvement in sport leadership.

In order to explore this topic in depth, I am hoping to interview and construct the life story of one female teacher-coach within British Columbia School Sport. The construction of your life story will involve a series of interviews- one *timeline interview* and three *life story interviews*.

The *timeline interview* will involve the creation of your timeline, where you will be asked to reflect on major life experiences and events and write them down in a chronological sequence.

The *life story interviews* will include questions about your perceptions of those major life experiences and events which lead to your maintained status as a teacher, athlete, coach, and sport leader. As the researcher, I will guide you in telling stories about your life and experiences, which will later be written into a single, flowing story outlining your life story in the context of sport leadership. You will also be invited to share any artifacts (e.g., photographs, newspaper clippings) that you believe are relevant or important in telling your life story.

I anticipate each of the 3-4 interviews to take approximately 60-90 minutes.

You were identified as a potential participant by Dr. Sandra Gibbons, whom you have worked with previously. If you are interested in taking part in the life story project, please reply to this email/phone message and I will send you a consent form that includes additional information about the research. I will also contact you to arrange a time to complete the interview.

Thank you for your interest.

Appendix E

Participant consent form

Exploring the Experiences of a Female Teacher-Coach in British Columbia: A Life Story

You are invited to participate in a study entitled **Exploring the Experiences of a Female Teacher-Coach in British Columbia: A Life Story** that is being conducted by Stephanie Kendall.

Stephanie Kendall is a graduate student in the School of Exercise Science, Physical & Health Education at the University of Victoria and you may contact her if you have further questions by email at skendall@uvic.ca or phone [REDACTED]

As a graduate student, I am required to conduct research as part of the requirements for a degree in Master of Science in Kinesiology. It is being conducted under the supervision of Dr. Sandra L. Gibbons. You may contact my supervisor at [REDACTED]

Purpose and Objectives

The overall purpose of this project is to explore the experiences of a female high school teacher-coach in British Columbia through a life story approach. Through a series of open-ended interviews, and a timeline interview, I will guide the participant through the process of sharing their history through stories and recollection of memories in order to create a complete written narrative of their life. The goal is to share a relatively complete life history and examine the connections between life events and experiences, and how she has maintained involvement in sport leadership.

Importance of this Research

The goal of this study is to provide a holistic representation of the complex interactions between the roles and experiences in a teacher-coaches life, and to gain insight into ways in which women maintain involvement in sport leadership.

Participants Selection

You are being asked to participate in this study because you are a current teacher-coach for 10+ years in British Columbia and have maintained involvement as a sport leader throughout your career.

What is involved

If you consent to voluntarily participate in this research, you will take part in a series of 3-4 interviews about your life experience, especially regarding your involvement in sport as an athlete and coach, and your career as a teacher. You will be asked to participate in the creation of a visual timeline of your life, documenting major life events and experience chronologically, and this timeline will be used as data. Written notes and audio- recordings will be made of these interviews, and a transcription will be made. You will also be invited to share any artifacts (e.g. Photographs, newspaper clippings) that you believe are relevant or important in telling your life

story. Any photographs that you may choose to share that include images of you or any other individuals be used only for data analysis.

Inconvenience

Participation in this study may cause some inconvenience to you, including 4-6 hours of your time to complete the interviews.

Risks

There are some potential risks to you by participating in this research and they include the possibility of becoming distressed during the interview participation as a result of recalling negative feelings or experiences you have had (now or in the past). To prevent or to deal with these risks the following steps will be taken: At the start of each interview, you will be reminded that everything that is discussed will remain private and confidential. You will also be reminded that it is your choice to answer a question or share your experiences, and if at any point you become uncomfortable or upset, you can choose to stop participating in the current topic of discussion, or discontinue your participation in the study.

Benefits

The potential benefits of your participation in this research include a chance to discuss and reflect on your life experience and role as a sport leader. Other possible benefits include the following: Greater self-knowledge and stronger self-image; joy and satisfaction gained from sharing your personal story with others; validation of experiences; gaining clearer perspective on your goals for the future.

Voluntary Participation

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the study your data will not be used without your written consent to do so.

On-going Consent

To make sure that you continue to consent to participate in this research, I will remind you at the beginning of each interview that everything that is discussed will remain private and confidential. You will also be reminded that it is your choice to answer a question or share your experiences, and if at any point you become uncomfortable or upset, you can choose to stop participating in the current topic of discussion, or discontinue your participation in the study.

Anonymity

Given the small number female coaches in the BCSS system, it may be that others will be aware of your interviews. In order to protect your anonymity, the information you provide in the interviews will have identifiers removed (e.g., player names, teams, schools, locations). Any potential identifiers will be removed prior to dissemination of any results.

Confidentiality

Your confidentiality and the confidentiality of the data will be protected by removing all potential identifiers (e.g., player names, teams, schools, locations) in all copies of data. Data will be stored in a password protected file on my computer, and hard copies will be stored in a locked

cabinet in my home. Due to the nature of individual interviews, your identity will not be confidential to those on the research team.

Dissemination of Results

It is anticipated that the results of this study will be shared with others in the following ways: (a) presentation of my Master's thesis on UVicSpace and EPHE website, and (b) publication in an academic journal.

Disposal of Data

Data from this study will be disposed of in the following ways: paper copies of the interviews/transcripts will be shredded and electronic files will be deleted.

Contacts

Individuals that may be contacted regarding this study include Stephanie Kendall (Researcher) and Dr. Sandra L. Gibbons (Graduate Program Supervisor). Their contact information is listed on page one of this form.

In addition, you may verify the ethical approval of this study, or raise any concerns you may have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by the researchers, and that you consent to participate in this research project.

Name of Participant

Signature

Date

A copy of this consent will be left with you, and a copy will be taken by the researcher.