

Report on the Impact of the Women in Coaching National Team Coaching Apprenticeship Program

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Executive Summary

The purpose of this research was to measure the impact of the Women in Coaching National Team Coaching Apprenticeship Program (WiC NTAP) on the individuals involved and their career coaching paths. The population for this study was comprised of all participants in the WiC NTAP and the 1998 Pan American Games Apprenticeship Program (PAGAP). The Coaching Association of Canada (CAC) provided the contact information for the coaches as well as background demographics. We assumed that the information was comprehensive, current, and accurate.

To date, there have been 40 participants in the WiC NTAP and 8 participants in the PAGAP. A total of 29 sports have been represented. The participants came from 8 provinces and ranged in age from < 25 to > 50 years.

An online survey consisting of 23 questions was created. Completed responses were received from 25 participants: 4 from the 2007-2010 participants, 5 from the 2005-2007 participants, 8 from the 2003-2005 participants, 5 from the 2001-2003 participants, and 3 from the PAGAP participants. Once all the survey data was compiled, a maximal variation analysis was conducted and 5 individuals (representing 10% of all participants) were selected and then interviewed by the researcher. All data in this report was assembled from the survey, the interviews, and the base demographics received from CAC.

The data showed that 96% of the coaches possess post-secondary education. All have attained National Coaching Certification Program (NCCP) Level 3 certified or higher, with 40% Level 4 certified or higher. Their coaching covers a wide range of experience and levels coached. The majority (64%) indicated that they had coached both female and male athletes while 34 % indicated they had coached only females. None coached only male athletes. Impressively, 54% reported their occupation as coach.

Within the sample, 88% felt that the WiC NTAP assisted them in advancing their coaching career, citing experience gained at international events and working with national-level athletes as the most important factors. The majority said the WiC NTAP created a pathway to coaching Canada's elite athletes, a pathway not easily found without this program. The indicator of salary further supported career advancement being achieved with 64% gaining an increase in salary after finishing the WiC NTAP. Furthermore, 60% reported job advancement after completing the program. In addition to the aforementioned positives of opening a door to the top level of coaching, participants strongly stated the importance of the opportunity to network. It created a highly valued feeling of camaraderie, that they were not alone, but there were others, in other sports, who shared their experience of being a high performance female coach.

Of the coaches in this survey, 84% are presently coaching and an additional 12% are planning to return to coaching in the future. This is very positive as it shows an attrition rate of only 4%. The women who participate in the program stay in coaching.

Lack of job stability, lack of salary, and family commitments were rated as the top barriers to the advancement of the participants' coaching careers.

The Research Findings

The purpose of this research was to measure the impact of the WiC NTAP on the individuals involved and their career coaching paths. This section explains the research method used and presents the results.

A. Description of the Women in Coaching National Team Coaching Apprenticeship Program

Below is the description and mandate of the WiC NTAP as per CAC.

The National Team Coaching Apprenticeship Program is designed to provide opportunities for Canadian women coaches to work with their national team programs leading up to and during Olympic Games and major international events i.e. world championships, etc. The program is delivered as a two to three year apprenticeship with a mentor, attendance at two to three professional development seminars, inclusion in the Senior National Team activities, and full accreditation at major international competitions and major multi-sport games where possible within the specified time frame.

Objectives of the National Team Coaching Apprenticeship Program

- *To provide high performance professional development opportunities.*
- *To increase the number of women coaching at all major multi-sport Games.*
- *To increase the number of women prepared to coach at the national team level.*
- *To increase the number of women in national team head coach positions in the long-term.*
- *To facilitate a stronger network of women coaches and leaders.*
- *To increase the number of women coaches involved/working at Canadian Sport Centres and National Coaching Institutes.*

To date, the WiC NTAP program has had four groups of participants: 2001-2003, 2003-2005, 2005-2007, and 2007-2010 for a total of 40. Preceding this program, in 1998, CAC offered the PAGAP to 8 participants. For the purpose of this study, the 1998 PAGAP apprentices were included.

B. Research Method

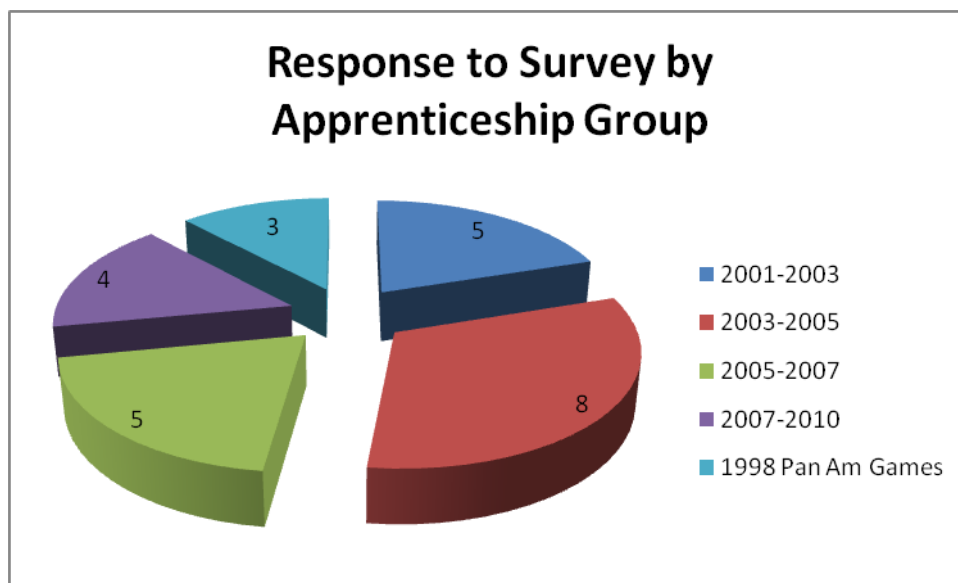
1. Part One

An online survey consisting of 23 questions was created. The survey was distributed among selected academics and experts for feedback and suggestions. Based on the feedback, a final version was created and submitted to CAC for translation. After a few editorial changes, the survey was ready for distribution in both English and French versions.

The population for this study was the 48 participants in the WiC NTAP and PAGAP. CAC provided the email addresses as well as background demographics: year of participation in the program, sport coached, province of residence, and NCCP certification level at the time of entering and upon completion of the program. We assumed that the information was comprehensive, current, and accurate.

Of the 48 participants, 4 did not have up-to-date contact information and therefore were not contacted. An email invitation was sent to the remaining 44 participants asking them to complete the survey. As there was no way to guarantee that they received the invitation, it was assumed that the email was delivered, unless returned as undeliverable. This happened in 8 cases, leaving 36 participants being sent the invitation.

