

AN EXAMINATION OF THE EXPERIENCES OF FEMALES COACHING MALE
ATHLETES

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Abstract

RESEARCH TITLE:	An Examination of the Experiences of Females Coaching Male Athletes
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This qualitative study attempted to offer unique insight into the sociological issue of females coaching males. Three female head coaches who have coached or are currently coaching a male sports team at the high school and collegiate level were asked to participate in this study. Participants took part in a 45-minute phone interview where they answered open ended questions broken down into four areas: playing experience history, coaching philosophy & career, environment, and future. A cross-case analysis method was used for tagging the data and creating categories to compare themes. Themes were then broken down into two categories: primary themes were consistent between all cases, while secondary themes were common between two cases. Primary themes found were participants felt qualified for their coaching position, felt no apprehension from administration about hiring female coaches for male athletes and felt accepted by male coaches in the league, but, were treated differently. Secondary themes reported were participants felt supported by fans, schools were in dire need of a coach when participants were hired, and participants would coach boys again.

An Examination of the Experiences of Females Coaching Male Athletes

Introduction

A 2007-2008 NCAA study indicated that only 10 percent of female student-athletes surveyed are interested in pursuing a career in intercollegiate athletics (National Collegiate Athletic Association [NCAA], 2008). Bradford and Keshoch (2009) suggest there are three main reasons for the low number of female athletes pursuing a career in coaching: historical issues, lack of female role models, and occupational structuring. True (1986) believes prior to Title IX women were assigned to girls' sports as chaperones, but following Title IX, there was a great increase in demand for coaches of girls' teams. This high demand for coaches of girls' sports was met with the willingness of men to coach girls' sports; opening the door for more men to enter into the coaching arena of girls' sports.

Title IX has not provided opportunities for female coaches as it did for female athletes. In fact, after Title IX the number of women in athletic leadership positions actually decreased (Bradford & Keshoch, 2009). For example, in Wisconsin prior to Title IX, females coached 100% of the high school girls' teams from 1971 to 1972 but by 1984 to 1985, only 41% of high school girls' teams were coached by women (True, 1986). Similar declines have been documented in Florida, Illinois, Iowa, Kansas, Minnesota, Nebraska, Ohio, Virginia and Washington (Bradford & Keshoch), while on the college

level, the percentage of females coaching female athletes has decreased 48% from 1972 to 2006 (Acosta & Carpenter, 2006; NCAA, 2004).

Women are not just experiencing gender discrimination in the athletic arena; it is also found in the workplace. Because work place discrimination is an umbrella to the discrimination in the athletic arena, it is helpful for sport researchers to examine this material. Rosenfield (1988) surveyed more than 5000 females and found four major challenges preventing females from entering management level. First, there is much competition for management level positions; in other words there are more qualified individuals (male and female) striving for managerial positions than there are available positions. Second, females prioritize family obligations causing them to prioritizing getting married, having children and staying home with children over their careers. Third, females have an obstacle of being a female; this view indicates that there are certain traits and behaviors exhibited by women that are not conducive to becoming managers such as being too nurturing and supportive. The fourth factor is a stereotype that women are not willing to give enough time and effort to be in a management position.

Later research by Wentling (1996) found three obstacles preventing females from entering management positions. First, bosses did not guide or encourage females to the management level. Findings indicated that bosses were inadequate, insecure and unable to provide constructive criticism to help females build the skills needed to advance their career to the management level. Another obstacle that increased gender discrimination for females was the finding that many female employees had male bosses who had difficulties dealing with females who wanted to move into management. The final

obstacle was the lack of political savvy, indicating that females did not understand the politics associated with the business making them less qualified for the position.

Females in the athletic arena experience similar limitations due to gender discrimination. Men have dominated and controlled the athletic arena for centuries, limiting the number of females in sport management positions (Cashmore, 2000; Coakley, 2001).

Pederson and Whisenant (2005) reported that 90% of high school athletic directors in at least two states were male. While in Iowa, females only held 2% of high school athletic director positions (Oliphant, 1995), 5% in Oregon (Sisley & Steigelman, 1994), 6.5% in Virginia (Heishman, Bunker & Tutwiler, 1990) and almost a decade later, 11% in Florida (Whisenant & Pedersen, 2004).

At the collegiate level, the numbers are similar. Prior to 1980, women were more involved in athletics at the management level, but only accountable for female athletes (Pederson & Whisenant, 2005). As the number of female collegiate athletes increased over the past three decades, the number of female athletic administrators declined (Coakley, 2001). Acosta and Carpenter (2002) reported that in 2000, females administered only 18% of women's athletics and held only 17% of the athletic directors' positions, while the NCAA Division I held the lowest number of female administrators with 8.4%.

Research conducted by Quarterman, DuPree and Willis (2006) indicated several obstacles preventing females from reaching the administrative level in athletics. Many of these findings are similar to the obstacles found by Rosenfield (1988) and Wentling

(1996) regarding obstacles females face in the non-athletic work place. The obstacles reported by NCAA Division I, II and III female administrators were: gender inequality, lack of administration/institutional support & understanding, good ole' boy networking, time constraints and commitment issues, stereotyping women in leadership roles, lack of experience, sexism and sexist attitudes and career development issues (Quarterman, et al.). Additional findings reported obstacles for females in athletic administration were budgeting/funding issues, organizational/program changes, inadequate facilities, and lack of recognition by peers (Quarterman et al.). Many females are never even given a chance for administrative positions in athletics, just as many females are not given a chance at coaching.

It was not long ago that females held a higher number of the coaching positions on both the high school and collegiate levels than they currently do. It is suggested that the reason for this decline in female coaches is due to having fewer female role models (True, 1986). A NCAA barriers study (2008) also reported a similar finding. In this study, lack of role models was indicated as one reason female student-athletes choose not to enter the coaching field. Other reasons given were due to poor relationship with college/pre-college coach, desire for a higher salary, time requirements/desire for a 9-5 position, burnout/lack of interested beyond playing, gender/racial discrimination, sexual orientation stereotyping, and knowing female coaches who are unhappy in their careers (NCAA, 2008).

Acosta and Carpenter (1988) discovered the two biggest reasons females leave coaching are, 1) the success of the "good old boys" club and 2) the failure of the "good old girls" club. Research conducted by Lovett and Lowry (1994) indicates that if a

female administrator is able to break the barrier to the “good old boys” club, the percentage of female coaches in that high school increases, while in an all male administration, the “good old boys” club stays intact and fewer female coaches are on staff.

While the number of female coaches has decreased since Title XI, there are still approximately 40% of female coaches coaching female athletes at the high school and collegiate levels (Acosta & Carpenter, 2006; NCAA, 2004; True, 1986). Unfortunately there have been only 2-3% of female coaches coaching intercollegiate male athletic teams over the past three decades (Carpenter & Acosta, 2000), indicating that the athletic arena has not met the gender equity requirements established by Title VII and Title XI.

Yiamouyiannis (2008) conducted research on NCAA Division I, II and III female coaches of male athletes. Yiamouyiannis’ research is currently the only research that focuses on females coaching males at the collegiate level. Findings indicate differences when age, race, educational background/experience and sports coached are cross referenced with each other and against the three NCAA Divisions (Yiamouyiannis). While examining the results of the perceived barriers section of the research, two themes emerged regarding difference in treatment due to gender: negative treatment based on gender and treatment by group. When looking at unique challenges associated with barriers, three themes emerged: 1) competency questions; by society and male athletes, 2) gender relations; between male and female coaches, athletic directors and athletes and 3) lack of access into the “good old boys” club and lack of support from administration and male coaches. In the recommended solutions to address perceived barriers category,

participants reported two themes; there is a desire to produce more females coaching males and strategies need to be created to producing more females coaching males.

Even though there are females coaching males at both the high school and collegiate level, previous research indicates that there is still gender discrimination and inequality in our society, specifically in the athletic arena. This finding is disappointing as it has been over three decades since the 1964 Civil Rights Act and Title XI was enacted; both pieces of legislature intending to prevent the very discrimination keeping females out of the coaching arena and male athletics.

More specifically, research is limited on females coaching male athletes, with little knowledge into the psychological or sociological issues associated with females coaching male athletes. Therefore, the purpose of this study was to explore themes among females coaching males on two competitive levels: high school and collegiate athletics, in order to provide unique information of the beliefs, attitudes and experiences of females coaching male athletes in hopes to better understand the challenges females face as well as provide information to future females embarking on a coaching career in male athletics.

Methodology

Participants

Three female coaches who have served or are currently serving as a head coach of a men's team in the United States were contacted and informed of the nature of the study. These coaches were from two competitive levels, high school and college. They also varied in the time served as the head coach of a male team, ranging from 1 year to 6 years. The participants coached volleyball, wrestling or tennis. Having secured ethical clearance from the lead author's institution, written informed consent was obtained, and participants were assured of their anonymity before any data collection.

