EXAMINING A MODEL OF CAREER ADVANCEMENT OF FEMALE AND MALE ASSISTANT COACHES

Moe Machida & Deborah L. Feltz
Michigan State University

Lifelong Physical and Mental Well-Being through Sport and Exercise

Study Limitations & Practical Implications

Acknowledgments

Committee
- Dr. Deborah Feltz (Chair)
- Dr. Marty Ewing
- Dr. Dan Gould
- Dr. John Schaubroeck

Research Assistants
- Kristen Kelsay
- Christina Miller
- Sarah Parks
- Phillip Pratt

Grants
- Michigan State University: Dissertation Completion Fellowship
- Michigan State University Research Enhancement Award

Any Questions & Comments?

Theoretical and Research Implications

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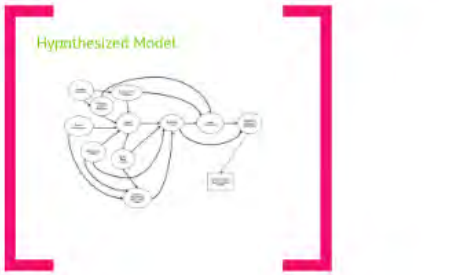
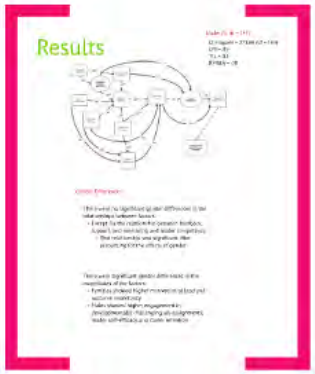
Lifelong Physical and Mental Well-Being through Sport and Exercise





Women's Status in Athletic Career

- Athletic Administration
  - 20% Female Athletic Directors (9% in Division I)
- Coaching
  - 43% Female Coaches in Women's Teams

(Acosta & Carpenter, 2012)

How do collegiate coaches advance their careers?
How do the processes differ between women and men?

Intention as a Predictor of Career Advancement

- Intention identified as a best predictor of many behaviors
  - Intention can also be predictive of one's career advancement

(Ajzen, 1991; Armitage & Conner, 2001; Gordin & Iso-Ahola, 1996)

- Women have shown fewer intentions to advance their careers to leadership positions

(Cunningham et al., 2002, 2007; Greenhill et al., 2009; van Vianen & Keizer, 1996)

Purposes of the Study

The present study examined:

- Facilitating and inhibiting factors of career advancement for female and male collegiate coaches, having intention as a proximate predictor of career advancement.
- Possible gender differences in the process.

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Antecedents of Career Intentions (Facilitating)

- Leader Competency
- Motivation to Lead
- Leader Self-Efficacy
- Outcome Expectancy
- Developmental Experiences
  - Developmental Challenges
  - Feedback
  - Support & Mentoring
- Learning Orientation

Antecedents of Career Intentions (Inhibiting)

- Work-Family & Family-Work Conflicts
- Perception of Gender Discrimination

(Berdahl & Moore, 2006; Netemeyer et al., 1996)

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(Bandura, 1997; Betz & Voyten, 1997; Chan & Drasgow, 2001; Dweck, 1975; McCauley et al., 1994; Mumford et al., 2007; Van Velsor et al., 2010)

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Method

Participants

Recruited from women's collegiate athletic teams
- 674 assistant coaches (63% female, 37% male)
- 245 head coaches (52% female, 48% male)

Measures

Assistant Coaches
- Motivation to Lead Measure
- Leader Self-Efficacy measure
- Outcome Expectancy measure
- Developmental Challenges Profile
- Feedback Quality measure
- Workplace Support Scale
- Mentoring Relationship Quality and Learning measure
- Work-Family and Family-Work Conflicts
- Perceived Gender Discrimination Scale

