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Being Professional About Your Employment
by Rose Mercier

At the end of April 2000, Denis Coderre, Secretary of State (Amateur Sport), announced that of the $4.85 million in new money the federal government was contributing to sport, $2.65 million would be invested in coaching. He went on to state that a part of that new investment would be earmarked for the development of women coaches. [http://www.pch.gc.ca/bin/News.dll/View?Lang=E&Code=0NR029E] What led to that pronouncement and, ultimately, to The Canadian Journal for Women in Coaching?

The Sport Gender Snap Shot Survey Results Report, published by Sport Canada in 1999, presents a sad story about the representation of women as national team coaches. National sport federations reported that only 44 of 213 national coaches (or 17 per cent) in their employ are women.
[http://www.pch.gc.ca/Sportcanada/Sc_e/snapshot.htm].

A somewhat more positive picture appears in The Contribution of Coaching in Canada, published by the Coaching Association of Canada (CAC) [http://www.coach.ca/news/cntbtn.pdf]. There, 1997 Statistics Canada data suggest that "roughly three times as many men as women (76 per cent to 24 per cent) are involved in coaching in Canada, either employed in this capacity or on a volunteer basis." Not great, but better. Even more encouraging is census data in the report that suggest there are about an equal number of men and women, 15 years and older, who are employed in some fashion as coaches in Canada.

Obviously, crafting the full picture from this handful of statistics could take many turns. It would seem, however, that a number of women are involved in the profession of coaching today, however small that number is at the high performance level. This issue of the Journal focuses on an important starting point – being professional about your profession of coaching.

The Oxford American Dictionary defines "professional" as follows:

"Doing a certain kind of work as a full-time occupation or to make a living or for payment"
"A person working for payment or performing for payment"
"Someone highly skilled"
"Having or showing the skill of a professional"
"Of or belonging to a profession, or its members"

These definitions are going to be our framework as we explore a variety of dimensions of being professional. You will find, in the six sections that follow, a mix of practical tips and ideas that make you sit up and take notice. Wait a minute! There are only five definitions, so why six sections? Good question! The sixth section goes beyond exploring the definition of "professional" and poses the question "What can be done to increase the representation of women in the coaching profession?"

A PERSON WORKING FOR PAYMENT

If you are employed as a coach, that is, you receive some form of payment, you can be considered a professional. You may, of course, be among the 10 per cent of employed coaches who earn $2,000 or less, or among the 10 per cent earning over $40,000, or perhaps you earn the average annual income of coaches of $22,000.

Whatever you earn, it would seem that if you are a woman, you are probably earning less than a male colleague.

How can we say that?

While it is highly unlikely that every woman coach earns less than her male counterpart, there is enough evidence to suggest the truth of the statement.

Back to the Sport Gender Snap Shot, which concludes that "salaries are higher for men than women coaches for comparable responsibilities and certification levels." More specifically, the majority of female full-time head coaches earn $30-39,000, with the highest reported salary in the $40-49,000 range. In contrast, the majority of male full-time head coaches earn $40-$49,000 and the highest reported salary is in the $80,000 plus range. The report offers several possible explanations for the differences, so one can't jump to the conclusion that there is widespread salary discrimination. But neither can the possibility be ruled out.

What does the Snap Shot tell us? Well, it seems that women head coaches earn, at worst, about 75 cents for every dollar earned by their male counterparts. There is insufficient data to know if that same difference exists at every level, but supporting evidence suggests that may be the case. Statistics Canada (they certainly are busy!) reports in Labour Force Update, A New Perspective on Wages – Summer 1998 [http://labour-travail.hrdc-drhc.gc.ca/policy/leg/pdf/ep_e.pdf] that in 1997, "female employees earned … 81 cents for every dollar earned … by men. That's five cents better than it was in 1996, and about six cents better than women national team coaches earn.

We also learn from the Labour Law Analysis (Strategic Policy and Partnerships, Labour Branch of HRDC: November 1998) that "despite changes in labour force participation, marital and family status, training and education, the effects of the historical under-valuation of work done by women are evident today in a persistent wage gap between women and men."

So if you are a coach working for pay – according to this definition, a professional – and you're a woman, you may not be working for the same pay as other "professional" coaches. And even if you are fortunate to enjoy pay equity with your male colleagues, your salary may not be what you might receive in a profession with a higher social status.

Let's not stop here though, because being professional is related to more than just compensation. It's important to know about compensation levels in your chosen profession, but it's equally important to develop other strategies for being professional.