Interview Guide

Having reviewed the instruments employed by other studies that involved female coaches as well as coaches in general, an interview guide was created. Changes were made to tailor to this study. The final interview guide contained four sections. The first section contained questions about each participant's past playing experience including where and when they played, as well as their own experience with different gendered coaches. The second section contained questions regarding the participants' coaching philosophy, how it was developed and their success as a coach. The third section contained questions about the coaching environment, their experiences with athletes,

fans, administration and other coaches in the league. The last section included questions regarding the participants' suggestions for future female coaches.

Data Collection

Before the interview, participants were contacted about, informed about and consented to the research purpose and procedures. A structured interview approach using open ended questions was adopted for the interviews, and each participant was presented with identical questions. Although there was a structure to the interviews, the order and content of each differed as particular probe questions were asked to match specific answers of each participant. This approach was used to control for the depth of answers for the investigation of the primary topics. The main questions were outlined in the interview guide. The probe questions served to deepen the interviewer's understanding of the question. Finally, follow up questions were asked to help clarify and complete answers of the participants. All interviews were conducted over the telephone lasting 30-40 minutes. Each interview was tape recorded and later transcribed full verbatim by lead researcher. These transcriptions were made available to each participant following the interview.

Analysis

After the interviews were transcribed and approved by each participant, a content-analysis was performed by three researchers. Qualitative data analysis followed the guidelines set by Tesch (1990) and Côté, Salmela, Baria, & Russell et al. (1993). Three researchers used a cross-case analysis method and created data tags. The tagged data was categorized into meaningful units and themes were defined as commonalities among all three cases. Researchers compared the themes and worked to reach a consensus on the

categorization. Primary themes were identified as themes consistent between all three cases. Secondary themes were themes that are common between two cases.

Results

The following section provides information from participants' interviews that identify trends among females coaching males in the high school and collegiate setting. The trends found among the three participants focused on their beliefs, attitudes, and experiences when coaching male athletes. Information was grouped into categories and identified as either a primary theme or as a secondary theme. Themes were grouped into seven categories: personal playing history, relationship with former coaches, hiring process, coaching philosophy, season performance, social support, and future advice for females coaching males. Participant names and coaching positions were not used; instead they were labeled in the following manner: Coach A = high school tennis coach, Coach B = college volleyball coach and Coach C = high school wrestling coach.

Personal Playing History

Personal playing history identifies participants' playing experiences from youth through high school and college as well as post-collegiate play. In this category, two primary themes were identified: 1) participants were multiple sport athletes at the youth and high school levels, and 2) participants were collegiate athletes.

More specifically, participants reported participating in a variety of sports from youth through high school age. These sports included: basketball, volleyball, soccer,

tennis, cheerleading, wrestling, softball, hockey and track and field. Participants also all indicated that sport participation was fun and a big part of their lives.

Participants also reported participation in one sport during their collegiate career. Two of the three participants interviewed participated in the sport they coach, while the third participated in a sport that she does not coach. One participant completed three years of collegiate athletics and continues to participate in post collegiate play in her sport. Tournament play was indicated for both participants coaching their college sport, while the third participant, who went into the US Military following high school, has done some military training, but has participated in post collegiate game play or combat.

Relationships with Former Coaches

The *relationships with former coaches* category includes themes associated with the participants' sporting experiences as players. One primary theme was that participants stated that their relationships with their college coaches, who were all females, were poor. Another primary theme is that their previous female college coaches were not very knowledgeable. Coach A identified a reason for her coach's lack of knowledge:

The school lost the badminton program so they decided that badminton was a racket sport so they made the badminton coach the new tennis coach, so then I played tennis for the badminton coach. It was interesting because she really had no experience at any of that.

The participants reported that they felt that their former female coaches had personal issues which produced conflict within the team, affecting athlete-coach relationships. Coach B said that "her emotions got in the way and she played favorites. She made it so competitive that she turned athletes against each other." While Coach A

indicated that “they (the female coaches) were a little more vindictive, took things more personally,” (than the male coaches). Another primary theme was that the participants felt they got more from their male coaches than their female coaches; thus, creating a stronger coach-athlete relationship.

They were very good when it came to the sport itself and on and off the court.

My favorite coaches that I remember were two male coaches that I loved. They were just really gung ho for the sport and really had passion for it and I enjoyed working for them. *Coach B*

Our relationship was very professional and I have a lot of respect and admiration for him. He was hands-on with the guys and in all aspects of life. He put a lot into the program and a lot in to us, teaching us what it’s like to be good people on and off the mat. *Coach C*

This passion from their male coaches relates to the last primary theme for the coaching relationships category, male coaches’ personality characteristics. Participants indicated that their male coaches were more demanding, disciplined and aggressive than their female coaches, which resulted in getting more out of the athletes.

They were a little more demanding; they did not want to hear about your personal life. He was definitely the coach that toughened me up a little bit, that prepared me for a little bit more of the real world. *Coach B*

Coach C indicated her coach “was very aggressive with his coaching style. He was no holds bars, everything was in your face; he was not going to sugar coach it.”

Hiring Process

The *hiring process* category includes themes relating to the experiences participants had with being hired and their beliefs, expectations and concerns as well as administrators' concerns about the hire. Because one of the participants was hired on to coach the women's team as well as the men's team, the research only recorded information about the hiring process for the men's team. There were three primary themes that emerged: 1) participants felt qualified for the position, 2) participants were excited about being hired for the position, and 3) the participants did not perceive any apprehension from administration about hiring them. More specifically, the participants indicated that they felt qualified to coach male athletes. For example, Coach A indicated that she did not have any apprehensions about the position; she just felt she got the job she deserved. Participants also reported being excited about being hired, as Coach B indicated that she was excited but surprised since she was not even looking for a coaching position. Participants also thought that although they were females hired to coach a male team, they did not feel that there was apprehension from the administration regarding gender. Coach A demonstrated this in her interview:

I remember the guy said to me *if you where three feet away from a person at the net, what would you do with the ball?* and I said *I would hit it away from them, well if you have no choice I would just hit them, I would hit them as hard as I could so they could not get it, I didn't want to be the next target.* He told me later that quenched the job.

The athletic director and assistant principal that hired me came to me and said *we want to offer you the head coaching position, will you take it?* They gave me a list

of things I needed to get done and I made sure it did and got the ball rolling.

Coach C

Not only did the participants feel that the administration had no apprehension about hiring female coaches, but participants had little apprehension for taking a male sport coaching position. Participants stated that they felt that they deserved the job and could handle the challenges associated with coaching males.

A secondary theme found was that the participants at the high school level *asked* for the coaching position; they were not recruited or referred by administration. During a teaching interview, two participants informed the administration present during the interview that they wanted to coach and be involved with the school, while the third participant interviewed was contacted by the College Vice-President who asked if she would interview for the position. This coach was not looking for a coaching position and had been recommended by the head coach of the program where she was interning.

Another secondary theme was that two coaches were emergency hires because the schools were in dire need of a coach. In both cases, the school had lost the previous coach and needed someone immediately for the position. Coach C indicated that “they [administration] wanted to disband the program all together and I gave them my resume of wrestling accomplishments and I was like just give me a chance.” Coach B discussed the situations associated with the programs when they were hired:

We hired a part-time coach and two weeks before season he called and said *I'm sorry, I can't do this*. So two weeks before the season, they asked me if I would step in as interim and I said *Ok, great*. Then I enjoyed it so much and did a really good job recruiting that I wanted to do it again this year.

Coaching Philosophy

The *coaching philosophy* category identifies themes relating to participants' attitudes and program design. Three primary themes were discovered in the coaching philosophy category: 1) player expectations were stated up front, 2) the environment was task– focused, and 3) the coaching approach was influenced from a previous male coach.

Participants indicated that they let the athletes know at the first team meeting or practice what was to be expected. Coach A indicated that she let the athletes know that there would be a lot of drills and that they would stay busy during practice. Here is an example of how Coach C let her expectations be known to the athletes during the preseason meeting:

I let them know at that first meeting, we had 70 guys there and I let them know my expectations and I told them this wasn't about me being a female, these are my accomplishments, I'm more qualified to be here than anybody on this campus, so this is my goal, these are my visions, if you are not on board, you don't have to be here.

Once expectations were clarified, participants indicated that they got to business and were focused on the task. Coach A indicated that her first teams practice was similar to what her coach did; she started with drills and continued to build on skills each day, "We just had a lot of drills, we didn't do a lot of chit chat. It was just got the balls out and the ball hoppers out and went at it, we worked on something new everyday."

Coach C reported that they got to work on their first practice organizing the wrestling room. Since the program was in poor shape and almost disbanded, Coach C stated that there were a lot of obstacles to overcome including borrowing mats from

another school until they received their mats. During her first organized practice, the athletes had to move the mats in the wrestling room, and then focus on the basic since the team was so young.