A total of 26 responses were received with 25 being complete. It was decided to discard the one incomplete survey as unusable because the author could not be verified. Of the 25 complete responses, 4 were received from the 2007-2010 participants, 5 from the 2005-2007 participants, 8 from the 2003-2005 participants, 5 from the 2001-2003 participants, and 3 from 1998 PAGAP participants.



2. Part Two

After the survey results were collected, a maximal variation analysis was conducted in order to select 5 coaches to be interviewed by the researcher to gather a more in-depth understanding of their personal experiences with the WiC NTAP. A subsection of 5 participants represents slightly more than 10% of the total participants in the program.

The variations used in the maximal variation analysis were:

- Response to question of whether the WiC NTAP assisted in career advancement (yes or no)
- Current coaching status (not coaching, volunteer, part-time, or full-time)
- Sport coached
- When participated in WiC NTAP
- Current age
- Current years of coaching experience
- Province of residence (at time of participation in program)

The researcher emailed the five coaches with a request for an interview and all five agreed. An open-ended question technique was used. Each interview was based on six questions, allowing each respondent to guide the interview into the areas they felt were most relevant to their own personal

experiences. Each interview was conducted by phone or audio Skype and lasted between 30 and 45 minutes per participant. All the interviews were audio-recorded with the participant's consent.

The base questions used for the interview were:

- Why did you participate in the apprenticeship program? What were your expectations?
- How do you perceive the participation in the apprenticeship program? Positive or negative? Why?
- What effect has participating in the apprenticeship program had to date on your coaching career? (Advancement? Education? Support? Networking?)
- What are your suggestions on how to improve the apprenticeship program?
- What other factors have affected your coaching career? Positive and negative? How? Why?
- What are the issues you face as a female coach that you would like assistance with? (Barriers? Education? Support – Psychological? Financial?)

C. Analysis

In Part One, there were different numbers of responses to the questions, due to the nature of the questions, which indicated that some questions were unanswered by some of the respondents. To be consistent, the results are reported as a percentage of the total number of respondents to each question as opposed to a percentage of the total sample. Where possible, results were quantified and are reported as such.

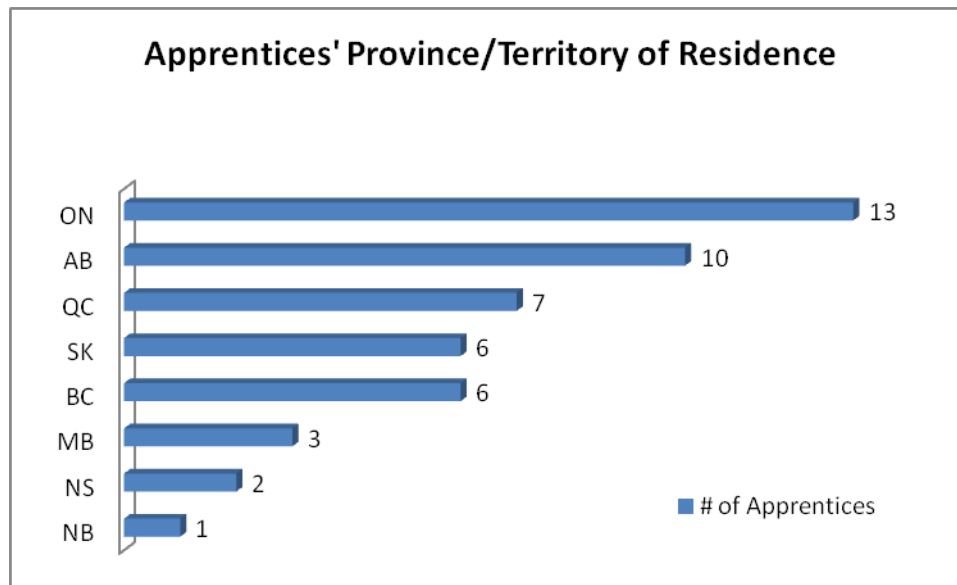
In Part Two, each interview was summarized and written as a separate case. Both written notes taken during the interview by the researcher and the audio tape of the interview were used to write the summary. The written summary was then sent to each interviewee for confirmation of the accuracy of the information. Upon confirmation, the summary was included in this report and commonalities of responses noted in the Report Summary.

D. Results – Part One

1. Profile of Participants in the WiC NTAP

To date, there have been 48 participants in the WiC NTAP/PAGAP coaching 29 sports and representing 8 provinces.

Sport	# of Coaches	Sport	# of Coaches	Sport	# of Coaches
Alpine Skiing	1	Gymnastics	2	Speed Skating	1
Athletics	4	Gymnastics - Artistic	1	Sprint Canoe	1
Badminton	2	Gymnastics - Trampoline	1	Swimming	2
Basketball	1	Hockey	2	Synchro	3
Biathlon	1	Judo	1	Team Handball	1
Canoe-Kayak	1	Rowing	3	Volleyball	1
Cross Country Skiing	2	Rugby	2	Waterpolo	1
Curling	1	Snowboarding	1	Wheelchair Athletics	1
Cycling	3	Soccer	2	Wrestling	1
Field Hockey	2	Softball	3		



Age

The program includes participants of a wide age range although over 50% were 30 years or younger while participating in the WiC NTAP.

Age Category when participating in the WiC NTAP		
Answer Options	Response Percent	Response Count
≤ 25 yrs	12.0%	3
26 - 30 yrs	44.0%	11
31 - 35 yrs	20.0%	5
36 - 39 yrs	12.0%	3
> 40 yrs	12.0%	3

Level of Education

Based on our data, 96% of the respondents possess post-secondary education. It should be noted that this is higher than the 75% reported in the “Report on the Status of Coaches in Canada” published by CAC in 2009.

Highest level of education		
Answer Options	Response Percent	Response Count
High School	4.0%	1
College or Technical Institute	20.0%	5
University, Undergraduate Degree	48.0%	12
University, Masters degree	20.0%	5
University, PHD	8.0%	2

Occupation

More than half the participants reported their occupation as coach while 24% reported sport administration or sport-related occupations.

Occupation		
Answers	Response Percent	Response Count
Coach	52.0%	13
Teacher	8.0%	2
Sport Administration	12.0%	3
Sport Related	12.0%	3
Other	16.0%	4

Coaching Credentials

Based on the baseline data provided by CAC, 10% of the incoming participants were NCCP Level 2 certified or lower. Upon completing the program, 32% had improved their level of NCCP certification and all had obtained Level 3 or higher certification with almost 30% attaining Level 4 certification or higher. The results show that the participants have continued to improve their NCCP certification. Of the respondents, 19 are now Level 4 certified or higher compared to 11 individuals reported by CAC in its baseline data. This translates into at least 40% of WiC NTAP participants holding NCCP certification of Level 4 or higher. Furthermore, 36% indicated possessing additional sport-specific certifications while 48% indicated possessing additional certification that they considered relevant to their coaching such as post-secondary education degrees and the ChPC (Chartered Professional Coach) designation.