Head Coaches
- Leader Competency Scale

Procedure

- An approval was obtained from Institutional Review Board
- Online survey sent to assistant coaches
- $5 Starbucks Card was given for completing the survey
- Assistant coaches provided their head coaches' names and contact information
- Head coaches were contacted to evaluate their assistant coaches' leader competency

Analyses

- Two Phases
  - Structural equation modeling (SEM) on the whole sample of assistant coaches (N = 674)
  - Path analyses on the sub-sample of assistant coaches (N = 245) using composite scores of the factors confirmed in the first phase
- Gender differences were examined using MIMIC (Multiple-Indicators Multiple-Causes) models and multiple group analyses

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(Allen & Eby, 2003; Betz & Voyten, 1997; Chan & Drasgwo, 2001; Foley et al., 2005; Haynes et al., 2003; McCauley et al., 1999; Mumford et al., 2007; Netemeyer et al., 1996; Newstrom et al., 1974; VandeWalle, 1997)

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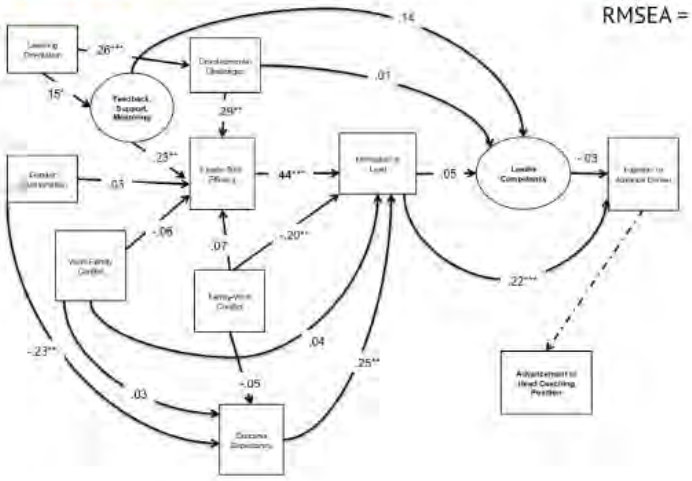
Results

Model Fit (N = 245)

Chi-square = 273.66 (df = 102)
CFI = .89
TLI = .85
RMSEA = .08



Gender Differences

There were no significant gender differences in the relationships between factors:

- Except for the relationship between feedback, support, and mentoring and leader competency
  - This relationship was significant after accounting for the effects of gender

There were significant gender differences in the magnitudes of the factors:

- Females showed higher motivation to lead and outcome expectancy
- Males showed higher engagement in developmentally challenging job assignments, leader self-efficacy, and career intention