The final primary theme indicated by participants was that they were influenced by their previous male coaches. All participants had a male coach during their high school athletic experience that influenced them athletically and professionally; two participants indicated also being influenced by this male coach in their personal lives. Coach B indicated that it was her high school basketball coach that “toughened her up a bit,” preparing her for a higher level of athletics. Coach C reported that her high school wrestling coach had the greatest influence on her. She said that her high school coach:

Put a lot into us, teaching us what its like to be good people on and off the mat and his big thing was sportsmanship and I think that I definitely try to carry that over to my team...our relationship was very professional, coach/athlete, and I have a lot of respect and admiration for him.

Coach A stated that her male tennis coach influenced her in her coaching style of discipline and drills, but did not “think any of [her] coaches had an impact on [her] personal life. They were all from very different backgrounds. They were really quite a hog podge of people, quite honestly”.

A secondary theme identified was that participants were very passionate about their sport which influenced them to become coaches. Two participants indicated that sports were a large part of their lives at all ages and wanted to continue the experience. One coach indicated that she saw coaching “as an extenuation of [her] playing career,”

while another coach indicated that she wanted to pass on a sport that was so important in [her] life.

Season Performance

The *season performance* category identifies the participants' beliefs about their programs' overall success while coaching and three primary themes were discovered. One theme was that all of the participants believed that they were successful. Coach C came into a program that had almost been disbanded, and she was the last resort to keeping the program going. The athletes had had many behavioral problems on campus and a losing record on the mat the previous year. Coach C stated:

We had a better dual meet record than we had in 6 or 7 years and we had guys go to Regionals for the first time in a long time. When I look at what I started with and what I ended with, there were huge successes.

The second theme was related; participants believed the team improved. Coach B stated that she had great success after the graduation and/or removal of trouble makers who challenged her authority and the addition of six new "fantastic" recruits. Coach B's team was nationally ranked in her second season of coaching the team, while Coach A stated that she built a team that was well respected. Coach A indicated that her team came back after the first season and started beating the teams that had put junior varsity athletes in against her varsity athletes the previous year. Coach A reported that by the end of her coaching career she "got all but two of them (other coaches) before [she] was done," referring to the coaches she eventually beat.

Although participants reported having success within the first few years of coaching, participants also reported despite their success, they did have a difficult time

relating to their male athletes (the third theme). This communication barrier seemed to be associated with non-athletic issues for Coach B:

For men a lot of times I can't relate to their points of view or their conversations are ridiculous. I went away with the women's team for four days, like I can at least somewhat join in the conversation, men's, it's like I just have to sit there and like read.

However, Coach A indicated that her inability to relate to male athletes about personal issues is what prevented her from taking the boys team to the next level:

To be real honest with you, the boys had issues that were very inappropriate to talk to them about. And the issues they had, number one, I did not have the same equipment and they need someone they are close to that is not a parent to talk to. There is a man that has taken over the program that has taken them a lot farther than that so I do think there was a limit to where I could get them.

Even though participants said males were harder to relate to than females, researchers found that two participants would coach males again (secondary theme).

Social Support

The *social support* category reflects the participants' beliefs on the amount of support from various sources (i.e. family, friends, coaches, athletes, administration, and fans) they were given while coaching. Responses from the participants in this category suggested a primary theme of support from family and friends. Participants stated that their family and friends were excited for them in their new position. However, Coach B, the coach who was contacted by the Vice-President for the position, indicated that her

family and friends were also surprised since she was not looking for the positions, but were all excited for her.

Another primary theme was that the participants felt respected by other coaches in the league; however, this respect did not come immediately. Coach C indicated that respect from opposing coaches developed when they realized she was serious. Although the participants indicated that respect was eventually earned, they did not feel as if they were truly treated as equals among the male coaches. Coach A explained her experience with a male coach in the league:

I think they gained a lot of respect for me...I remember one coach who just called me the black widow. She's a black widow spider, she looks really nice, and she looks really quiet, but she'll come on and kill ya.

Coach A felt that even though respect was earned, she was still viewed differently than the male coaches. Coach C reported a similar experience stating, "You know, most of them are amazing, they have been so supportive...I'm kinda like a kid sister, I play that role."

Three other primary themes were identified in this category: 1) participants felt support from home fans, 2) being female did not detract administrative support, and 3) respect from the athletes grew throughout the season. Participants indicated that home fans and their athletes' parents were supportive of the "new female coach" and of their efforts and decisions. Coach A indicated that the athletes' parents did not always agree with her decisions, but supported them. Participants also indicated that respect from athletes grew throughout the first season. Coach C discussed how her athletes grew to respect her, "I think the athletes respect the fact that I work out with them and I run with

them...the other ones were like *I thought it was weird at first, but then I realized she was serious.*”

A secondary theme found in the category of support was that participants also felt support from opposing fans. Coach B, however disagreed because she recalled a few unpleasant experiences that required her to involve the referees, “I had a couple of occurrences this year with away fans making comments because I am female.....like *oh, coach you look much better in a mini skirt, and which one of you guys have done something with your coach?* ”

Not only did coaches feel supported by home fans and most away fans, but another primary theme indicated participants felt they had the support of their administration. Coaches felt being female did not detract support from administration. The following quote from Coach A supported this: “I know they were very worried whether I could handle the boys . . . they came out and watched some and I think I always had the support of the administration when I had the boys.”

Future Advice for Females Coaching Males

The future advice for females coaching males category includes themes related to participants’ thoughts about how to successfully work with male athletes and deal with the gender and discrimination issues. The first primary theme was that female coaches need to be strong (i.e. tough), specifically when starting a new coaching position. Coach B stated, “I would have been a little stronger right away... I find that being a new coach you have to come in really strong.... I would have more time to prepare next time.”

Participants also stated that gender should not be an issue (primary theme) when dealing with male athletes. Coach C stated that female coaches should not bring up the

topic of gender; “Don't focus so much on the fact that you are female coaching male athletes...be like ‘this is what we are going to do,’ and not even bring up the gender fact.”

When asked what prevents more females from coaching males, all three participants indicated stereotyping is the main roadblock (primary theme). Coach A stated, “I think the thing right now is the "good old boy" system and the administration.”

While Coach B said:

I think that they literally think that men should not be coached by women, it's a stereotype . . . they just think that men aren't going to listen to women or respect women and that's just a stereotype....unfortunately you know a lot of athletic directors won't hire, they don't want to deal with that.

Not only were stereotypes reported as preventing females from coaching males, but the participants indicated a primary theme that females must be strong enough to fight the stigma created from the stereotyping. “Once you get in, you have to have a suit of armor and I think that's very hard to do over the years, cause, you never break into the club,” stated Coach A. Coach C mentioned something similar:

More and more women are getting into wrestling, but I think there is still that stigma . . . I think it is really them having to fight through the stigma they are going to face . . . the main thing is, are these women strong enough to overcome and fight through, and is it worth it to them.

Coach A also indicated that along with the issue of trying to get into the “good old boys” club, is the issue of networking. She stated that because a female cannot access the “good old boys” club, it is very important for female coaches to have their own network.

Unfortunately, Coach A also indicated that due to the low number of female coaches, there is little to no network or mentorship available for females.

Discussion

Females have spent decades fighting for equal rights in all areas of life, especially in the workplace. Not only has research shown that equality has not yet happened for females, but in the athletic arena, few females break through the barrier into the arena of leadership within male sports. Therefore, the purpose of this study was to explore the female coaches' perspective on coaching males. Participants in this study either had coached or were currently coaching a male sport, two at the high school level and one at the collegiate level. Participants indicated they had both positive and negative experiences coaching male athletes, and after reviewing the results, it can be argued that most of their negative experiences were not gender-related but program related and due to the politics involved such as financial restrictions and bureaucracy decisions. In other words the obstacles for female coaches within male sports may be more intense in the attempt to obtain a position rather than while serving in the position.

Negative issues indicated by participants were budget/funding issues, lack of equipment/uniforms, and the effects of poorly ran programs prior to participants being hired for the position. However, aside from the reported negative issues, participants reported feeling support from their administration, fans, and athletes. Participants did not perceive any apprehension from administration about being hired for a male sport as a female coach. This finding is in contradiction to previous research, indicating 29.1% of

NCAA females coaching male sports felt they were treated differently by administration (Yiamouyiannis, 2008). An explanation about females perceiving different treatment from administration may be more related to the gender of their administration. In other words, the number of female coaches on staff is lower when the administration is all male compared to an administration staff having at least one female; the number of female coaches on staff increases considerable (Lovett & Lowry, 1994), indicating that there is possible apprehension about hiring a females to coach males when there is an all male administration staff. However, a limitation of this study is that there was no indication of gender of the administration staff for participants. Also participants were not asked if they believed the administration had apprehensions about them being female, participants were only asked to discuss their relationship with administration.