Indicate your highest NCCP Certification level. The new NCCP certification levels are indicated here in brackets.

Answer Options	Response Percent	Response Count
Level 2 (NCCP Competition - Introduction) Certified	0.0%	0
Level 3 (NCCP Competition - Development) Trained	4.0%	1
Level 3 (NCCP Competition - Development) Certified	20.0%	5
Level 4 (NCCP Competition - High Performance) Trained	20.0%	5
Level 4 (NCCP Competition - High Performance) Certified	52.0%	13
Level 5 (NCCP Competition - High Performance) Trained	4.0%	1
Level 5 (NCCP Competition - High Performance) Certified	0.0%	0

Coaching Experience

The respondents covered a wide range of years of experience with over half having more than 15 years of coaching experience. This experience ranged through all competitive levels from high school to university, from club to national. The majority (64%) indicated they had coached both female and male athletes while 36 % indicated they had coached females only. None of the respondents coached only male athletes.

How many years of coaching experience do you have?

Answer Options	Response Percent	Response Count
≤ 5 yrs	0.0%	0
6 - 10 yrs	8.0%	2
11 - 15 yrs	36.0%	9
> 15 yrs	56.0%	14

Gender of athletes coached		
Answer Options	Response Percent	Response Count
Female only	36.0%	9
Male only	0.0%	0
Both Female and Male	64.0%	16

2. Impact of the WiC NTAP on the Participants' Coaching Career

Within our sample, 88% of the coaches felt that the WiC NTAP assisted them in advancing their coaching career.

Did the WiC National Team Coaching Apprenticeship Program assist you in your career advancement as a coach?		
Answer Options	Response Percent	Response Count
Yes	88.0%	22
No	12.0%	3

In comparing their coaching status before and after the WiC NTAP, 64% gained an increase in salary and 60% experienced a coaching position advancement with 52% presently coaching full time. A coaching position advancement was determined by the participants themselves when reporting their coaching history before and after their participation in the WiC NTAP. It is interesting to note that in the eyes of the responding coaches, a change in coaching position did not always correspond to a change in salary. While 32% of respondents reported coaching salaries of \$10,000 or less, 48% reported their coaching salaries as \$40,001 or more.

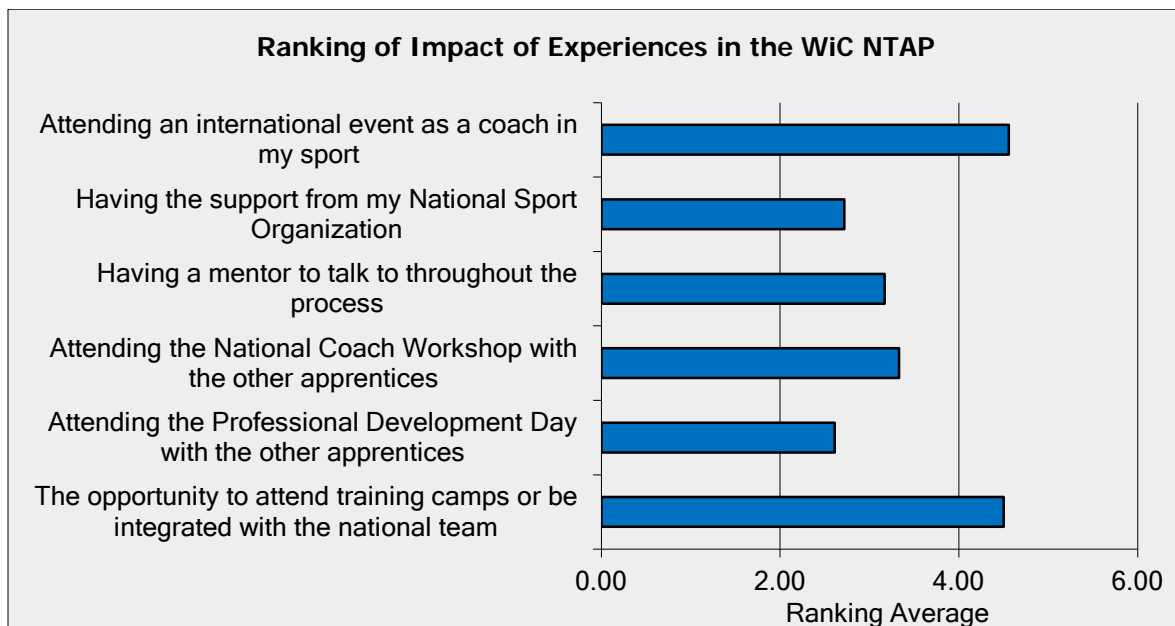
Reported Current Salaries		
Answer Options	Response Percent	Response Count
Unpaid	8.0%	2
≤\$2,500	4.0%	1
\$2,501 - \$5,000	8.0%	2
\$5,001 - \$10,000	12.0%	3
\$10,001 - \$20,000	8.0%	2
\$20,001 - \$30,000	12.0%	3
\$30,001 - \$40,000	0.0%	0
\$40,001 - \$50,000	4.0%	1
\$50,001 - \$60,000	24.0%	6
\$60,001 - \$70,000	4.0%	1
> \$70,000	16.0%	4

For those who responded positively, the predominant ways in which the WiC NTAP assisted them were providing financial support, allowing learning through observation of other coaches, providing opportunities to compare herself with current national-level coaches, and creating opportunities to take on new coaching responsibilities.

Indicate which ways you feel the WiC NTAP assisted you in coaching career advancement.

Answer Options	Response Percent	Response Count
Created opportunities to take on new coaching responsibilities	73.9%	17
Provided opportunities to compare myself with current national level coaches	73.9%	17
Provided financial support	82.6%	19
Advanced my coaching certification level	26.1%	6
Opened networking opportunities	73.9%	17
Created peer support	47.8%	11
Created mentoring opportunities	69.6%	16
Allowed learning through observation of other coaches	78.3%	18
Directly led to new coaching position/job	17.4%	4
Provided motivation to continue in coaching	69.6%	16
Other (please specify)	8.7%	2

When the respondents were asked to rank the impact of the differing experiences the WiC NTAP offered, top choices were attending an international event as a coach in her sport and the opportunity to attend training camps or be integrated with the national team.



In the sample, 16% of the coaches are currently not coaching and all cited family responsibilities as at least a partial reason. Additional concerns were lack of salary and burnout or the feeling of being unappreciated.

Do you currently hold a coaching position?		
Answer Options	Response Percent	Response Count
Yes	84.0%	21
No	16.0%	4

Of the sub-sample of participants currently not coaching, 3 stated that they hope to resume coaching in the future. All indicated that they still possess the desire to coach at the highest level upon their return to the profession.