DOING A CERTAIN KIND OF WORK AS A FULL-TIME OCCUPATION OR TO MAKE A LIVING

Balancing Two Careers

If you are reading this Journal, you may well aspire to join the minority of Canadian coaches who work full time in coaching. More likely you are among the majority whose coaching income makes it necessary to earn a primary or second income elsewhere in order to make a living. Balancing two careers can be challenging. One of the purposes of this Journal is to help you think about how you can do just that. Olympic coaches Joan McDonald (archery) and Danièle Sauvageau (women's ice hockey) successfully balance parallel careers. Two coaches, two different approaches, but each is a consummate professional – in both careers. There are lessons to learn here.

Joan McDonald has one career as an archery coach. She has another in PC support and training. In 2000, Joan is an Olympic coach, as she was in 1996. Not only does she need time away for the Olympic Games, there are also qualifying competitions in Mexico and California and pre-Olympic preparation in Europe to consider. Joan has always been upfront with BASF (her current employer) about her coaching. So it

seemed logical for her to prepare a written proposal that outlined the time she needed for fulfil her Olympic coaching responsibilities. She suggested that BASF sponsor her by continuing to pay her through her time away, and she committed to making up all of the days she'll have missed. They agreed, and the last I heard from Joan was an e-mail while she was en route from Paris to Rome for a preparatory competition.

Danièle Sauvageau, the recently named Olympic coach for the 2002 women's ice hockey team, is also a career police officer with the Montreal Urban Police Force. Fortunately, she has her 1998 experience at the Nagano Olympic Games to use as a precedent for the upcoming two years. Prior to Nagano, where she was an assistant coach, Danièle, like Joan, prepared a written proposal to gain sabbatical leave in order to become a full-time member of the coaching staff of the women's team. Her decision cost her a year of benefits, pension, and seniority, and her salary as a coach did not come close to matching her police force income (not a surprise, if you revisit the statistics about coaching salaries in the section above). But the Olympic experience was well worth the sacrifice and will be invaluable in team preparation for Salt Lake City.

(Joan and Danièle, along with other coaches who balance two careers, are featured in an article in Coaches Report, Spring 2000, Vol. 6 No. 4.)

If you're trying to integrate your professional coaching career with other employment, here are some good guidelines to follow:

• Be open with your non-coaching employer about your coaching career. Danièle Sauvageau says, "This is absolutely crucial for building a good relationship."

• Emphasize to your employer the compatibility of one career with the other. Your coaching skills help you perform as a team leader or team member, a supervisor, planner, organizer, communicator, and resolver of differences among people.

• Become familiar with policies concerning vacation and leave that are available to you and make effective use of the types of employment benefits offered.

• Plan. Try to outline your season in advance so you know when you need time off. Use your vacation time effectively. Look for opportunities to bank time you can take off when you need it. "Two years ago, I worked every single day," says Danièle, "but then I had the time I needed. And by covering for others, they were willing to cover for me later."

• Hold yourself to high standards in both roles. Meet deadlines. Be thorough. Follow through on your commitments to your non-coaching employer. If you promise to work extended hours, or take on an extra project as compensation for time off, or flexibility in working hours, do what you promised. Your credibility depends on it.

• If you have a special need, prepare a written proposal. Make sure it looks professional. Anticipate your employer's objectives and offer possible alternatives.

• Don't underestimate the prestige of your coaching responsibilities to your employer. Your success as a coach can reflect positively on your employer. Acknowledge the support of your non-coaching employer and your colleagues whenever possible, especially with the media.

• Maintain good relations with your co-workers. You will need their support. Look for ways to support them.

• Be sensitive to colleagues who may have had their requests for leave turned down. Don't avoid the discussion if the subject comes up. Be honest and share your ideas and approaches.

• Let your co-workers and supervisor know how your athletes are performing. Collect clippings. E-mail results. Be creative.

• Write formal thank-you letters for support provided.

Your Coaching Employer

It may be that your coaching employer has well-established human resource practices or that compensation and benefits are established through a collective agreement or set according to larger institutional policies. This may be the case if you coach in a university or college setting. However, there are many coaches whose coaching employer is one of the growing number of clubs and associations that now hire and pay coaches.

You may be the only employee, or the first, your club or association has hired. Being employed by a small organization can be challenging. Most develop their approach as employers independently; therefore there are probably as many approaches as there are employers of coaches.