When addressing other forms of support, two coaches indicated feeling very supported by away fans and one did not. These findings are similar to the finding of Yiamouyiannis (2008) study which indicated that 40% of female NCAA coaches of men's sport teams felt they were treated differently by parents and student-athletes and 14% felt they were treated differently by fans. Participants in this same study also stated that they believe females coaching males is the least favorable and socially acceptable coaching scenario (Yiamouyiannis). One could thus conclude that the negativity experienced by females coaching males is a societal issue that needs to be addressed. In the current study, however, it is important to note that participants were not asked what they believe societies perceptions are of females coaching males and if it is believed to be favorable or unfavorable.

There are indications that the participants also experienced gender inequalities while coaching male sports, particularly in the category of support from other coaches. While all participants stated that family, friends and even other coaches were supportive, respect was not immediately given by other coaches in the league and participants stated they had to work harder to earn respect. All participants reported that respect was gradually earned from other coaches, but even when they felt that there was mutual respect, they were still viewed differently; in other words, not as an equal to their male peers. The current findings are supported by previous research that females coaching males often feel isolated and excluded from various groups (Yiamouyiannis, 2008). There seems to be an “initial reaction in realizing that a woman is head coach for a men’s’ sport team is one of shock and surprise” (Yiamouyiannis, p 105) at which time, their coaching ability, authority and experience as a coach is often questioned. However, in the current study, no male opinions or beliefs are represented.

Just as respect was not immediately given by other coaches in the league, participants felt that respect was not immediately given by athletes either, but earned over time. Participants believed that this respect was earned as they demonstrated their knowledge of the sport and abilities as a coach. These findings are in line with research stating that females coaching males feel their ability and competency are questioned; females report feeling that male athletes do not recognize their knowledge and experience as being valuable (Yiamouyiannis, 2008). Furthermore, they feel that athletes do not question male coaches’ knowledge and experiences (Yiamouyiannis).

It is interesting that previous research has found that females feel male athletes question their knowledge and experience (Yiamouyiannis, 2008). Participants in this

study further support this previous finding, as they all indicated that they felt that their female college coaches were not knowledgeable about the sport. One participant reported that her college coach did not have any previous experience with her sport, but rather was placed in the role due to convenience. This is an unfortunate example of why female coaches might have their knowledge and experience questioned.

Participants also indicated that the coach who had the greatest influence on them during their athletic career were their male coaches. Participants felt that their male coaches were more demanding, disciplined, knowledgeable and aggressive than their female coaches. Two participants reported that their male coaches also influenced their personal life, teaching them to be “good people”, “toughening them up” and teaching them sportsmanship. These are the same qualities and coaching styles that participants report using with their male athletes, that the participants’ female coaches did not provide the same qualities since previous research indicates that having female role models is one of the top reason for female student-athletes to enter the coaching profession (Yiamouyiannis, 2008). On the other hand, the NCAA Barriers Study (NCAA, 2008) found that a poor relationship with college/high school coaches and lack of role models as reasons for female student-athletes to not enter the coaching profession. Therefore, female coaches are needed as role models to influence student-athletes to enter the coaching profession, even though findings of this study indicate otherwise.

When providing advice to future female coaches of male sports teams, participants recommended that females need to be strict, strong and prepared to stand up to the stigma associated with coaching males. Participants believed that this stigma is the road block for females coaching males and is due to the “good old boys” club, which is

difficult to break into by anyone, but especially females. Unfortunately, because of the low number of female coaches over all sports, there are limited sources of networking for females in the coaching arena. Yiamouyiannis' (2008) research supports these findings that the inability for females to break into the "good old boys" club and lack of networking create inequalities for females coaching males. Networking is an important tool for females (Dubois & Bacon, 1999). In their research, only sixteen female applicants applied on their own without sponsorship or being recruited. Females may not feel that these positions are open to them. As a result, females need networking to discover open positions so they feel they have a chance to receive at least an interview for coaching positions in male sports.

Implications

The results of this study show that female coaches do experience inequality, especially females coaching male athletes. Therefore, the findings of this study are beneficial to females planning to coach male athletes to help them understand the sociological and psychological issues that they will most likely face, as well as providing knowledge from females that have successfully made the transition to coaching male athletes. Female coaches can learn about and begin to understand the attitudes, beliefs and stereotypes associated with females coaching male athletes through the perspective of the participants in this study. Also, future females coaching males can learn how to handle athletes, coaches, fans and administrators to better prepare them for their future position.

The benefits of this research are not limited to the females who are coaching males, but are also beneficial to administrators, male coaches, and athletes. Participants

suggested that the lack of support systems, mentoring, and networking for females coaching males are the main reasons that the number of females coaching males is so low. From this study, administration can learn about the importance of networking and support systems for female coaches and begin to make the needed changes to in their own attitudes starting from the top. Once administration acknowledge that female are capable of successfully coaching males athletes and that female coaches are a benefit to male athletic programs, administrators can address the issues of networking, mentoring and support for females coaching males. From this study, researchers recommend that the athletic administrators will learn that this can be accomplished by first opening the doors for more females to coach male athletics and second, providing educational opportunities for male coaches and athletes helping them learn to value the knowledge and capabilities of a female coach.

Although there are several groups that can benefit from the study results, additional research would be helpful. This future research should focus on the beliefs, attitudes and experiences of male athletes who have had a female coach and have not had a female coach for comparison, as well as administrators who have hired females to coach male sports. Also, research should focus on the reasons behind the current stereotypes associated with females coaching males and provide information to help overcome these stereotypes. This might be done through a longitudinal study in an institution that has implemented an educational program for coaches and male athletes, networking and mentoring programs, as well as a plan for recruiting female coaches for male sports.

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APPENDIX A

Literature Review

A 2007-2008 NCAA study indicates that only ten percent of female student-athletes surveyed are interested in pursuing a career in intercollegiate athletics (NCAA, 2008). Bradford and Keshoch (2009) suggest there are three main reasons for the low number of female athletes pursuing a career in coaching: historical issues, lack of female role models, and occupational structuring. Findings by the NCAA Barriers Study (NCAA, 2008) also support the belief that historical issues, lack of female role models, and occupational structuring are reasons for the low number of female coaches.

To better understand the issues female coaches face, preventing or deterring them from entering the coaching profession, gender equity issues need to be addressed on a larger scale leadership roles in the workplace. Unfortunately, gender discrimination is a trend that is not limited to the athletic arena, but is also found in the workplace. For women in the business arena, possibilities of upward movement to leadership positions are slim, as only 5% of senior managers were women in Fortune 1500 companies (Glass Ceiling Commission, 1997). Therefore, this literature review looks at the current research on gender equity issues in the workplace and the discrimination females experience as they try to advance their chosen career, specifically coaching. The research is categorized by the following topics: formation of gender roles, women in corporate leadership roles, women in leadership roles in sports, and females coaching males.

Formation of Gender Roles

The belief that certain attributes differentiate women and men are known as gender stereotypes (Ashmore & Del Bocca, 1981), and these beliefs contribute to the formation of gender roles that society uses to guide daily decisions. Gender roles have been evident in our society for centuries and are believed to have an effect on the way individuals act, react and interact in our culture (Kaplan, 1979). Therefore, understanding how gender roles develop is necessary in order to identify the sociological and psychological issues associated with females coaching males, as well as the gender inequities for female coaches.

Development of gender roles has been linked to childhood as early as the year between the second and third birthday, and is also when gender stereotypes for toys, clothing, tools, household objects, games, and work are learned (Huston, 1983). This is the same time period that children begin to label the gender of other children correctly (Leinbach & Fagot, 1986) and discover that they also belong to one gender or the other (Thompson, 1975).

Furthermore, researchers have found that children under the age of three begin to make gender specific associations (Fagot, Leinbach, & O'Boyle, 1991). In this study, 23 children between the ages of 24 and 36 months were given two tests: 1) a Gender Labeling Test developed by Leinbach and Fagot (1986) and 2) a Gender Stereotyping Test developed by Leinbach & Hort (1989). For the Gender Labeling Test, 13 of the 23 children passed the test by identifying 10 or more of 12 picture sets (each set has 1 girl and 1 boy picture) correctly. For the Gender Stereotyping Test, the children were shown pictures of 16 gender oriented items, which had been previously judged and categorized as male or female by sixty 4-, 5-, and 7-year old children (Leinbach & Hort). Gender

labeling was significant with children who passed the Gender Labeling Test achieving higher stereotyping scores, suggesting that children under 3 years of age have begun to make gender stereotypes and associations with gender (Fagot et al.).

The second part of this study assessed the relation of gender stereotyping at certain ages and mother-child interactions and maternal attitudes (Fagot et al., 1991). Subjects included 60 children, 24, 30, and 36 months. The children were then given both the Gender Labeling and Gender Stereotyping Tests. Mother and child were then given time to play with two male typed toys, three neutral toys, and two female typed toys. Forty seven percent of children passed the Gender Labeling Test, with older children being more accurate (Fagot et al.). There were no significant differences in the behavior of mothers of boys and mothers of girls, showing that in this study, the mothers boys did not influence their child's choices more or less than the mothers of girls and vice versa (Fagot et al.).