Do you plan to return to coaching in the future?		
Answer Options	Response Percent	Response Count
Yes	75.0%	3
No	25.0%	1

3. Barriers to Advancing a Coaching Career

Lack of job stability was rated as the number one barrier to the advancement of the participants' coaching career with lack of salary a close second. Family commitments, lack of opportunity to advance, and lack of respect from peers and/or administration all rated strongly as barriers that had an effect on their coaching career advancement.

To what degree have the following barriers affected the advancement of your coaching career?

Answer Options	Not at all	2	3	4	Completely	Rating Average	Response Count
Lack of job stability	12% (3)	16% (4)	24% (5)	16% (10)	32% (8)	3.40	25
Lack of salary	20% (5)	8% (2)	20% (5)	40% (10)	12% (3)	3.16	25
Family commitments	20% (5)	20% (5)	16% (4)	24% (6)	20% (5)	3.04	25
Lack of opportunity to advance	20% (5)	8% (2)	40% (10)	20% (5)	12% (3)	2.96	25
Lack of respect from peers or administration	16% (4)	32% (8)	20% (5)	24% (6)	8% (2)	2.76	25
Lack of female role models or mentors	28% (7)	24% (6)	16% (4)	28% (7)	4% (1)	2.56	25
Difficulty in adapting to the male culture of your sport	28% (7)	20% (5)	32% (8)	12% (3)	8% (2)	2.52	25
Lack of financial support (for course fees, etc)	28% (7)	32% (8)	24% (6)	12% (3)	4% (1)	2.32	25
Lack of peer support	28% (7)	28% (7)	36% (9)	4% (1)	4% (1)	2.28	25
Lack of educational opportunities	32% (8)	44% (11)	20% (5)	4% (1)	0% (0)	1.96	25
Lack of self-confidence in coaching ability	48% (12)	20% (5)	28% (7)	4% (1)	0% (0)	1.88	25

4. Reflective Thoughts

The coaches were asked to reflect on the impact the WiC NTAP had on them, personally and professionally. Many comments revealed similar thinking within the group. Summarizing their comments and including quotes from the respondents:

- 95% stated unequivocally that it had been a positive experience

"The program was great."
"It had a profound impact on my coaching career."
"I am grateful to have been given the opportunities WiC NTAP had given me."
"Incredible, supportive, helped shape me..."
"Absolutely loved and was honored to be part of such a prestigious program"

- 65% valued the networking opportunities with other females in sport created by the WiC NTAP

"NTAP has allowed me to meet with other female coaches and provide a much needed network ... having people with whom to compare notes, share ideas and mutual support."
"Excellent opportunity to network with other female coaches"
"... an amazing opportunity to connect with, share, and receive training from other women in sport"
"To meet peers who were "just like me" was a huge awakening."

- 52% gained valuable experience and learning from working with top athletes in their sport

"This program gave me my start in national team coaching and led to significant advances for me in my abilities, confidence, and ability to work in high performance environments."
"The program provided unique chances to travel with my athletes to get the experience that both [coaches and athletes] need to make the world or Olympic team."
"I could put all learning into practice along with the junior national team program... great experience ... also enjoyed the learning/doing from Olympic experience."
"I gained a greater appreciation for the requirements of a national-level coach."

- 39% said they increased their confidence through involvement in the WiC NTAP

*"This program helped me with my confidence as a coach."
... improved my confidence as a coach"*

- 21% stated that the WiC NTAP gave them the opportunity to prove their abilities at the highest level

*"The biggest benefit was that I was able to prove my coaching and technical skills first hand."
"I think this validated that I was a good coach and helped me earn respect in our sport."
"It enabled me to work with international/professional athletes and really reinforced my confidence in my abilities."*

- Other comments:

*"The program helped me to stay coaching in the sport. It helped me to overcome emotional situations where I was put under pressure."
"Without question, the WiC NTAP jump-started my career."*

- Only two negative comments was made:

*"NSO (national sport organization) was not on board which made my experience very frustrating. They still do not acknowledge much of what I did and so it left me feeling quite hollow"
"Professionally... no opportunity or drive [to coach] after dealings with NSO."*

E. Results – Part Two

The following section is an encapsulation of interviews with 5 WiC NTAP coaches. Their names have been changed for reasons of privacy.

Using an open-ended question method to guide the interview, they

- expressed their opinions and ideas on the impact the WiC NTAP or PAGAP had on them personally and professionally.
- offered suggestions for improving the WiC NTAP.
- described barriers that they had personally faced in their career and their perceptions of barriers that exist for female high performance coaches at large.
- suggested areas where further support or assistance is needed for female high performance coaches.

Each participant is presented as an individual case study.

Coach #1: Meg

Meg had been a very successful national athlete in her sport (individual sport) and felt she had a lot to offer as a coach. She also possessed a desire to give back so others could gain from her experience. She heard of the WiC NTAP through her NSO and decided to apply. Meg perceived this as “a path to being a professional coach”. She hoped to build her résumé with experience and had a desire to coach at that level.

Overall, Meg rated her experience in the WiC NTAP as “extremely positive”. It “opened a door” for her in a male-dominated sport. While there was a solid funding base for female athletes in her sport, all the coaches were male. This was a big barrier for Meg as no female coaches in her sport had gone before her and she felt strongly that the only way into this level of coaching was through participation in the WiC NTAP. She gained tremendous support from the people involved in the program. In referring to the annual national coach workshop, Meg stated: “I always felt very inspired after the retreat ... that was really awesome.” She thought that the gathering of the apprentices and the sharing of each others’ experiences and challenges and finding out what others were going through in an informal way was as beneficial as the formal sessions offered.

Meg said the biggest benefit of her involvement with the WiC NTAP was gaining the opportunity to coach at the world championships and Pan American Games. It was a huge challenge to her coaching skills, but invaluable experience to coach in those environments. Her biggest challenge was that she had a baby while in the WiC NTAP and was scheduled to travel to a major competition shortly after giving birth. She felt very conflicted as far as loyalty, commitment, and responsibility to her baby and her athletes as well as to female coaches at large. Due to the fact she was a pioneer as a female coach, this circumstance had not occurred before and “there were no mechanisms in place to ease the burden ... so it was very hard.” The workload of caring for a family and coaching at that level was very stressful.

When asked about what she felt she brought to the athletes as a female coach, she cited her ability to improve team cohesiveness through team building and empowering the athletes more, concepts and ideas that the athletes had not really been exposed to before. “Girls ask why more” and Meg came to believe that “communication is the key ... as a female I brought that to the team, led this, and it was extremely positive.”

Meg acknowledges that her biggest issue was trying to juggle family and coaching. She experienced very conflicting emotions about her responsibilities to be there for her children and her athletes. It was a very stressful situation with no solutions. She is currently not coaching, due to circumstances surrounding the head coach she was working with and conflicts that arose from that. Although the head coach is male, she does not feel it is a gender-based problem. She currently is caring for her young family as she “wants to be there when they are young.” However, she does see herself returning to coaching in the near future and does not rule out the possibility of returning to coaching at the high performance level.