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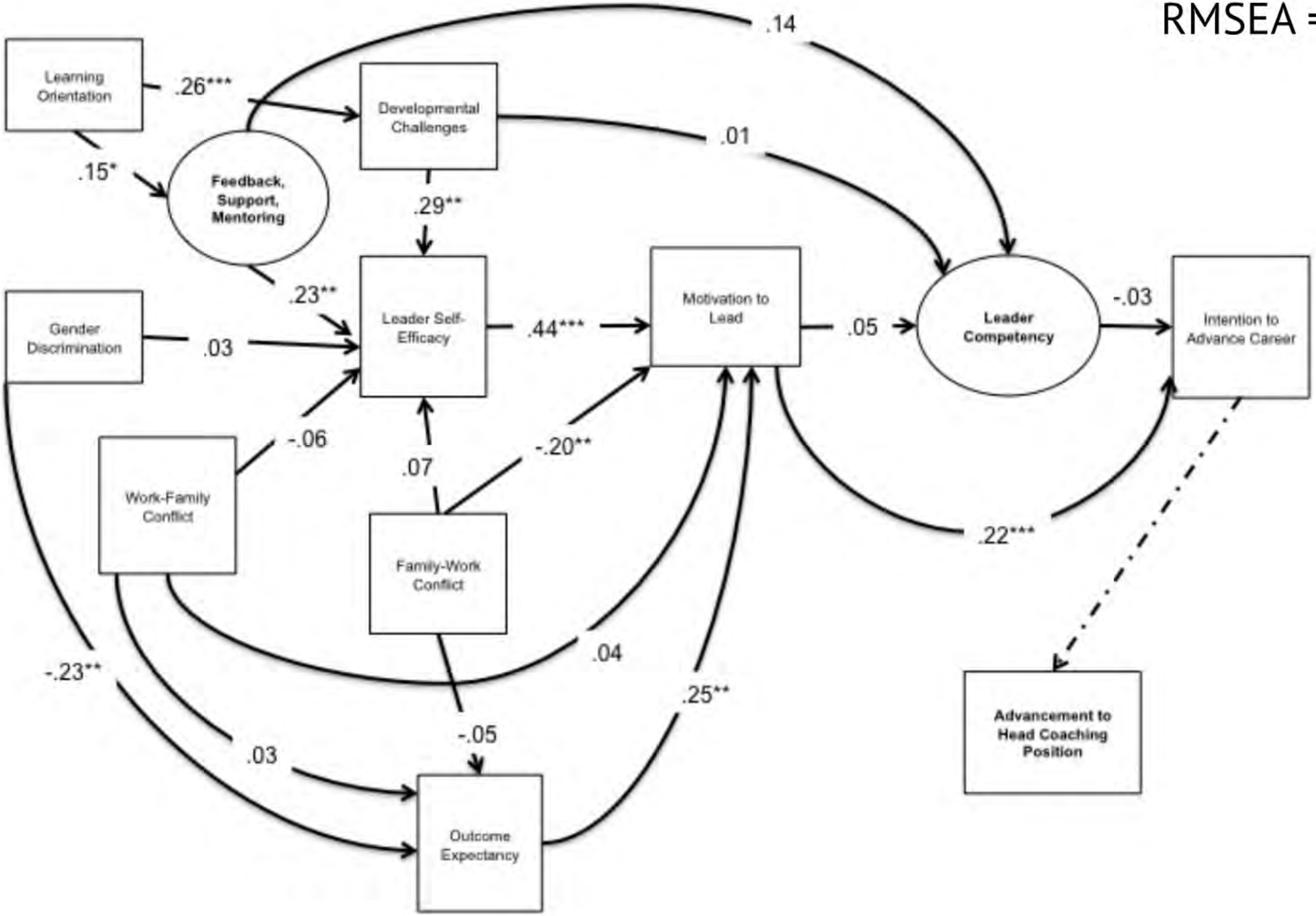
Learning Orientation
.26***
Developmental Challenges
.14
.01
.15*
Feedback, Support, Mentoring
.29**
.23**
Gender Discrimination
.03
Leader Self-Efficacy
.44***
Motivation to Lead
.05
Leader Competency
-.03
Intention to Advance Career
-.06
.07
-.20**
Work-Family Conflict
Family-Work Conflict
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-.23**