If gender labeling and gender roles are beginning to develop at two or three years of age, it is logical that the beliefs about gender roles strengthen as the child ages, especially once a child enter the school system. Stereotyping exists "in the education system in particular" (Shamai, 1994, p. 665). The author goes on to say that such stereotyping limits students' future decisions regarding various aspects of their lives, including choice of professions and career development....The stereotypes trap both sexes in traditional professions, and thus are inconsistent with the wide range of existing options" (p. 678).

Although Shamai (1994) believes the education system promotes stereotyping, teachers in a Midwest middle school do not agree (Mills, 1996). In this study, seventeen

teachers were asked: “Do you think that middle school students in general have more flexible attitudes toward female gender roles than do older generations (21 or older)?” In this group of teachers, 16 out of 17 teachers said yes. However, when middle school students (sixth, seventh and eighth grade) were surveyed and responses compared to a sampling group from a 4-year college, middle school student responses were not more flexible in their attitudes toward female gender roles (Mills).

Since gender labeling and gender stereotyping begin as early as two years of age, is it no wonder gender discrimination and inequality continue to exist in the work place? The time period that children learn gender stereotypes and to label gender is the year between the ages two and three (Huston, 1983) and is crucial in developing flexible attitudes toward gender roles and stereotypes that is carried into adult hood. During this development time frame, it is also important to consider the influence a parent has on a child, and the relationship between mother and child. In other words, “there seems to be a general assumption that stereotypes are learned through direct tuition, modeling, or simply noticing who does what,” (Fagot et al., 1991, p.225). However in their study, Fagot et al. assessed that there appears to be no differential treatment between mothers of boys and mothers of girls in influencing their choices of gender appropriate toys. Even though mothers are not influencing one gender more than the other, gender role attitudes of middle school students do not appear to be more flexible than a generation ten years or more older than them (Mills, 1996), indicating that the generation that should be most liberated in gender roles is not.

Women in Corporate Leadership Roles

Rosenfield (1988) surveyed more than 5000 females and found four major challenges preventing females from entering management level: 1) there is much competition for management level positions, 2) females prioritize family obligations causing them to process prioritizing getting married, having children and staying home with children, 3) females have an obstacle of being a female; this view indicates that there are certain traits and behaviors exhibited by women that are not conducive to becoming managers such as being too nurturing, and 4) stereotyping; women were stereotyped as not being willing to give enough time and effort to be in a management position. Later research found obstacles preventing females from entering management positions were male bosses (Wentling, 1996). Bosses do not encourage females to the management level as they do men. They were also found to be inadequate, insecure and unable to provide constructive criticism to help females build the skills needed to advance their career to the management level, and had difficulties dealing with females who wanted to move into management (Wentling), resulting in gender inequality and discrimination. The final obstacle made in Wentlings study was the lack of political savvy, indicating that females did not understand the politics associated with the business making them less qualified for the position.

Not only is it difficult for females to enter management positions, but even fewer females break into senior management or executive level positions due to similar issues. In 1997, the Glass Ceiling Commission reported that only 5% of senior managers (i.e. vice presidents or higher) were women in Fortune 1500 companies (Mitchell, 2000). Lyness and Thompson (1997) found that gender stereotyping prevents women from receiving development opportunities compared to men. Development opportunities are

defined as “high-profile, high-risk assignments, and positions that requires interfacing with multiple constituencies; positions for which one is not yet fully capable,” (Mitchell, p.13) indicating the belief is that women are not capable of success in these assignments. The result is females with the same credentials, experience and accomplishment usually receive poorer evaluations than males (Heilman, 1997). The same study also found that women’s achievements tend to be devaluated or attributed to luck or effort rather than ability or skill.

For the 5% of females who do advance to the executive level, Lyness and Thompson (1990) found females appear to be valued less then their male constituents. In their research, Lyness and Thompson found that female executives were given fewer stock options than males. According to Mitchell (2000), stock options are a tool used by corporations to retain their executives. Since female executives were not provided equivalent stock options to male executives, it is believed that female executives are not taken as seriously in the corporations long term plans (Mitchell).

Women in Leadership Roles in Sport

In a NCAA conducted study (2008), 12,379 female participants (i.e. student-athletes, administrators, coaches, and officials) completed surveys regarding the perceived barriers facing women in intercollegiate athletics careers. Current female student-athletes were asked “if a career in college athletics is not likely in your future, please rate how important each of the following factors were in that decision.” Respondents’ responses broke down in the following percents: 23% said gender discrimination, 23% said racial/ethnic discrimination in athletics and 20% unfavorable sexual orientation stereotyping in athletics (NCAA, 2008). All three responses indicate

that the history of females in sports and perceptions of females in sports have a direct connection to low number of females coaches.

Additional research in the area of historical issues and the low number of female coaches indicates that there are also gender related differences associated with the preparation of coaches. A study conducted by Sisley and Cape (1986) reviewed the backgrounds of 4,238 Oregon high school coaches and found a significant difference in relation to holding a physical education degree, having a coaching minor and being a varsity athlete. These findings indicate that there are a higher number of female coaches holding physical education degrees compared to male coaches, while a higher number of male coaches hold coaching minors or played varsity collegiate sports compared to women (Sisley & Cape).

However, when comparing candidates for coaching positions at the high school and NCAA Division III level, Dubois and Bacon (1999) discover six of the seven variables looked at did not discriminate between the two genders: the candidates' education level, highest level of coaches training, previous win-loss record, knowledge, discipline, and athletic experience (Dubois & Bacon). A difference was evident between male and female candidates for previous years of experience as a coach (Dubois & Bacon). Male candidates had 7.1 years of coaching experience while females only had 3.1 years of coaching experience (Dubois & Bacon). When comparing a sub-sample of finalist that applied for female team vacancies, two variables indicated statistical significance: 1) total number of years experience as a high school and/or collegiate athlete, and 2) highest level of formal coaches training. The only variable showing

significant difference is coaching experience as males had 6.3 years experience and females had 3.3 years of experience (Dubois & Bacon).

Another issue addressed is the idea of female coaches as role models (True, 1986); in other words, fewer female coaches means fewer female coaching role models for athletes. As a result, female athletes are missing out on an opportunity to learn from female coaches and potentially build a career in coaching. The findings of the NCAA Barriers Study (NCAA, 2008) support the need for female coaches to be role models in order to influence female athletes to become coaches as 19% of female collegiate athletes stated that one of the factors in the decision not to coach was a lack of role models. NCAA coaches were asked to identify what influenced their decision to enter the coaching profession using a 5-point Likert scale (1 = strongly disagree up to 5 = strongly agree). Findings reported the top career influences were 1) family members; 2) a male coach as a role model; 3) peer encouragement; 4) a female coach as a role model; and 5) male coaches actively encouraged them to pursue a coaching career (Yiamouyiannis, 2008).

Just as positive role models from both male and female coaches are identified as influencers for females to enter the coaching profession, the NCAA Barriers Study (NCAA, 2008) found that 23% of female college athletes did not choose a career in coaching due to a poor relationship with a college coach, while 19% indicates the avoidance of a career in coaching was due to a poor relationship with a coach prior to college, and 17% indicates the avoidance of a career in coaching was due to knowing women in the business who are unhappy in their career. All of these reasons demonstrate

the impact both positive and negative role models have on athletes and the influences coaches have in an athletes' decision to enter the coaching profession.

Carpenter and Acosta (1985) however, found that for those athletes planning to enter the coaching field, coaching may not be an ideal profession for women. Female athletes, in their study, were less likely than male athletes to consider coaching as a career due to other, "better" career options. Knoppers (1987) suggested that women have more difficult opportunities, resources and working conditions in coaching than men do. The NCAA Barriers study (NCAA, 2008) supports this finding as well. When female athletes were asked to rank why they did not choose a career in coaching, 70% reported they desired a higher salary. Yiamouyiannis' (2008) research indicates that 25% of respondents made less than \$20,000 annually, while only 15% of respondents made \$50,000 or more annually. When comparing salaries across NCAA Divisions, the largest differences were Divisions I and III. Division I had 54% of respondents earned \$30,000-\$49,000 annually, while Division III respondents had 21% earn \$10,000 or less annually, but 31% earned \$40,000-\$49,000 annually (Yiamouyiannis).

To support Carpenter and Acosta's findings, the NCAA Barriers Study (NCAA, 2008) found 57% of student-athletes reported time requirements as a reason for not entering the coaching profession while 54% reported they prefer a 9 to 5 position. The demands of a collegiate coach are not limited to coaching, but also recruiting, traveling, two-a-day practices as well as other unexpected situations that arise during the season. As a result, there are fewer female coaches, particularly at the senior levels of competition (Bradford & Keshock, 2009).