Meg considers funding and money as a huge barrier to females who want to enter the coaching profession. It is expensive to gain the certifications and education necessary to coach at a high performance level. In return, the salaries are small so young coaches do not see a monetary payoff at the highest level. Nor do they see the worth in making the sacrifices, monetary and otherwise, to aspire to that level. One area that Meg sees as a need in the female coaching community is continued mentoring and networking. More is needed on a local level, and she suggests that regular “get-togethers” need to be organized that give coaches a chance to share experiences, to know they are not out there alone. She would welcome the opportunity to have “coffee and chat”, sitting down to share and help each other.

Coach #2: Eileen

As a former national athlete (team sport), Eileen was identified by her NSO as a potential coach (along with 2 other former players). They encouraged them to work towards NCCP certification and gave her scouting responsibilities for the national team program. However, in the following quadrennial, none of the three former players were selected to the national team coaching staff and a male coach, with no prior experience coaching female athletes, was hired as the head coach. The athletes drove the desire in the next quadrennial to get the female coaches back involved, and Eileen was selected as an assistant under a different male head coach. It was at this time she was accepted into the WiC NTAP.

Eileen came into the WiC NTAP as a seasoned, experienced coach and therefore did not find a lot of learning or experience value in the program itself. However, she greatly appreciated meeting and sharing stories with the other apprentice coaches and found it a “good source of support”. Eileen thought it was beneficial for all the apprentices when former participants came back and spoke to the group. The financial funding she received to attend conferences and enhance her own personal knowledge at sport-specific seminars and camps was extremely beneficial as she could not have afforded these on her own. The fact that the WiC NTAP lent itself to being self-guided and flexible worked very well for an experienced coach like Eileen.

The WiC NTAP was without a doubt helpful for Eileen as far as advancing her coaching career as she was selected to run the junior national program and lead the developmental team after completion of the WiC NTAP. Unfortunately, after 2 years, the development team was dropped and she left the national team program. Eileen continues to coach at various levels in her sport, although she indicated that retirement is in the near future.

When discussing ways to improve the WiC NTAP, Eileen suggested expanding the pool of individuals that apprentices could work with. The mentorship program is solid and successful, but expanding that to include a more diverse group would be beneficial. Another limiting factor was the lack of opportunity to use the learning gained in the seminars and clinics in actual coaching situations. The actual amount of coaching time with many national teams (team sports) is extremely limited. Creating partnerships with

provincial programs or clubs to increase the amount of coaching with athletes would greatly enhance the practical, hands-on learning in the WiC NTAP. She also suggested finding ways to expand the program into the community level and create a pathway for a coach to then move from community to provincial to national levels.

Eileen says the two biggest barriers for women in coaching are lack of opportunity and lack of money. There are very few full-time, paid positions in team sports. This lack of money within the sport system to support full-time coaching is a huge barrier to the coaching profession as a whole, be it male or female. However, she has observed, in her experience, that male coaches who have succeeded with male teams tend to be hired over female coaches to coach female teams. The male coaches then struggle to manage female athletes successfully.

Eileen cites the 1997 hiring of a male coach with no previous experience in coaching women over female candidates who were involved in the program the previous quadrennial. In her sport, coaching women equates to greater opportunities to coach at major international events and is the only way for male coaches to get the Olympic experience. This makes it enticing for male coaches to want to make the switch at the national level and coach the women.

In 2001, a male coach was hired as the head coach of the national program, but he had been involved in the women's program extensively and actively recruited female coaches to the program. This allowed several women, including Eileen, to garner valuable experience at this level. Today, despite female coaching candidates with experience at the highest levels, her sport still has male head coaches in the senior and junior programs. Administratively, there are very few women in 'power' positions and this appears to influence the hiring of male coaches to the top positions. Eileen's experience has been that there is very little communication from the decision makers as to why opportunities are not given to the qualified female coaching candidates. She urges Sport Canada, through policy, to drive NSOs into creating coaching pathways to support the development and hiring of female coaches within team sport environments.

Time and money combine as an obstacle for female coaches. At the highest level of sport, the seasons are now year-round and "as a female, the time commitment is too much to do as a volunteer." A coach needs to take up to 6 weeks off work to coach and travel with the national team. "I look at it from an economic point of view. Here is what I value for my time and my effort; I'm not getting it, so you do it because it's new, it's exciting, it's a prestige thing ... and then after all that wears off (and if your experience is not a positive one, it wears off pretty quick) ... it's not good." Female coaches leave coaching. Family commitments also tie very strongly into this as women have to prioritize their time. Eileen sees a real need for services to help support women with families so that they can stay in coaching.

Coach #3: Emily

Emily first became aware of the WiC NTAP from reading CAC's website. Her sport (individual) is fairly new on the national level and therefore she did not have the opportunity to compete at an international level as an athlete. She saw the WiC NTAP as a pathway to gain experience at the highest level and develop into a professional coach. Her expectations upon entering the WiC NTAP were "to build over the three years on opportunities to mature into a stronger coach and have time to develop some of my leadership skill into what I felt were applicable level of coaching abilities both technical and administrative." Unfortunately, Emily did not feel her expectations were met and does not consider her

involvement in the WiC NTAP as contributing to advancing her coaching career. She puts the majority of the blame for this on her NSO.

Once Emily was accepted as an apprentice, she came to realize that not everyone in the NSO was on board with the idea. There were several breakdowns in communication about “who I was and what I was doing ... I would show up and no one was expecting me or knew what to do with me.” She very quickly had to become her own advocate. She was supported strongly by the WiC NTAP, but as the situation became more political, its influence was limited. Emily felt that some people within the NSO felt threatened and she was perceived as looking to take someone’s job.

Emily did have some positive experiences within the WiC NTAP. The experience she gained attending international events was excellent. She greatly valued the support she received from her fellow apprentices. Our “shared relationships creates the ability to support each other and be an open ear to what is going on ... to commiserate when necessary and celebrate at other times ... it’s so important. It made me understand that I need that kind of support. For female coaches [it’s] not easy to see that because there are so few female coaches within our environment. We become defensive and unwilling to open up and receive help.” Due to this type of support, she became more willing to speak on her own behalf and found more confidence in her abilities.

Emily had many other positive outcomes. “I have since gotten involved at the board level in my sport.” She has become an advocate of coach development and become aware of the importance of developing female coaches. She viewed the overall problem as being systemic. At the national level, her sport is newly developing and lacks planning and organization or a concrete athlete development plan.

Emily is also starting her own club. She was told she needed to prove herself with athletes, but was never given the opportunity to work with national-level athletes (in any formalized or sanctioned coaching position) during her time in the WiC NTAP. Now she will use all she learned in the program to coach her own athletes. She has observed a gap in the development of athletes to get to a national level and feels she has the skills to fill that gap as a developmental coach. “We don’t all need to end up being national coaches, but hopefully, in the end, we will all become strong leaders ... to move our sports forward.”