Fortunately, some excellent resources are available to you through the Canadian Professional Coaches Association (CPCA). You can find sample job descriptions, contracts, and performance evaluations that can be used to develop tools that fit your situation. Just released by CPCA is A Guide to Employment Contracts for Coaches, a new Web publication on contracts written by Hilary Findlay and Rachel Corbett of the Centre for Sport and the Law.[http://www.coach.ca/cpca/Guide_e.htm] The guide is a thorough and invaluable resource that you will want to consult. (This is one area where it literally pays you to prepare well.)

Following are some key points to think about in your relationship with your coaching employer.

Why a job description?

A job description is a good basis for understanding your role with your employer. It is an important tool in establishing a professional relationship. Read your job description closely. Ask for time to review it before agreeing that it will be the basis for your work. If your employer does not have a job description, emphasize the importance of having one and offer to write a draft for discussion. Lack of clarity in roles, responsibilities, and relationships is the source of many conflicts. Not having a job description is almost a certain guarantee that this type of conflict will arise. Here are a few questions that should be answered in a job description.

What are my responsibilities?

A job description should help define the boundaries of your job and the tasks or actions you are expected to perform. The difficulty here is trying to think of everything that should be included. Start with the major areas of responsibility and then identify the various tasks that are considered part of that responsibility. Whatever is included, though, should be as specific as possible. Job descriptions are not cast in stone. That's why many human resource specialists talk about a job description as a living document – it's always changing. It's a good idea to review it with your employer every year. If you have assumed a number of responsibilities, it is helpful to acknowledge that this has happened. It can be the basis for suggesting that an assistant coach be hired or for negotiating improved compensation.

To whom do I report?

This is sometimes tricky, particularly if you work with a board of directors; however, it is really important to establish not only to whom you report, but also how the reporting will take place.

For example, a job description may indicate that you report to the board. Clarify how this would work.

- What does "reporting" mean? Does the board want you to prepare a written activity report for every meeting? Does everyone need copies of everything you prepare?
- What's the role of the president, or of the vice president of programs?
- What if a decision needs to be made between board meetings?

Perhaps the job description indicates that you report to the board but will be supervised by the president. If so, try to get the board to think about what this actually means.

• Can the president make decisions on behalf of the board between board meetings?
• Can the president change the decision that the board made?
• How would you resolve differences of opinion with the president, particularly around technical issues?

What authority do I have?

This is quite often left out of a job description, so ask some questions.

• Do you need approval for all expenditures? It would be better to have a set level of authority with respect to expenditures, within the budget of course.
• What is your authority for program decisions? Can you accept an invitation to a competition?
• Do you supervise other coaches or volunteers? What authority do you have?
• Can you negotiate with the facility manager for different practice times or better rental rates?

How will my performance be evaluated?

Start by checking what is available from CPCA. It can provide you or your employer with examples of suggested evaluations. There are generally three things you want to confirm about any performance evaluation:

First, what is being evaluated?

Try to avoid an evaluation based solely on a job description. It is preferable if the evaluation is based on a combination of factors. However, the most important of these is a set of specific, measurable, realistic goals, including performance goals for the athletes you coach. You should establish these goals with your employer at the beginning of the performance period. Discuss them thoroughly so that you both have a common understanding of what is meant by each goal. If possible, it is also valuable for an evaluation to include how well you meet expected standards of conduct. Ideally, an evaluation should include some evaluation of coaching competencies because that provides a sound basis for identifying areas of professional development. But a word of caution here: include this aspect of evaluation only if the evaluator is an experienced coach who is skilled in observation evaluation!

Second, what information will be used as a basis for the evaluation?

Information for an evaluation should relate to the performance goals that you have agreed to. It should also incorporate the most knowledgeable sources of information about how well a goal has been achieved or a standard met. If the evaluation includes goals related to maintaining a good relationship with athletes' parents, then some type of survey or interview should be done to get their input. It is becoming accepted practice for athletes to provide input for a coach's evaluation. This is fine as long as it is not the only source of information and the timing of the request for an athlete's feedback is thoughtfully planned. Asking athletes for feedback about a coach after they've just lost the playoff game will likely affect the objectivity of the responses. If you routinely ask athletes for written feedback, they will get used to giving helpful comments and providing examples.

Third, when and where will the evaluation take place and who will be there?

Ensure that your evaluation is taking place at a time and location where there are no distractions. Avoid the following situations:

• the meeting is scheduled to take place during or just after a competition
• insufficient time to prepare
• another meeting is scheduled just after
• someone is asked to be a last-minute substitute
• someone you supervise is asked to participate in the meeting

• the data that is supposed to be included has not been collected.