Unfortunately, females choosing to enter the coaching profession face another road block; the inability to enter the “gold old boys” club or network. A Canadian study interviewing 49 female coaches found that the “old boy network” runs their sport and also discusses feelings of exclusion from the power structure (Theberge, 1993). One respondent refers to the “old boys’ network” as a fraternity and she sees no way of breaking into it, where the other male coaches might (Theberge). Yiamouyiannis (2008) also found that respondents feel blocked from coaching positions due to gender. When respondents answered the survey item associated with differential treatment based on gender, responses indicate female coaches’ feel excluded from the “good old boys’ club/network” in NCAA athletics, as well as the lack of establishment of women’s network due to the low number of women in these positions (Yiamouyiannis). Respondents report that once in these jobs, women experience a lack of support due to the “good old boys” club (Yiamouyiannis). It is unfortunate that female coaches do not feel they have a network they are welcomed in, as well as the inability to find support in their position.

Lovett and Lowry (1994) examined a secondary school system in Texas to study the low number of female coaches in the high school setting. Lovett and Lowry also attribute the low number of female coaches to the “good old boys” club and provided surveys to evaluate the relationship or number of female coaches and the gender of the schools administration. Schools were divided into two categories: Two-person structure (a principal and one person responsible for boys’ and girls’ sports) and a Three-person structure (a principal and two individuals responsible for boys’ and girls’ sports). Of the 1,106 schools surveyed, 962 have a two-person structure while 144 have a three-person

structure. Findings show the all male model (male principal and male athletic director) has the largest number of male coaches, with 57% male and 42% female. The female principal and male athletic director model has 46% male coaches and 53% female coaches, while the all female model (female principal and female athletic director) has 40% male coaches and 60% female coaches (Lovett & Lowry). In comparing the models, the percentage of female coaches was higher if there was a female administrator in the model. The two-person model indicates that having either one or both principal and athletic director positions filled by a female opens the door to the “good old boys” club allowing females access to coach.

Findings in the three-person model had two of the same results as the two person model (Lovett & Lowry, 1994). The model having a male principal, plus a male and female athletic director has 34% male coaches and 66% female coaches. While the model with a female principal, plus a male and female athletic director having 41% male coaches and 60% female coaches (Lovett & Lowry, 1994), both having a higher number of female coaches than male coaches. However, the all male model, male principal and athletic director, have 67% male coaches and only 33% female coaches, the lowest percentage of female coaches of the three models (Lovett & Lowry). Thus, indicating that having a female present in the three-person model opens the door to the “good old boys” club, providing female role models and leadership to female coaches and athletes.

Females Coaching Males

Although there has been a decrease in the number of females coaching female athletes since Title IX, one might hope this decrease is due to the number of female coaches leaving womens’ sports to coach mens’ sports, but that is not the case. According

to research conducted by Carpenter and Acosta (2000), only 2 to 3% of mens' sports are coached by a female at the collegiate level. While the National Association of Girls & Women's Sports (2008) indicates that fewer than 3% of mens' college teams were coached by females in 2008, and those coaches were most often with co-ed teams or individual-centered sports such as swimming, tennis or track, indicating that there is still a "glass ceiling" that female coaches have not been able to break through. In this case, the "glass ceiling" is male dominated sports such as baseball, football and boys' basketball, soccer, etc, (Popke, 2008).

This finding is also supported by Yiamouyiannis (2008) study which reports that 96.2% of female coaches in men's sports coached individual sports; the percentages are as follows: track/cross 44.3%, swimming 25.3%, tennis 11.4%, golf 6.3%, skiing 5.1% and other (fencing, soccer, rowing, volleyball, equestrian) 7.6%. When comparing the number of females coaching males throughout the NCAA Divisions, 66% of females in Division I coached cross country/track, while in Division III 35.4% of females coaches cross country/track and 37.5% of females coach swimming (Yiamouyiannis). Female coaches were evenly distributed across the sports in Division II with only 7 female coaches (Yiamouyiannis). Less than 3.8% of female coaches coached a team sports. According to Acosta and Carpenter (2006), no females coach mens' basketball, football, ice hockey, or baseball, which are considered high-profile sports. It is not surprising that serving as a head coach of a mens' NCAA team sport is more prestigious than serving as a head coach for a mens' individual sport (Yiamouyiannis), yet there are no female coaches in these positions.

Not only are there few females coaching male sports, but 95% of those who coach male sports serve as a head coach for both mens' and womens' teams in the NCAA (Yiamouyiannis, 2008). Therefore, only 5% of the respondents in this study coach a mens' sport only. Three of the respondents coach in Division I while the fourth coaches in Division III. Two of the three Division I coaches coached individual sports, tennis and gold, but the Division III coach was the coach for both mens' tennis and mens' squash teams (Yiamouyiannis).

Sometimes the females who do make it to coach male sports are thought of as tokens. The definition of token is: 1) an item, idea, person, etc., representing a group; a part as representing the whole; sample; indication and 2) something serving to represent or indicate some fact, event, feeling, etc. (dictionary.com). Because of the low number of female coaches, females in the coaching profession represent the female population, specifically those females coaching males. Research conducted by Kanter (1977) indicates that most females coaching males were in the skewed group, meaning the minority ratio group. The ratio was 85:15 majority-minority with the sample of coaches participating in the study being in the majority group coaching gender-segregated sports, where women dominate as athletes such as ice skating and the minority group coaching integrated sports (Kanter). Female coaches in the integrated group at higher levels of competition were less than 15% (Kantar); the females who fall into this 15% are tokens for other female coaches.

Just as Kantar's (1977) research indicated over three decades ago, Yiamouyiannis' (2008) research indicates that not only is there a "glass ceiling" that is difficult to break through for females coaching male sports, but it is even more difficult

for females to break through to male team sports. Unfortunately, respondents believe that females coaching males is the least favorite coach-athlete scenario by the approved by the American society (Yiamouyiannis). In this study, respondents stated how favorable or unfavorable they believe the U.S. society views the collegiate coaching profession for males and females. Using a 5-point Likert scale (1 = unfavorable and 5 = favorable), respondents' perception of males coaching males was reported as most favorably; $M = 4.90$ and $SD = .305$, with perceptions of females coaching males as least favorable; $M = 2.67$ and $SD = .921$ (Yiamouyiannis). Results indicate that respondents believe that Americans feel it is acceptable for males to coach male and female collegiate athletes and even for females to coach female athletes, but respondents do not believe Americans feel it is acceptable for females to coach males (Yiamouyiannis).

Beyond respondents' perceptions of favorable coaching scenarios, Yiamouyiannis (2008) also addressed the rationale for the low number of females coaching males. Using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree), respondents were asked why so few women are head coaches of NCAA mens' sport teams. The top five reasons indicated by respondents are: 1) females coaches are not applying for these jobs, 2) women aren't applying because they feel these jobs aren't open, 3) women as coaches of men's' sport teams has not been supported by society, 4) female coaches received lower salaries, and 5) athletic directors are not recruiting or hiring women to coach men (Yiamouyiannis). The following five reasons for the low number of females coaching males indicated by respondents had a mean score of less than 3.00 indicating that they did not seem to be influential factors: 1) qualifications and experience level of women, 2) sexual harassment, 3) homophobia, 4) male athlete preference, and 5) interest level of

female coaches (Yiamouyiannis). However, when looking at reasons for females not coaching male sports teams, research indicates that homophobia and sexual harassment are not influential factors; both having mean scores of less than 3.00 using a 5-point Likert scale (Yiamouyiannis).

Racial and ethnic concerns are also evident in research conducted by Yiamouyiannis (2008) who interviewed and surveyed 195 females currently coaching NCAA male sports teams. Findings indicate that 7.6% of respondents are minorities: American Indian, Black/African American, or Asian American, while 2.5% claimed multi-racial (Yiamouyiannis). When comparing racial categories to salary, athletic experience, coaching influencers, prior education/training, society views, and rationale for the low number of women coaching men, only one calculation indicated significance; rationale for the low number of women coaching men. Calculations indicate that a greater portion of racial minority respondents “strongly-agree” on a 5-point Likert scale that athletic directors are not recruiting/hiring women to coach men (Yiamouyiannis). Therefore, minority coaches currently coaching men’s teams in the NCAA feel that the historical issues of race, ethnicity and gender are still limiting factors in the number of females coaching males in the twenty-first century.

Coaches’ education and training is specifically addressed by Yiamouyiannis (2008), finding that over half of the females coaching male respondents participated in coaching clinics, educational sessions at coaches’ conferences, and coaching certification programs. The highest percentage of participation in coaches’ education and training fell in the non-school based training programs with 85.9% attended coaches’ clinics and 78.2% attended educational sessions at coaches’ conferences. However, only 38.5% and

43.6% attended school based training programs of college classes on coaching and in-service training by the athletic department respectively (Yiamouyiannis). Again, no comparisons are made to the type or percentage of coaches' education and training programs attended by male NCAA coaches coaching male athletes.