In giving advice on how to improve the WiC NTAP, based on her own experience plus discussions she had with other apprentices, Emily felt it is imperative that all the parties involved are “in sync”. In the case of a sport’s first-time apprentice, a formalized meeting between CAC and the proposed apprentice and her mentor, the NSO’s CEO, board representatives, and administrative staff could communicate the goals of the apprentice and the WiC NTAP, thus allowing all involved to be informed and on the same page. Emily also repeated Eileen’s suggestion about creating a liaison with the provincial association so that the apprentice could experience more “hands on’ coaching. It could also create a nice tie-in to the national program for athlete development and recruitment.

She suggests marketing the WiC NTAP better to avoid the perception of it being a “token” program and so that the experiences and qualifications gained are not dismissed as ‘less than’ because it was a Women in Sport program. She suggests having former participants speak at coaching conventions, multi-sport gatherings and sport administrators’ seminars to educate individuals on the qualifications needed to enter the WiC NTAP and the workload the apprentices must complete. She also suggests getting NSOs that have had success with developing female coaches through the WiC NTAP to speak to their counterparts about the benefits of supporting the program.

A major barrier to women in coaching in Emily's sport is the assumption that because males are technically better as athletes than their female counterparts, they will be better coaches as well. Female coaches are not respected and Emily was told "because I am female, I would be a better grassroots coach." Because her sport is club driven, there is a strong need for paid coaches to have business skills. Often the coaches who are hired are those with the best business plan for the club and are not necessarily the best coach.

Coach #4: Lucie

Lucie entered the WiC NTAP very shortly after retiring from being a national athlete (individual sport) and, in her own mind, hadn't fully transitioned to the coaching role. Her sport was actively seeking a national-level female athlete to step into a coaching role upon retirement so her opportunity existed without the help of the WiC NTAP. At the time, Lucie had no real expectations of what entering the program would mean to her. She said that if given a chance to do it again, she would have gained more if she had entered the WiC NTAP at a later stage in her coaching development, when she would know more about coaching, about her weaknesses, and about how to take advantage of the women involved as mentors and speakers at the national coach workshop.

Lucie found the WiC NTAP to be a very positive experience as it was well organized and managed. Coming from a male-dominated sport, she found it nice to interact with other women in high performance sport. She had the experience of attending the 1999 Pan American Games as a formally recognized staff coach and her sport benefitted by having an extra coach at the event. She stated that her most prominent benefit came 6 years after completing the WiC NTAP when she found herself the only female coach, with no role model or support system, within her own sporting community. Because of her WiC NTAP experience she knew "I was not alone" and that other female high performance coaches were dealing with similar challenges of isolation. Lucie still feels very fortunate to have been a participant in the program and had nothing but positive things to say about it and the people involved. ... "[it] was amazing, pretty outstanding".

Lucie's high performance coaching career ended when she became pregnant. The position entailed a lot of travel with evening and weekend work. She said: "Not the kind of parent I wanted to be ... in coaching I gave a 100% so I couldn't parent and do it [coach] at that level." There were also significant physical expectations to her coaching duties and being pregnant limited that as well. This, combined with the lack of job stability within the coaching profession, led her to choose a teaching career over coaching. "If I could coach full-time for a living with the same feeling of security I have in my teaching job, no hesitation, I would do it." As far as returning to coaching, Lucie feels that she will return, but realistically it would be at a community level and in a sport that her daughter is involved in.

Coaching an extremely male-dominated sport meant gender was definitely an issue. Lucie encountered resistance from male club coaches and some male athletes as she was the first female high performance coach in her sport. However, with the national male athletes, once she proved herself as competent, they accepted her. It took time to build trust with the male athletes because her approach was different from what they were used to and she strongly felt that athletes and other male coaches were waiting for her to fail. She felt the pressure of having to prove herself through performance and felt her behaviour must at all times be above reproach. Lucie feels that the end results were worthwhile as she was a role model and her presence at that level made it easier for other female coaches. Provinces began hiring female coaches because of Lucie's success as a coach; the visibility of a female coach definitely had an impact.

Coach #5: Anne

When Anne was accepted into the WiC NTAP, she was already working within the national team program (individual and team sport) as a part-time coach. She wanted to improve her coaching skills, but had little knowledge of the coaching system so she entered the WiC NTAP with few expectations. Participation led to Anne attending the world championships and clinics while receiving funding for child care. Ultimately, it led to her being offered the full-time position she now holds with the national team program as a development team coach.

Anne had a positive experience in the WiC NTAP. There is definitely a dearth of female role models in her sport so she was inspired by the women she met, especially Sheilagh Croxon, whose advocacy and passion for women in coaching left a strong positive impression. The WiC NTAP being self-guided was a double-edged sword for Anne. In hindsight, she feels she could have taken more from the experience if she had been a stronger advocate for herself. She also feels she missed an opportunity by not completing NCCP Level 4 at that time. The workshops were very educational and introduced her to women from many sport disciplines. In completing the self-assessment tools, she became much more aware of her strengths and weaknesses. She would have loved to have been able to tailor the program to mentor with women outside her own sport and in different disciplines than coaching such as sport psychology and time management. Having a mentor outside her sport who has a different perspective appeals to Anne.

Her toughest challenge is having a family and coaching. Her coaching is not a 9-to-5 job and is a huge time commitment. This causes time management issues and unique stresses as she worries about time spent away from her family. Anne sees this as a specific gender issue. In her experience, when the coaching position is not a paid job, men can still participate as a 'hobby' whereas women are expected to look after the children and therefore don't have the luxury of a 'hobby'. However, she has put a positive spin on her situation as a full-time coach. She is proud to be a strong role model for her daughters and takes them to training sessions when she is able. She believes it is very empowering for her children to enter the sporting environment and see women involved as athletes and coaches.

F. Summary of Results

The women brought together as participants in the WiC NTAP are a diverse group in many aspects: age, coaching experience, geographical location, and sports coached. They share a commonality in their desire to pursue coaching at the highest level while improving their professional and interpersonal skills. They also share a strong belief that the program was greatly beneficial because it opened the door to coaching at the highest level of sport by creating the opportunity to work at the national team level. The WiC NTAP provided them with the rare international experience that is critical to coaches who want to advance their career to the highest levels. The WiC NTAP also provided supportive networks with other women in sport and the opportunity to prove their coaching abilities to their male colleagues, respective NSOs, and to the international sporting community at large.

“I sincerely believe that the WiC NTAP provides the roadmap for female coaches who have the ability and desire to coach Canada's most elite athletes. I also believe that the program has been a driving force in earning a higher level of respect for female coaches in the international sports world.”