The names of those involved in your performance evaluation, as well as the nature and the timing of the evaluation, should be indicated in your contract, which we'll talk about now.

Why a contract?

You will want a written agreement that specifies in detail the formal relationship that you have with your coaching employer. This is the basis of the legal relationship between you. It's important to take the time to develop a comprehensive document that is fair to both signing parties. Once you sign it, it is legally binding, so take as much time as you need to ensure that it is satisfactory to you. As Findlay and Corbett say in their "Knowing the Law" column in Coaches Report, Vol. 3 No. 2, "The courts have also made it clear that the time to raise concerns with a contract is prior to its execution, not after the contract has already run its course and the adverse outcome has become apparent."

Take the time to read the CPCA Web publication A Guide to Employment Contracts for Coaches. It will save you and your employer a lot of time and provide an expert basis for developing a solid relationship. It's also a good idea to find a lawyer, preferably one whose practice involves labour law. It's never too soon to develop a support team of other professionals. Here's a start for thinking about contracts:

• What's the duration of the contract?

• What's the structure of the compensation? Are you being paid as an employee or as an independent contractor? The nature of employment is an important consideration for a coach – and employer – and is dealt with thoroughly in the CPCA guide.

• For what are you being compensated? How many hours, or what responsibilities, or what activities?

• Is there any additional compensation if you are asked to assume additional responsibilities outside your job description? Is there any possibility of a performance bonus for achieving extraordinary objectives or raising new revenue?

• Are there other benefits that the employer will provide? Liability insurance? Short- or long-term disability?

• What expenses will be reimbursed?

• How will expenses related to travel to competitions or camps be handled?

• What about vacation time or time in lieu? Coaching is unique because of the frequency of weekend competitions, the possibility of extended seasons due to championships, early morning and/or evening practices, and so on. How are these circumstances dealt with in the contract?

• Is there support for professional development activities? This may be in the form or financial support or just time away.

• What are the conditions for contract renewal or termination?

The above are the typical considerations in a contract. As a woman, there are some additional aspects of contracts that you may want to explore with your employer. Although, not very evident in sport, "family-friendly" policies are an important element in recruiting and keeping women in professional fields.

"The expansion of work-family policies is viewed as both responsive to and supportive of women's increasing participation in the labour force. The evaluation data to date indicate that family-friendly policies positively affect recruitment, productivity, and retention and thus contribute to enhancing the ability of individuals to participate successfully in the labour force." (An Examination of the Impact of Family-Friendly Policies on the Glass Ceiling by Debra B. Schwartz, published by the Families and Work Institute, 1994. This report is available in its entirety in PDF format at

http://www.ilr.cornell.edu/library/e_archive/gov_reports/GlassCeiling/papers/Family-FriendlyPolicies.pdf

There are generally three categories of family-friendly policies:

• dependant care benefits
• leave benefits
• flexible work schedule benefits.

Dependant care benefits include on-site or near-site childcare, support for childcare, childcare resource and referral, and eldercare resource and referral. Given the average age of coaches, childcare benefits will be the most relevant type of benefit. Unfortunately, there are not a lot of best practices to follow. Instead, we more frequently hear the opposite – bad practice. Consider a female coach with small children who is criticized for being unethical because she brings her children to practice or is absent from practice because her child was sick. Her employers likely have a number of common and unfounded beliefs about the nature of work:

• Commitment to coaching is best shown by "face time."
• Being present and putting in long hours are the best indicators of productivity.
• "Real" professional work can only be accomplished on a full-time basis.
• Those who are serious about their coaching career make themselves available at all times and under any circumstance.

Such beliefs may not be evident until you raise the possibility of childcare support being included in your contract. It is important to talk about this aspect of your contract from as knowledgeable a point of view as all other aspects of your contract. Too often, stereotypes and outdated beliefs limit the alternatives that will be considered. It is likely that you will need to be the "expert" in this area and suggest how this could be managed in your contract in a way that fits the resources of your coaching employer and your needs as an employee.

What might an enlightened employer include as benefits?

• on-site childcare during practices. Suggest hiring a retired or older athlete to provide on-site care.
• financial support to defray childcare costs during travel (including overnight travel).