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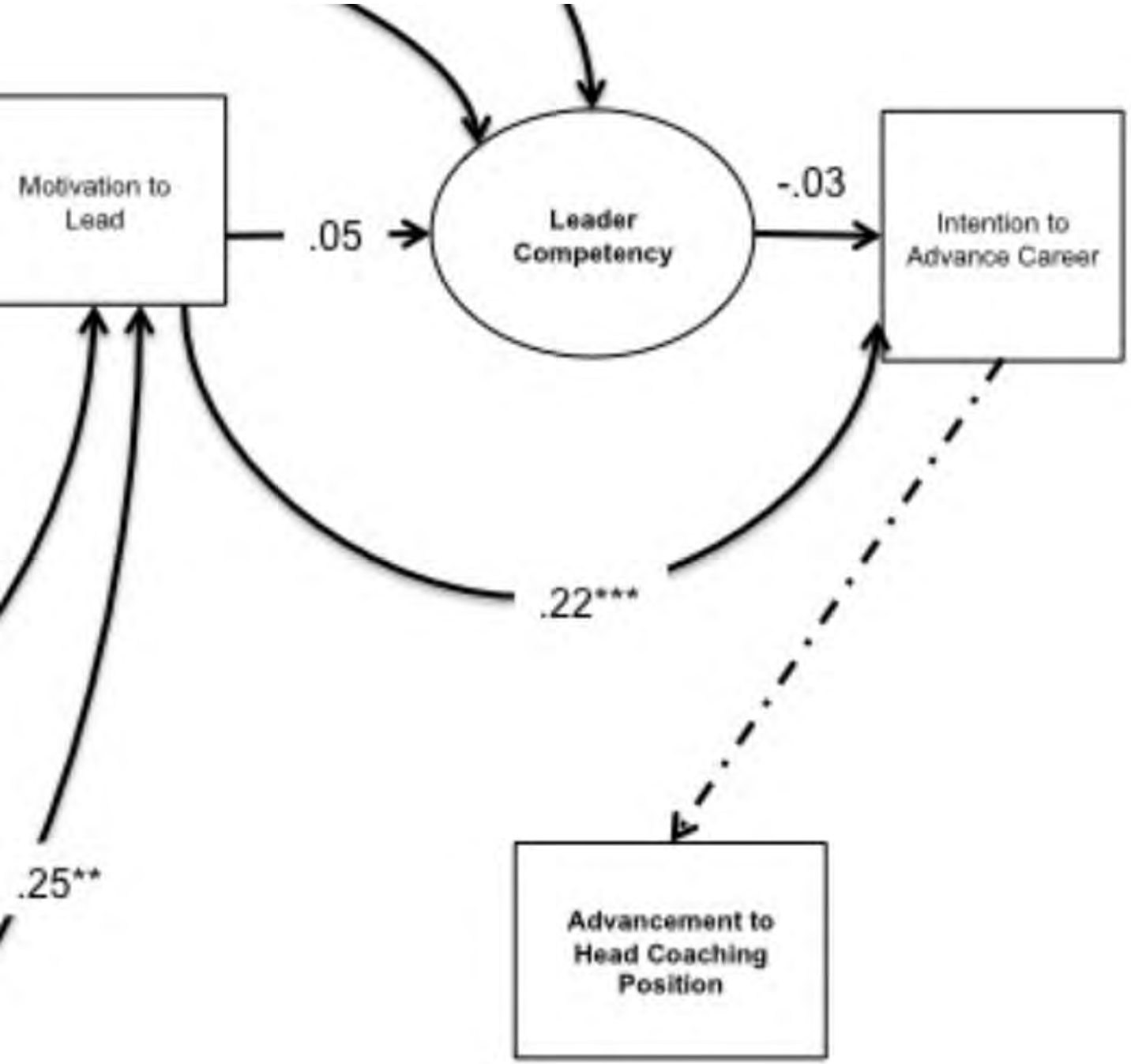
Outcome Expectancy
Advancement to Head Coaching Position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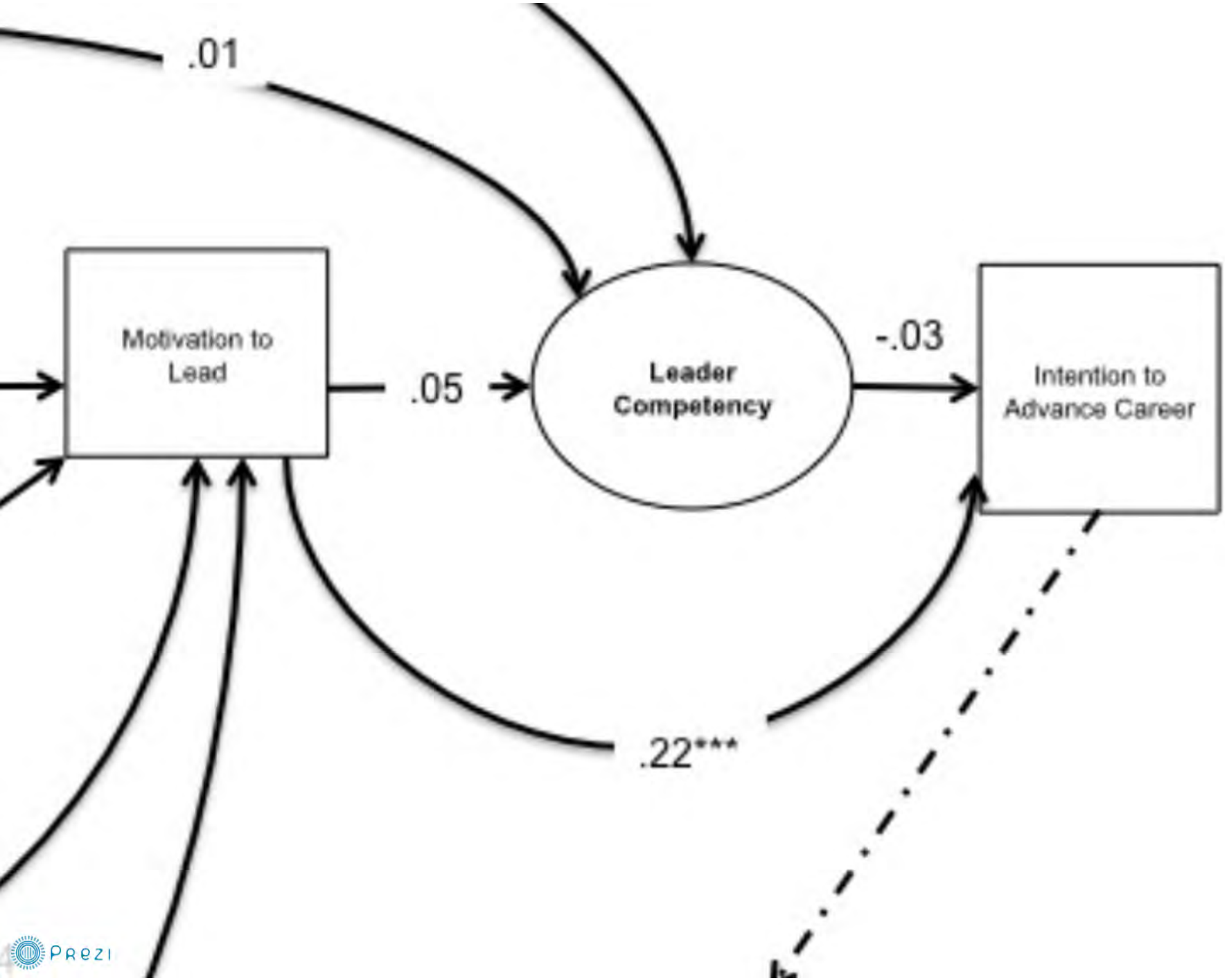
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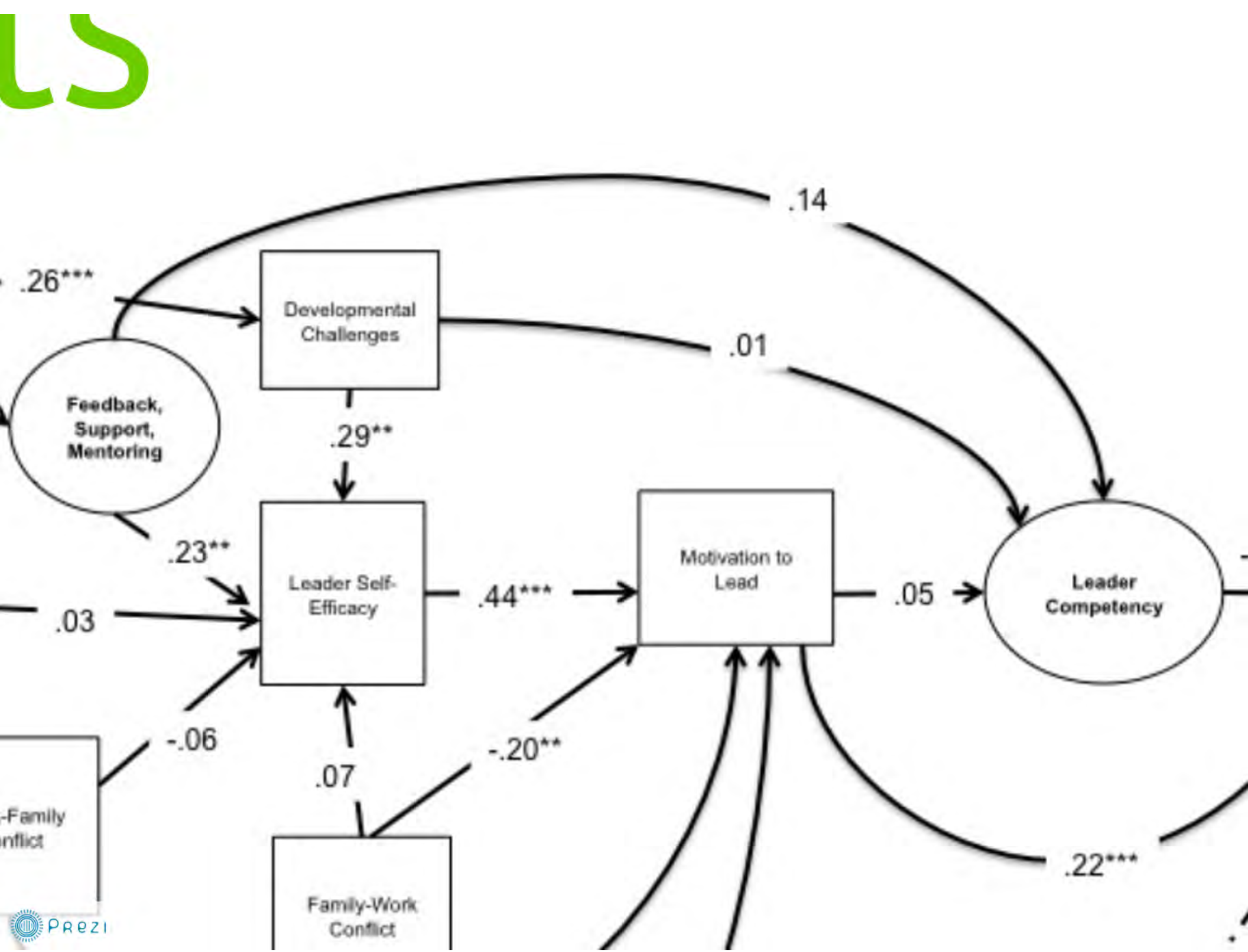
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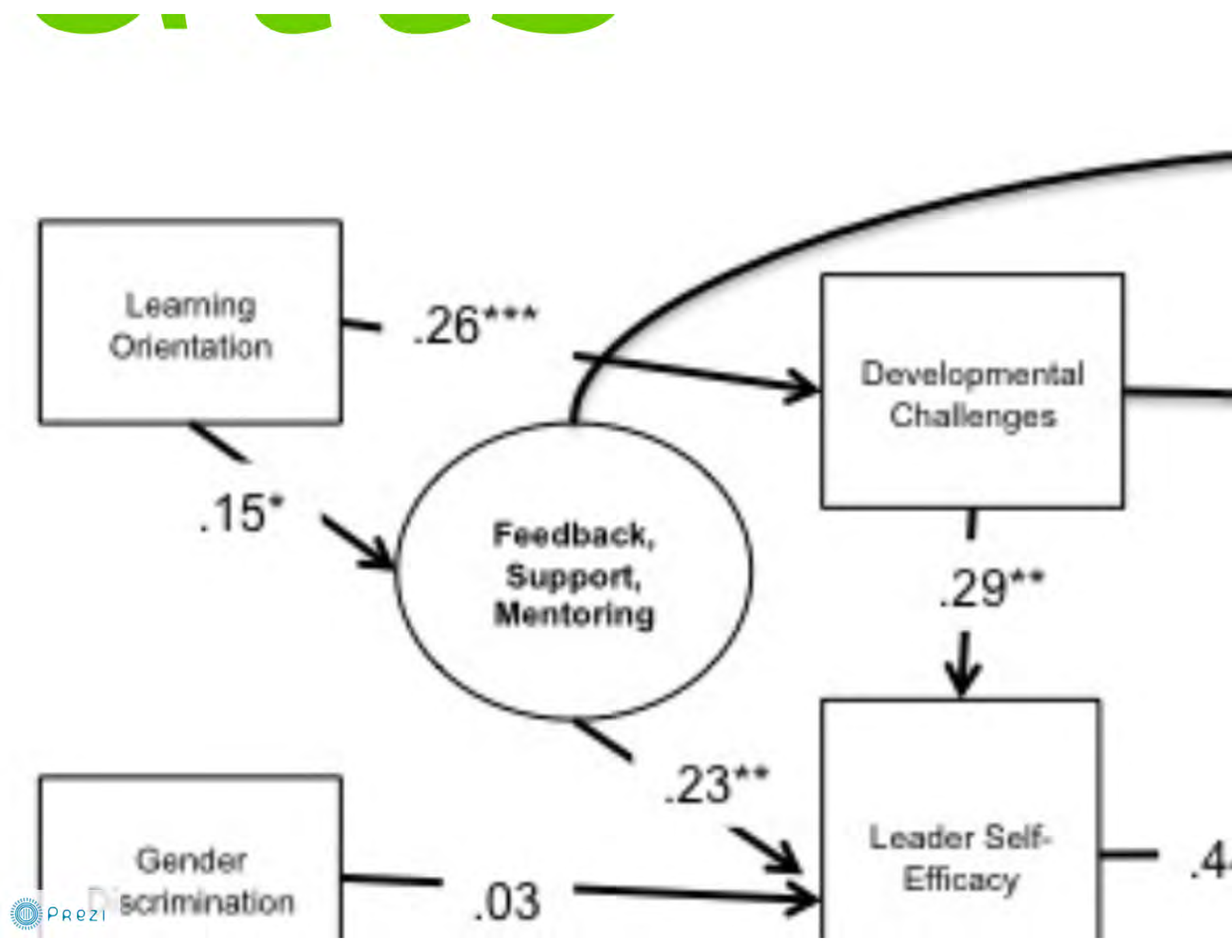
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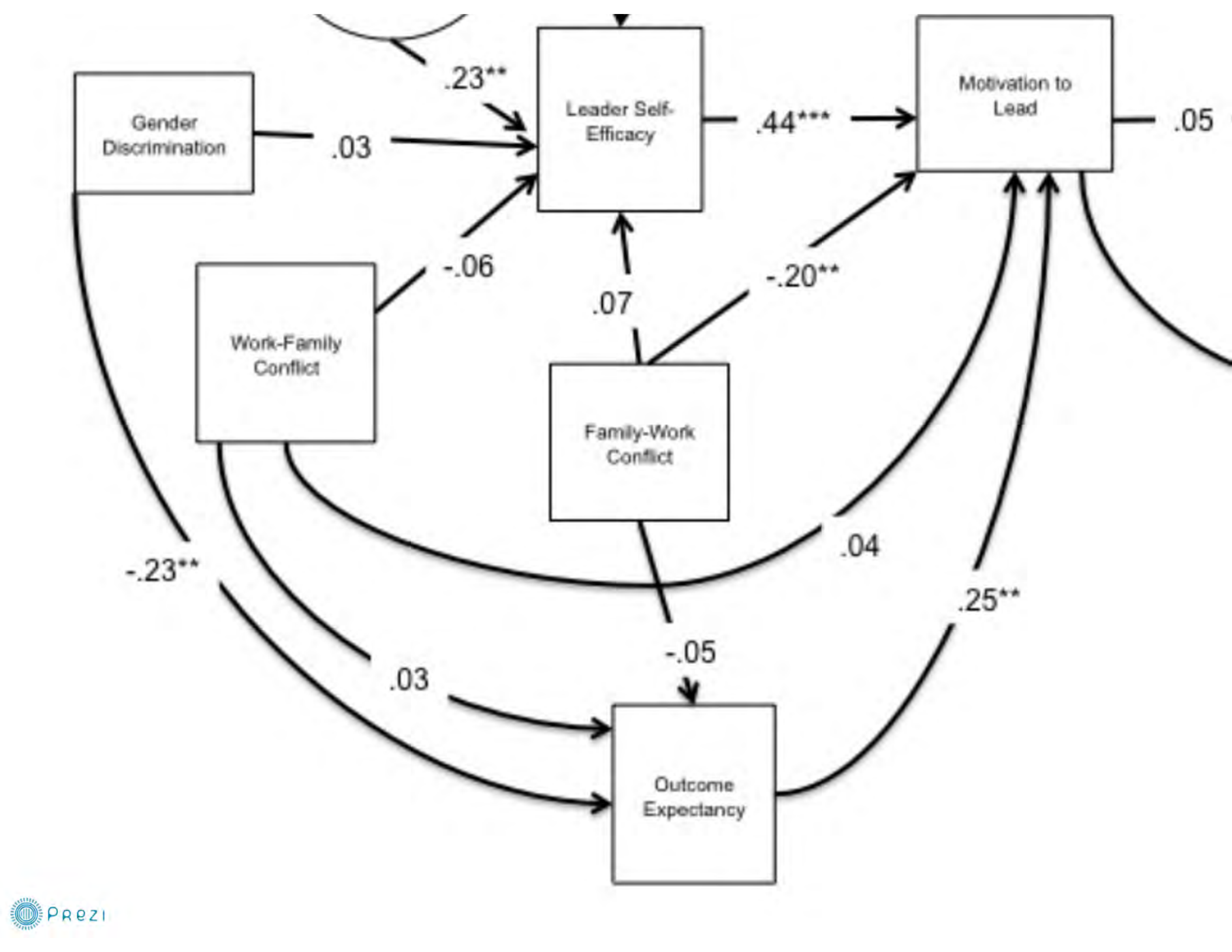
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Facilitating Factors

- There were separate effects of leader self-efficacy and outcome expectancy on career intentions through motivation to lead.
  - Leader competency did not have a direct effect on career intention.

- Developmental experiences may be sources of leader self-efficacy.

- There was a positive effect of learning orientation on engagement in developmental experiences.

Inhibiting Factors

- Family-work conflict was directly and negatively related to motivation to lead.

- Perception of gender discrimination was negatively related to motivation to lead through outcome expectancy

Gender Differences

→ The relationship between feedback, support, and mentoring and leader competency was significant after accounting for gender.

→ Though women showed higher outcome expectancy and motivation to lead, women showed lower engagement in developmentally challenging assignment, leader self-efficacy, and career intention as compared to men.

Theoretical and Research Implications

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- Not measuring actual career advancement
- Cross-sectional nature of the study

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Friends

Study Limitations & Practical Implications

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- Limited participation from head coaches
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Practical Implications

- Important to help assistant coaches to believe in their abilities (especially females) to maintain their motivation and intention to advance their careers.
  - Provide the best quality developmental experiences
  - Foster learning orientation

- Critical to alleviate challenges such as family-work conflict and gender discrimination, which may affect their outcome expectancy and their motivation

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