The results of this survey clearly show the positive effect of the WiC NTAP on career advancement with over 50% of the coaches being employed as full-time coaches after completing the program. Within the sample, 88% felt the WiC NTAP assisted them in advancing their coaching career. The indicators of salary and job position further supported career advancement being achieved by the majority of participants with 64% gaining an increase in salary after finishing the WiC NTAP. Furthermore, 60% reported a coaching position improvement after completing the program.

The value of the WiC NTAP is greatest for coaches who are trying to find a way into the national level, creating a pathway to the top level of coaching. This is shown in how the apprentices rated the impact of the experiences they had while in the program. Attending international sporting competitions and coaching national-level athletes were deemed to have the most impact on their development as coaches. Many apprentices indicated that they knew of no other way they would have gained these experiences. The WiC NTAP allowed them to deepen their understanding of what it takes to coach at the highest level and in some cases, prove to themselves and others that they have the ability to successfully coach at this level. Apprentices who already had experience working at the national level before entering the WiC NTAP valued the networking and support garnered from their peers.

Another interesting point is that coaches with little coaching experience felt, in hindsight, that they were not experienced enough to take full advantage of the WiC NTAP; they didn't know enough about themselves as coaches to understand their weaknesses and how to use the program to improve.

A common theme was the importance of the networking created by being a part of the WiC NTAP. Networking was the most common subject mentioned within the 'Final Thoughts' comments and in every interview it was cited as being most memorable and tremendously helpful within their experience. Most importantly was the feeling of camaraderie, that they were not alone, but there were others, in other sports, who shared their experience and could understand all the frustrations and elations of being a high performance female coach. Great worth was attached to being able to share challenges and successes with people who understood her experience.

“It was a great way to be connected with fellow female coaches and to discuss, openly, the situations and challenges faced by others.”

Although it is not one of the objectives of the WiC NTAP to facilitate an increase in the level of NCCP certification, this survey shows that as one of the outcomes. One-third of the coaches improved their certification level while in the program and, perhaps more significantly, this survey shows that the coaches have continued to pursue improving their certification with 40% now holding NCCP Level 4 certified status or higher.

There is ongoing dialogue about barriers faced by women in coaching and how these barriers contribute to the current decline in the female coaching population. One hope of the WiC NTAP is that it helps overcome some of these barriers and thus assists in keeping women in coaching. In this survey, 84% of the coaches are presently coaching and an additional 12% are planning to return to coaching in the future. This is very positive as it shows an attrition rate of only 4%. *The women who participate in the WiC NTAP stay in coaching.*

Additionally, over 50 % are full-time coaches. This is a strong indicator that the WiC NTAP has not only been beneficial in keeping women in the coaching ranks, but is beneficial in assisting women in gaining and keeping paid high performance coaching positions. The respondents gave WiC NTAP credit for preparing them through educational and competition experiences, preparation that directly led to their success as coaches. The design of the WiC NTAP purposely breaks down some of the barriers that have been previously identified as contributing to the decline in female coaches: lack of financial support, lack of peer support, and lack of opportunity. This survey shows that the WiC NTAP coaches rate lack of job stability, lack of salary, and family commitments as the biggest barriers to advancing their coaching careers. These barriers are outside the scope of the WiC NTAP's influence and are systemic in nature within Canadian culture.

Within Part Two of this study, three common themes stood out and were substantiated by the survey data.

First and foremost was how strongly supported the coaches felt by other females they met within the WiC NTAP and how important this was in their pursuit of coaching at the highest levels. They gained inspiration and motivation to continue in the coaching profession and were reinforced by knowing: "I am not alone." This strength of feeling was definitely mirrored in the survey data with 65% specifically commenting on the importance networking with other women in sport was to them.

Second was how challenging it is to secure paid positions and job security for women in coaching. There was the overriding belief that males held significant advantages in the marketplace due to biased perceptions and 'old boy network' connections. Job stability and lack of salary were the top two identified barriers to women advancing their coaching careers in the survey data.

Third were the conflicting demands of commitment to their families and commitment to their athletes, not only in time but on emotional and financial levels as well. This conflict comes from not only cultural pressures but, perhaps more importantly, their own personal desire to be a good parent. Again, this concern was mirrored in the survey results as family commitments was recognized as one of the top three barriers to women in the coaching profession.

The interviews also addressed ideas of how to improve the WiC NTAP. One suggestion was to expand the program to create a coaching pathway (similar to the NTAP) for all levels of coaching, beginning at the community level and up to and including the NTAP. Another idea was to put greater

emphasis on educating others about the standards of the WiC NTAP. It was suggested that more marketing or public relations work could be done in order to educate NSOs and the sport community at large about

- the high admission standards needed to enter the WiC NTAP.
- the rigorous training that takes place within the program.
- the benefits to coaches and NSOs alike because of its success in training capable, educated, inspiring coaches.

Continuing along the spectrum of how important the coaches thought networking was to their success and well-being as a female coach, another suggestion called for WiC to facilitate formal organization of a female coach network, with locally-based chapters holding regular meetings.

The women who participated in the WiC NTAP and PAGAP strongly believed they benefitted professionally and personally from their involvement. Career advancement and salary enhancement occurred for more than half of the participants. The experience they gained attending international events and coaching national-level athletes assisted them in developing the skills and confidence necessary to successfully coach high performance athletes. Networking and the sense of mutual female support created by the WiC NTAP for its participants had a significant impact. Its importance cannot be overstated based on the overwhelming majority of participants who commented on this issue. In conclusion, and as Emily stated, “We don’t all need to end up being national coaches, but hopefully in the end we will all become strong leaders ... to move our sports forward.”

G. Limitations of this Study

A limitation of this study was the small sample size of the starting population of 48 participants although the return rate on the online survey was well above average and translated into a survey response of 52% of the starting population. Even with this relatively high response rate, the small original population size makes it difficult to generalize for the entire population. The responses were overwhelmingly in favour of the WiC NTAP and positive in their feedback of their experiences. We are unable to determine if there was limited negative feedback because that is how all the participants viewed the program or if the participants with negative attitudes chose to ignore the survey due to those negative feelings.

A second limitation was the inability to confirm whether all the participants received an invitation to complete the survey. Email addresses tend to be transitory in nature and it is unknown how up-to-date CAC’s email address list was. Given the time restraints in executing this research, we were unable to undertake an extensive search to confirm the email addresses as current or find current email addresses for the participants whose email addresses were missing.