Leave benefits generally include maternity leave, vacation, and leave to attend to a sick child. The type of maternity leave and vacation benefits will depend upon the nature of your employment. If you are self-employed, vacation benefits and maternity leave do not apply. However, it may be reasonable for a contract to stipulate that leave with pay, or without penalty, is available in the event that your child is sick.

Flexibility of work arrangements may include job sharing, which would allow two women to have time to coach and care for a family.

The nature of employment available to coaches makes it challenging to introduce family-friendly policies into your contract. Family-friendly policies are most prevalent in large companies. In contrast, many coaches work as the single employee of a club or association or as one of a very small number of coaches. Trying to copy policies that were developed for different circumstances won't work here. It takes two essential ingredients – a supportive employment environment and creativity – to find workable solutions.

Progress in this area is one of the ways to increase representation of women in the coaching profession. Share your solutions with other women coaches in your own and other sports, so they too can benefit.

BEING HIGHLY SKILLED

When you read this definition of "professional," you may think immediately of the technical skills that you need to coach effectively. You may associate this with achieving the higher levels of coaching certification. Certainly, coaching expertise is one of the hallmarks of the professional coach. So, too, is a focused and ongoing

pursuit of increasing expertise. Certainly, the law associates these attributes with a coach's responsibility to provide a standard of care to athletes that may be associated with current coaching knowledge. "What is absolutely clear for all coaches is the need to stay abreast of emerging trends, skills, and information in one's area of coaching expertise, and to make sure one's coaching technique, approach, and content remain current." ("Knowing the Law," Coaches Report, Vol. 4, No. 1)

As a professional coach, you do not want to limit the pursuit of a high standard of skill to only the technical aspects of coaching. You may gather from this first issue of the Journal that being highly skilled at managing your career is an important aspect of being professional. Knowledge of the social, financial, and legal issues related to coaching is essential. You don't need to become a labour specialist or lawyer or accountant, but you will want to know where to find resources and access to expert professionals in those fields.

If you prefer to be self-employed and develop other aspects of your coaching business, then become highly skilled in developing and sustaining a business. Marketing, financial management, and people management will be important skills to develop if you have the soul of an entrepreneur and are looking to develop other avenues for your professional coaching business.

HAVING OR SHOWING THE SKILLS OF A PROFESSIONAL

Know thyself. There is no better advice if you want to be considered professional. One of the underlying themes in the Leadership Task (Level 4/5 Task #17) of the 3M National Coaching Certification Program is that the first stage in becoming a leader is self-awareness. When you complete Task #17, you will realize that the clearer your priorities, the more effective you are as a leader. Self-knowledge and self-leadership are key attributes of a professional. As a professional, you want to take charge of your career. Develop clear professional goals and then pursue them.

"Poor career planning and development remains one of the major obstacles facing women." (Ann M. Morrison in The New Leaders, published by Jossey-Bass, 1992, p. 39)

Know your field. Be a student of your coaching profession. Learn as much as you can about all aspects of your career. If you want others to treat the profession of coaching with the respect it deserves, then you need to treat the profession seriously as well.

Learn how to negotiate with others to achieve win-win solutions. Maintaining a win-win approach in relationships with people is an important attribute of the professional. One of the first places you want to achieve such a result is in your personal coaching situation. If you feel like you are the loser in your working situation, it will ultimately affect the work you do and the professionalism you project.

Being Prepared

Do your research in advance of discussing your contract. Get to know your prospective employer. Ask for a copy of the bylaws, policy manual, job description, and minutes of board meetings before you sign on the dotted line. Gather as much information as you can about other coaching contracts. What is reasonable compensation? Does your sport's coaches association have any salary information? Does your employer use a salary grid? What did the previous coach earn? You want to be in a position to ask for a professional wage and be able to evaluate an offer.

Prepare for objections you may encounter about your contract requests. Identify any negative attitudes about women coaches that you suspect may be evident.

Create a checklist for yourself of questions to ask, points to raise, alternatives to suggest.

Communicating Skillfully

Learn to ask for what you need. This applies to compensation, benefits, resources, and support. Get comfortable talking about money and the other resources you need to do a good job. If you have done your research, you will be able to speak knowledgeably. This will help you avoid being defensive. You may encounter someone whose idea of negotiating is to belittle your requests or adopt an aggressive "bottom-line" position.

If you feel defensive, ask the question "How did you come to that conclusion?" If someone is attempting to bully you into accepting what you believe is inadequate compensation or benefits, restate what you need.