When comparing the education levels of females coaching males, Yiamouyiannis (2008) found discrepancies across the three NCAA Divisions regarding the respondents' level of education. Findings indicate 1.3% of respondents' highest level of education is a high school diploma, 26.6% of respondents' highest level of education is a bachelor's degree, 69.6% of respondents' highest level of education is a master's degree and 2.5% of respondents' highest level of education is a PhD or EdD (Yiamouyiannis). Significant difference is found between race and highest degree with a greater number of white/Caucasian respondents reported holding a master's degree while a greater number of racial minority respondents hold a bachelor's degree (Yiamouyiannis). Findings did not identify area of concentration for bachelor or master degrees held, nor were these findings compared to the highest level of degree held for males coaching males in the NCAA.

Another aspect of coaches' preparation looked at by Yiamouyiannis (2008) was the respondents' level of playing experiences and previous coaching experience. The majority of the respondents indicated collegiate level playing experience (86%), while 70% of respondents indicated high school level playing experience, and 34% indicated non-scholastic level playing experience (Yiamouyiannis). Although Sisley and Cape (1986) found that it is more common for male high school coaches to have collegiate varsity playing experiences than females high school coaches. In 2008, over 75% of

female NCAA coaches coaching male athletes who responded to this study reported playing a collegiate sport; indicating that females may be getting more opportunities for sport participation than twenty years ago, or this level of playing experiences is expected in order to coach at the collegiate level (Sisley & Cape).

Yiamouyiannis (2008) also found that 75% of females coaching male have previous coaching experience at the collegiate level and about half have previous coaching experience at the high school or non-scholastic level. However, when comparing age range and whether respondent had previous coaching experience as a graduate assistant, significant differences is found of $p < .001$ (Yiamouyiannis). Over half of the respondents, under the age of 36, previously served as a graduate assistant coach compared to 11.1% of respondents, over the age of 36, who served as a graduate assistant coach (Yiamouyiannis). Therefore there may now be more opportunities available for female coaches in the younger generations.

During the qualitative portions of Yiamouyiannis' (2008) research, respondents state that getting recruited for male coaching positions, hired for them and receiving equal salary for the position are concerns. Dubois and Bacon (1999) conducted research at the high school level and Division III collegiate level, including 37 high schools and 9 colleges, to determine if there is gender discrimination in hiring for coaching positions. Subjects for this study were the final candidates for coaching vacancies; athletic directors at each institution provided the information for each candidate. In the section, "do women apply?" research indicates yes, women do apply (Dubois & Bacon). Among candidates for females' sports teams, females represent 44% of total applicants and 50% of finalist candidates (Dubois & Bacon). However, female candidates consisted of only 16% of all

applicants for all team openings, and only 21% of finalist candidates for all team openings (Dubois & Bacon), indicating that fewer females are applying for coaching positions of male sports teams.

Respondents state that getting recruited for male coaching positions as a concern with good reason (Yiamouyiannis, 2008). Dubois and Bacon (1999) research supports this concern as only 16 female candidates applied on their own for coaching vacancies, while 81 males applied for a vacancy without sponsorship or recruitment, indicating that females may not feel the position is open to them unless they are recruited by administration or other means. Unfortunately, there was not a single female candidate for 27.5% of the coaching vacancies included in this study (Dubois & Bacon).

Once a female becomes a coach of a male sport, respondents experience a lack of support (Yiamouyiannis, 2008). Respondents gave four examples that illustrate access and support barriers that affect females in these positions: 1) “good old boys’ club”, 2) “prejudice” from male colleagues, 3) feelings of isolation, described as being the only female at meetings, and 4) “lack of competent female coaching roles models,” (Yiamouyiannis). When responding to general workplace issues, respondents stated that receiving lower salaries, women as coaches of men’s sports teams not being supported by society, and females in these coaching positions gaining less prestige than their male counterparts, all attribute to the low number of women as coaches of men’s’ sports teams (Yiamouyiannis).

Yiamouyiannis (2008) addressed the issue of making the coaching profession more appealing to females. Three main themes emerged: 1) recruiting and hiring strategies, 2) increasing institutional support, and 3) individual and collective action

(Yiamouyiannis). Respondents stated that for the first theme of recruiting and hiring strategies, females need to be more actively recruited for male coaching positions, specifically by athletic directors. Females need to be encouraged to apply when advertising the position with more attention being paid to the hiring process

(Yiamouyiannis). The second theme of increasing institutional support, respondents indicated that the work place needs to be more inviting for women, providing additional training and mentoring opportunities, provide more general support by increasing salaries and resources while addressing work/life balance issues (Yiamouyiannis). Respondents believe these changes must come from higher up the chain of command, indicating that the key to resolving these issues is having more females in administration

(Yiamouyiannis). Also, respondents feel that education is needed on all levels, helping athletes to understand and adjust to females in leadership positions, education of male coaches, as well as training and education opportunities and mentoring opportunities for females who coach males, to better prepare them to deal with issues associated with coaching males (Yiamouyiannis). Respondents also stated the need to provide resources for females with multiple roles, such as being a wife and mother; ideas provided were access to daycare or bonuses for daycare (Yiamouyiannis). The final theme of individual and collective action indicates that respondents felt having more females in administration positions to actively recruit female coaches is a major key along with younger men who are open to change (Yiamouyiannis).

Summary

After reviewing the literature about gender roles, discrimination, and inequalities in the work place, one can begin to understand the low percentages of female coaches. In

the twenty first century, females still struggle to break through the “glass ceiling” in both the business world and coaching profession alike, with similar barriers blocking their path to top positions. In the coaching profession, there are currently fewer female coaches for all sports than prior to Title XI, yet female coaches with equal talent, education, experience, and knowledge as male coaches, are not being hired for coaching positions of male teams, proving gender inequality exists in the coaching profession.

APPENDIX B

Coach Interview Guide

Playing Experience History

1. Please discuss your youth athletic experience, which sports did you play?
3. Discuss what this experience was like regarding teammates and coaches.
4. How many of your coaches were female and at what levels did you have them as your coach?
5. Discuss your relationship with your female coaches. What were their coaching styles?
6. How many of your coaches were male and at what levels did you have them as your coach?
7. Discuss your relationship with your male coaches. What were their coaching styles?
10. Discuss your overall collegiate playing experience.
11. Discuss your relationship with your coach or coaches in college.
13. Discuss any post-collegiate playing experiences.

Coaching Philosophy & Career

1. Which coach had a tremendous influence or impact on you not only as a player but also as a person and why?
2. Please discuss the reasons you became interested in coaching.
3. How were you approached for the West Orange High coaching position?
4. Discuss your initial feelings immediately after being contacted for this position.
5. Discuss your immediate concerns once you accepted this coaching position.
6. Discuss the process associated with hiring your assistant coaches.
7. Discuss your first meeting with your players. What questions did the players have for you?

8. Discuss any apprehensions you had regarding coaching male players.
9. Describe the experience of your team's first practice.
10. Describe your coaching style and how your style meshed with the (school) team.
11. Describe your three greatest concerns going into the season.
12. Overall, how would you rate your success and your team's success?
13. Was there anything that made being a female coach easier about coaching male athletes?

Environment

1. Describe the reactions of your family and friends when you took this position.
2. Discuss your relationship with the other coaches in the league
3. Discuss how the home fans and opponent's fans treated you.
4. Discuss your relationship with administrators in the athletic department.

Future

1. Please discuss any advice you may have for future female coaches of male athletes.
2. What would you do differently if you were to coach another male team?
3. What are the biggest road blocks to having more women coaches for male teams, especially college and professional?