Appendix

Appendix A: Email Invite to Survey

Chères entraîneures,

J'espère que vous allez bien et que vous avez des projets passionnants pour cette nouvelle année. Je vous écris afin de vous transmettre une demande importante. Le programme Les entraîneures de l'Association canadienne des entraîneurs procède à une évaluation dans le but de mesurer l'incidence du Programme d'apprentissage en entraînement d'une équipe nationale. Comme vous avez déjà participé à ce programme, vos réponses à ce sondage nous intéressent énormément car elles nous permettront d'évaluer le programme avec exactitude et d'en assurer l'efficacité future. Je vous prie de prendre quelques minutes pour remplir ce sondage. Les données seront étudiées par notre chercheure et joueront un rôle de premier plan dans les futures orientations de nos initiatives visant à accroître les possibilités offertes aux entraîneures de tous les niveaux du système sportif canadien.

Merci de votre coopération et recevez mes sincères salutations.

Sheilagh Croxon

Consultante, programme Les entraîneures, Association canadienne des entraîneurs

Pour lancer le sondage (français), cliquez ici : <https://www.surveymonkey.com/s/WiCNTAPSurveyFr>

Pour lancer le sondage (en anglais), cliquez ici : <https://www.surveymonkey.com/s/WiCNTAPSurveyEnglish>

Dear Coaches,

I hope that this email finds you in good health and full of exciting plans for the new year. I am writing to you with a very important request. The Coaching Association of Canada's Women in Coaching program has initiated an evaluation to assess the impact of the National Team Coaching Apprenticeship Program. As a past participant of this program, your participation in this survey is extremely important to the thoroughness of the evaluation and to the future of the program. I would ask that you take a few minutes of your time to complete the survey. The data is being collected by our researcher and will be instrumental in our continued efforts to increase opportunities for female coaches at all levels of the Canadian sport system.

Thank you for your co-operation.

Sincerely,

Sheilagh Croxon

Consultant, Women in Coaching, Coaching Association of Canada

To enter the survey (in English), click here: <https://www.surveymonkey.com/s/WiCNTAPSurveyEnglish>

To enter the survey (in French), click here: <https://www.surveymonkey.com/s/WiCNTAPSurveyFr>

Women in Coaching National Team Apprenticeship Program Survey

Thank you for taking the time to complete this survey by the Coaching Association of Canada. Your feedback is important to us. This survey should only take about 30 minutes of your time. This survey relates to your participation in the Women in Coaching National Team Apprenticeship Program.

In order to progress through this survey, please use the following navigation links:

- Click the **Next** button to continue to the next page.
- Click the **Previous** button to return to the previous page.
- Click the **Exit this survey** button to exit this survey.
- Click the **Done** button to submit your survey.

The conduct of this survey involves the collection of personal information. All information collected is considered confidential and will not be disclosed to third parties without your consent. No names or other identifying information will be included in any report on the study.

If you have any questions, please contact us at the CAC office.

* 1. How did you first hear of the Women in Coaching National Team Coaching Apprenticeship Program?

- A coach
- Provincial/Territorial Sport Organization
- National Sport Organization
- Coaching Association of Canada
- Provincial/Territorial Coaching Association
- Educational Institution (High School, College, University)
- Other (please specify)

* 2. Did the WiC National Team Coaching Apprenticeship Program assist you in your career advancement as a coach?

- Yes
- No

Women in Coaching National Team Apprenticeship Program Survey

3. Indicate which ways you feel the program assisted you in your coaching career advancement.

- Created opportunities to take on new coaching responsibilities
- Provided opportunities to compare myself with current national level coaches
- Provided financial support
- Advanced my coaching certification level
- Opened networking opportunities
- Created peer support
- Created mentoring opportunities
- Allowed learning through observation of other coaches
- Directly led to new coaching position/job
- Provided motivation to continue in coaching
- Other (please specify)

Women in Coaching National Team Apprenticeship Program Survey

*** 5. Indicate your highest NCCP Certification level. Please note the new NCCP certification levels are indicated here in brackets.**

- Level 2 (NCCP Competition - Introduction) Certified
- Level 3 (NCCP Competition - Development) Trained
- Level 3 (NCCP Competition - Development) Certified
- Level 4 (NCCP Competition - High Performance) Trained
- Level 4 (NCCP Competition - High Performance) Certified
- Level 5 (NCCP Competition - High Performance) Trained
- Level 5 (NCCP Competition - High Performance) Certified

6. Add any sport specific designation you hold (eg. in soccer CSA National B License)

7. List any other certifications or licensing you possess that is relevant to your coaching career.

*** 8. How many years of coaching experience do you have?**

- ≤ 5 yrs
- 6 - 10 yrs
- 11 - 15 yrs
- > 15 yrs

*** 9. Indicate each level you have coached.**

- High School
- College
- University
- Club
- Regional
- Provincial/Territorial
- National

Women in Coaching National Team Apprenticeship Program Survey

* 10. Gender of athletes coached.

- Female only
- Male only
- Both Female and Male

Women in Coaching National Team Apprenticeship Program Survey

*** 13. Do you currently hold a coaching position?**

Yes

No

Women in Coaching National Team Apprenticeship Program Survey

14. Please tell us why you are not currently coaching?

15. Do you plan to return to coaching in the future?

Yes

No

If Yes, at what level do you hope to return to coach?

Women in Coaching National Team Apprenticeship Program Survey

*** 16. Reflect on your coaching career to date, to what degree have the following acted as a barrier to the advancement of your coaching career.**

	Not at all	2	3	4	Completely
Lack of opportunity to advance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of self-confidence in coaching ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of peer support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of respect from peers or administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of educational opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of financial support (for course fees, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in adapting to the male culture of your sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of female role models or mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of job stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any other barriers you have experienced

Women in Coaching National Team Apprenticeship Program Survey

17. Please take a moment to reflect on the impact that the WiC National Team Coaching Apprenticeship Program had on you, personally and professionally. Use the space below to share your thoughts.

Women in Coaching National Team Apprenticeship Program Survey

All information collected is considered confidential and will not be disclosed to third parties without your consent. No names or other identifying information will be included in any report on the study. The purpose is for demographic statistics, and verification and authenticity of respondents only.

* 18. Contact Information:

Name:	<input type="text"/>
Address:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
Prov/Terr:	<input type="text"/>
Postal Code:	<input type="text"/>
Country:	<input type="text"/>
Email Address:	<input type="text"/>
Phone Number:	<input type="text"/>

* 19. Age Category

- ≤ 25 yrs
- 26 - 30 yrs
- 31 - 35 yrs
- 36 - 40 yrs
- 41 - 45 yrs
- 46 - 50 yrs
- > 50 yrs

* 20. Highest level of education

- High School
- College or Technical Institute
- University, Undergraduate Degree
- University, Masters degree
- University, PHD

21. Current occupation

22. Can we contact you to arrange a follow-up interview?

- Yes
- No

Women in Coaching National Team Apprenticeship Program Survey

23. Thank you. Please provide the contact information you would prefer us to use to contact you.

Women in Coaching National Team Apprenticeship Program Survey

Thank you for taking the time to complete this survey by the Coaching Association of Canada. Your feedback is important to us and your assistance is greatly appreciated.