When you talk with your prospective employer, listen to their words, but also read between the lines. Restate what you hear or sense in the discussion. Don't avoid bringing up the difficult issues. Address negative attitudes if you encounter them. You may have an employer who does not consider coaching to be a serious profession or that coaching is something you're doing until you get a real job. You may also find employers who think women are not credible as coaches. "They're not 'tough enough,'" or "It's just to fill in time." I'm sure you can add others to this list. Your silence will only reinforce such misguided beliefs.

Becoming a skilful communicator will help in every aspect of being professional in your relationships with people – athletes, other coaches, your employers.

BELONGING TO A PROFESSION

Join the Canadian Professional Coaches Association (CPCA). CPCA was set up to establish a professional model for the practice of coaching in Canada. The association's Coaching Code of Ethics describes standards for performance that are rooted in a clear values framework. As a professional coach, you want to align yourself with other professional coaches. Check out the CPCA section of the CAC Web site:

http://www.coach.ca/Cpca_e.htm

As a member of the CPCA, you will receive Coaches Report, a quarterly magazine that examines current issues, profiles top Canadian coaches, and provides a unique perspective on the changing world of sport. You will also have access to the association's resources and legal expertise. And you can pursue the professional designation ChPC (Chartered Professional Coach).

Join your sport's coaches association. Some associations produce a newsletter, offer professional development opportunities, and provide group benefits. Get involved. Attend the annual meeting, join a committee or the board.

Create personal networks to support your work as a professional. One network should focus on individuals who can provide athlete services. A second network can include other coaches who are part of your support system. Don't just look to connect with other coaches of similar experience or the same gender or age or same sport. Connect with a broad range of coaches. Don't overlook the opportunity to create a personal management network. Seek out a lawyer, accountant, financial adviser, tax specialist, public-speaking coach, editor – anyone whose skills and expertise can complement your coaching skills and will help you grow as a professional.

CRACKING THE CEILING

You may have heard the term "glass ceiling." You might wonder if it applies when we think about the representation of women in the coaching profession. We note the small percentage of women in the highest levels of coaching. So maybe it does apply. Maybe consideration of what the business world has learned about this phenomenon will help to advance women professional coaches.

One definition of the term is "artificial barriers based on attitudinal or organizational biases that prevent qualified women from advancing upward into management

positions" (in Pathways and Progress: Corporate Best Practices to Shatter the Glass Ceiling).

There are a number of factors that contribute to the glass ceiling in business for coaching. How many of these do you observe in your sport? In sport in Canada?

• stereotyping and preconceptions about women as coaches
• employers' reluctance to take a risk in hiring a woman coach
• lack of careful career planning by women coaches
• lack of planned coaching assignments that facilitate the gaining of expertise
• exclusion from informal channels of communication
• counterproductive behaviour of male colleagues.

OK, but what might change things around? Here are several initiatives that have been used in combination to address the glass ceiling in other fields and might be adapted for the sport environment:

• removal of cultural and workplace barriers to women entering or advancing in coaching
• early identification of high-potential coaches
• leadership development programs that provide diversity in experience
• leadership development programs that provide meaningful assignments as opposed to one-shot training events
• flexibility in arranging work schedules and work sites.

The CAC's Women in Coaching program has introduced initiatives that support these directions. The Canadian Journal for Women in Coaching is a good example. If you want to know what else is going on, check the Women in Coaching section of the CAC Web site: http://www.coach.ca/women/front.htm

For real change, however, four preconditions are necessary:

• There must be the will to act among sport leaders – at all levels and in all sectors.
• The aspects of sport culture and environment that are barriers to women entering and advancing in coaching must be clearly identified and known to sport leaders.
• A comprehensive and well-thought-out "business case" for recruiting, keeping, and advancing women in coaching must be communicated throughout sport.
• There must be initiatives that eliminate attitudinal, cultural, and organizational barriers.

Maybe then we will begin to see some real advancement of women in the profession of coaching!

Rose Mercier

Rose Mercier established her independent consulting business after a 20-year career in the management and leadership of sport. An experienced facilitator of leadership and organizational development, Rose works with a wide variety of organizations within and outside sport. Her clients include the Canadian Amateur Speed Skating Association, Rowing Canada, Freestyle Canada, Water Polo Canada, the Canadian Association for the Advancement of Women and Sport and Physical Activity, the Canadian Paralympic Committee, and Sport Canada. Rose is also currently working as a team facilitator in the Queen's School of Business Executive MBA Program. She has served on various national-level committees and boards; she is currently a member of the board of the Sport Information Resource Centre.