APPENDIX C

Chart of Categories and Themes

Categories	Primary themes	Secondary themes	Coach A	Coach B	Coach C
personal playing history	multiple sport athletes in youth and high school				
	were collegiate athletes				
		two coaches play tournament play post college			
relationship with former coaches	relationships with female college coaches were poor		the first coach I had, she had no relationship with us except for poking us on the shoulder if we were going home...they were a little more vindictive, took things more personally	If you asked who my least favorite coach was it would be my female college volleyball coach...Her emotions got in the way and she played favorites....she made it so competitive that it turned the athletes against each other.	My college cheerleading coach was very young and I think in a lot of ways I tried to help her out. We were more like friends than coach/cheerleader relationship...it was kind of a lot of drama which I guess is typical with any program, especially cheerleading.
	females coaches were not knowledgeable		The school lost the badminton program so they decided that badminton was a racket sport so they made the badminton coach the new tennis	when it came to volleyball, she was not very knowledgeable	

			coach, so then I played tennis for the badminton coach.		
	got more from male coaches then female coaches/were more hands on		A lot of drills and discipline	they were very good when it came to the sport itself	He tried to make sure you know when you did something right. He was very hands on with the guys and very there for you in all aspects of your life.
	males were more demanding, disciplined, aggressive than female coaches		He was the tennis pro coach you know but the drills and discipline...not physical discipline but the discipline of drills, and doing things and staying on task and not having a lot of time to just be squirrely and stuff.	a little more demanding, they did not want to hear about your personal life	he was very aggressive in his coaching style. He was no hold bars, everything was in your face, he was not going to sugar coat it
	female coaches had personal issues which produced conflict within team				

hiring process	felt qualified for position		I just thought it was the job I deserved, I guess cause I thought I was more than well qualified and I knew I was more qualified than an other candidate that they received.	We just hired a coach who was supposed to be part time, he called tow weeks before season and said "I can't do this, I'm sorry." So two weeks before season they asked me if I would step in as interim and I said "Ok, great."	I basically said that I wanted to coach and get involved with school...and he asked what I wanted to coach and he just looked at me and I told him I was qualified...I gave them my resume of wrestling accomplishments and I was like "just give me a chance."
	excited about being hired for position			I was really excited because like I wasn't looking at all..I was really surprised when they contacted me, I was excited.	I was very excited, it was awesome going from, you know I wasn't coaching any program so I had never been an assistant you know, I was pretty much fresh out of college to having a head coaching position, I was excited.

	did not perceive any apprehension from administration about hiring them		I remember the guy said to me "if you were three feet away from a person at the net, what would you do with the ball?" and I said "I would hit it away from them, well if you have no choice I would just hit them, I would hit them as hard as I could so they could not get it, I didn't want to be the next target." He told me later that quenched the job.		The athletic director and assistant principle that hired me came to me and said "we want to offer you the head coaching position, will you take it?" They gave me a list of things I needed to get done and I made sure it did and got the ball rolling.
		two high school coaches asked for the coaching position	I had interviewed for a teaching job and it did not go well so they called and gave me another chance	The VP of Baruch College called and asked if he had anyone he recommended and he recommended me	during the interview, I indicated that I definitely wanted to coach, when he asked what I wanted to coach and he just looked at me
		two coaches were emergency hires	I had an interest in it but it was very clear when I started teaching that I would coach 3 sports	two weeks before the season, they asked me if I would step in as interim and I said "Ok, great" then I enjoyed it so much and did a really good job recruiting that I wanted to do it	they wanted to disband the program all together and I gave them my resume of wrestling accomplishments and I was like just give me a chance

				again this year	
coaching philosophy	player expectations state up front		I think they were really pretty excited, the previous coach was a pretty good player, but did not have a lot of discipline at practice, the kids had misbehaved a lot and I think they were glad a to get a coach in that was going to run a practice.	I find that being a new coach you have to come in really strong unfortunately, with the guys I have to be stricter; I have to be harder on them. I have to run a very strict team...I need to keep them busy in practice.	At our first meeting, I told them "if you can not handle the fact that I pee sitting down, then you don't need to be here." They just kinda looked at me and from that point forward, I think they knew I was serious. I let them know my qualifications up front so I went with it from there.
	environment was task-focues		We just had a lot of drills and we didn't do an if chit chat. It was just got the balls out and ball hoppers out and went at it and we worked on something new every day.	Like I said, I run a very strict program; there are a lot of rules to be followed. Lot of expectations, and if you disappoint me there are definite penalties right away to keep every body in line.	We had a lot of obstacles to over come, getting a room together..barro wing mats from another school and a room full of guys that did not know what they were doing. So it was just trying to feel each other out, what works and what doesn't work.

	coaching approach influenced by previous male coach		I think it would have been the guy I played for, he was the tennis pro, but the drills and discipline.	I would say my basketball coach in high school, he was definitely the coach that toughened me up a little bit..he's one of the few guys I keep in touch with.	I would definitely say my high school wrestling coach....its a really cool thing that he has still been in my life up to this point so he has not only impacted me in high school, but he has taught me lessons about life and I stay in contact with him...he's supporting me now and as a head coach so that's really cool.
		passionate about their sport	I saw it as an extension of my playing career when I was done with my college career and got a teaching job, I thought it would be great. The other part of it is I had an interest but it was very clear when I started teaching that I would coach 3 sports or I would be out.	I sat down and my mother was like "what do you like?" Well I love volleyball and I really loved college.	I absolutely 100% love the sport...It's my passion and being able to see my kids do something I love makes me want to get up every morning and come to work.

season performance	were successful		I felt that I built a program that was well respected.	From last year to this year, we are doing fantastic...I graduated one trouble maker, I cut two of the other trouble makers and I brought on six new kids who are fantastic..I think it has been very successful.	We exceeded everybody's expectations, we exceeded our administrator's expectations, our communities expectations.... I will say I did not exceed my expectations... but I have to look at what I started with and what I ended with.
	team improved		I think we came back, and everybody that beat me, that kinda made fun or put their junior varsity in and beat my varsity, I think I got all but two of them before I was done.	we were nationally ranked most of the season	We had a better dual meet record than we had in 6 or 7 years and we had guys go to regionals for the first time in a long time.
	difficulty relating to their male athletes		To be real honest with you, the boys had issues that it was very inappropriate to talk to them about. And the issues they had, number one, I did not have the same equipment and they need some one they are close to that is not a	For men a lot of times I can't relate to their points of view or their conversations are ridiculous. I went away with the women's team for 4 days, like I can at least somewhat join in the conversation, Mens' its like I just have to sit there and like read.	I laugh because the communication between guys and girls is completely different and it is not always easy to get hold of them.

			parent to talk to.		
		would coach boys again	As a matter of fact, if I had that kind of energy I would do it again, but I don't have that kind of energy.	It was definitely difficult, I would never like to do that over again, but I will eventually one day.	Like next year I'm not planning on the team meeting to be like, "hey you know if you can't handle the fact that I pee sitting down," I probably wouldn't say that, I can show by example, lead by example.
social support	family and friends were supportive		I think my own personal friends or people who knew me very well knew I was more than capable of doing the job.	A lot of family and friends were surprised, but they were excited for me.	I think my family and friends all knew it was bound to happen.

	all felt respected by other coaches but not immediately, not treated as equal		I think they gained a lot of respect for me...I remember one coach who just called me the black widow. "She's a black widow spider, she looks really nice, and she looks really quiet, but she'll come on and kill ya.	I think I have earned a lot more respect this year because I think I did a really good job recruiting and my team is kicking everybody's butt.	You know, most of them are amazing, they have been so supportive...I'm kinda like a kid sister, I play that role.
	support from home fans		They were really good.	Home fans are really supportive.	They were very supportive...they were excited that they had a coach that cared for once.
	being female did not detract admin support		I know they were very worried whether I could handle the boys....they came out and watched some and I think I always had the support of the administration when I had the boys.	It's a really small department, there's only seven of us full time, so it's a pretty close relationship with most. The athletic AD and I are the closest, he really helps out with my program.	my athletic director is amazingly supportive as well, we have a great open relationship.

			I had one boy that was a senior that had really not cared for the practices up till then being so undisciplined or the behavior of the team so he was very supportive and quite honestly that was a big key.		I think they respect the fact that I work out with them and I run with them...the other ones were like "I thought it was weird at first, but then I realized she was serious."
	respect from athletes grew throughout season				
		two coaches felt support from opposing fans	There weren't really any differences; I had a great time with the boys.	I had a couple of occurrences this year with away fans making comments because I am female.....like "oh, coach you look much better in a mini skirt," and which on of you guys have done something with your coach?"	The opposing parents have been amazingly supportive. I've read message boards and people are posting how amazing West Orange's turn around has been...and how there just impressed with this young lady in the corner.
future advice for females coaching males	female coaches need to be strong		I think it hit what the school wanted, young men that behaved well on and off the court which we talked about a lot...I think there had to be strict delineation of where they were and where you were...I believe in a lot of	I would have been a little stronger right away..I would have more time to prepare next time....I find that being a new coach you have to come in really strong.	I let them know at that first meeting my expectations and I told them this wasn't about me being female.

			discipline.		
	gender should not be an issue			The really need to probably talk to coaches, especially a female coach that has coached men before to find out, there are going to be a lot of differences, but at the same time, there are a lot of similarities.	Don't focus so much on the fact that you are female coaching male athletes...be like "this is what we are going to do, and not even bring up the gender fact.
	stereotyping is the main roadblock		I think the thing right now is the "good old boy" system and the administration	I think that they literally think that men should not be coached by women, it's a stereotype...they just think that men aren't going to listen to women or respect women and that's just a stereotype....unfortunately you know a lot of athletic directors won't hire, they don't want to deal with that.	

	females must be strong enough to fight stigma		Once you get in you have to have a suit of armor and I think that's very hard to do over the years because you never break into the club.	More and more women are getting into wrestling, but I think there is still that stigma...I think it is really them having to fight through the stigma they are going to face....the main thing is, are these women strong enough to over come and fight through, and is it worth it to them.
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