

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

Study Limitations:

- Cross-sectional design
- Self-reported data
- Limited sample size
- Limited generalizability

Practical Implications:

- Career development interventions
- Career counseling
- Career assessment
- Career education



Study Limitations & Practical Implications

Acknowledgments

Committee

Dr. Deborah Feltz (Chair)
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Dr. Steve Gould
Dr. John Schulken

Research Assistants

Kristen Kelley
Charlotte Miller
Sarah Parks
Philip Pratt

Grants

Michigan State University Dissertation Completion Fellowship
Michigan State University Research Enhancement Award

AASP 2013
New Orleans

Any Questions & Comments?

Research Assistant

Charlotte Miller

Research Assistant

Sarah Parks

Research Assistant

Philip Pratt

Theoretical and Research Implications

Theoretical Implications:

- Career development
- Career counseling
- Career assessment
- Career education

Research Implications:

- Career development
- Career counseling
- Career assessment
- Career education

Gender Implications:

- The relationship between gender, career, and coaching and career counseling and coaching and career counseling
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Living Physical and Mental Wellbeing Through Sport and Exercise

Research Assistant

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Sarah Parks

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Results

Study 1 (N = 100)

Study 2 (N = 100)

Study 3 (N = 100)

Study 4 (N = 100)

Study 5 (N = 100)

Study 6 (N = 100)

Study 7 (N = 100)

Study 8 (N = 100)

Study 9 (N = 100)

Study 10 (N = 100)

Study 11 (N = 100)

Study 12 (N = 100)

Study 13 (N = 100)

Study 14 (N = 100)

Study 15 (N = 100)

Study 16 (N = 100)

Study 17 (N = 100)

Study 18 (N = 100)

Study 19 (N = 100)

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Study 92 (N = 100)

Study 93 (N = 100)

Study 94 (N = 100)

Study 95 (N = 100)

Study 96 (N = 100)

Study 97 (N = 100)

Study 98 (N = 100)

Study 99 (N = 100)

Study 100 (N = 100)

Method

Participants

Procedure

Measures

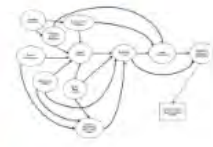
Statistical Analysis

Results

Discussion

Conclusion

Hypothesized Model



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

(Ngien, 1991; Armitage & Connor, 2001; Gudan & Gudan, 1996)

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

(Cunningham et al., 2003, 2007; Greenhill et al., 2009; van Veenen & Helmen, 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

(Bassian, 1997; Berg & Yukim, 1997; Chen & Chughtai, 2001; Dierker, 1975; H. G. G. et al., 1994; H. G. et al., 2007; H. G. et al., 2010)



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





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- Work-Family & Family-Work Conflicts
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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

(Allen & Eby, 2007; Betz & Vesper, 2007; Chen & Ostroff, 2007; Farina et al., 1998; House et al., 1996; MacLure et al., 2002; Mumford et al., 2007; Rotenberger et al., 1990; Swanson et al., 1996; Swanson, 1997)

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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Results

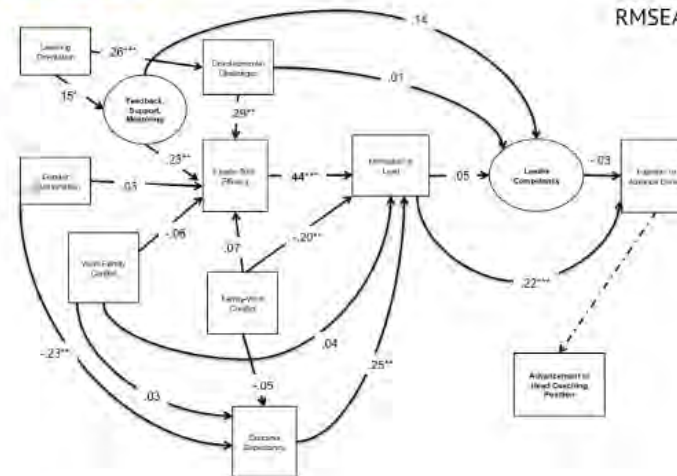
Model Fit (N = 245)

Chi-square = 273.66 (df = 102)

CFI = .89

TLI = .85

RMSEA = .08



Gender Differences

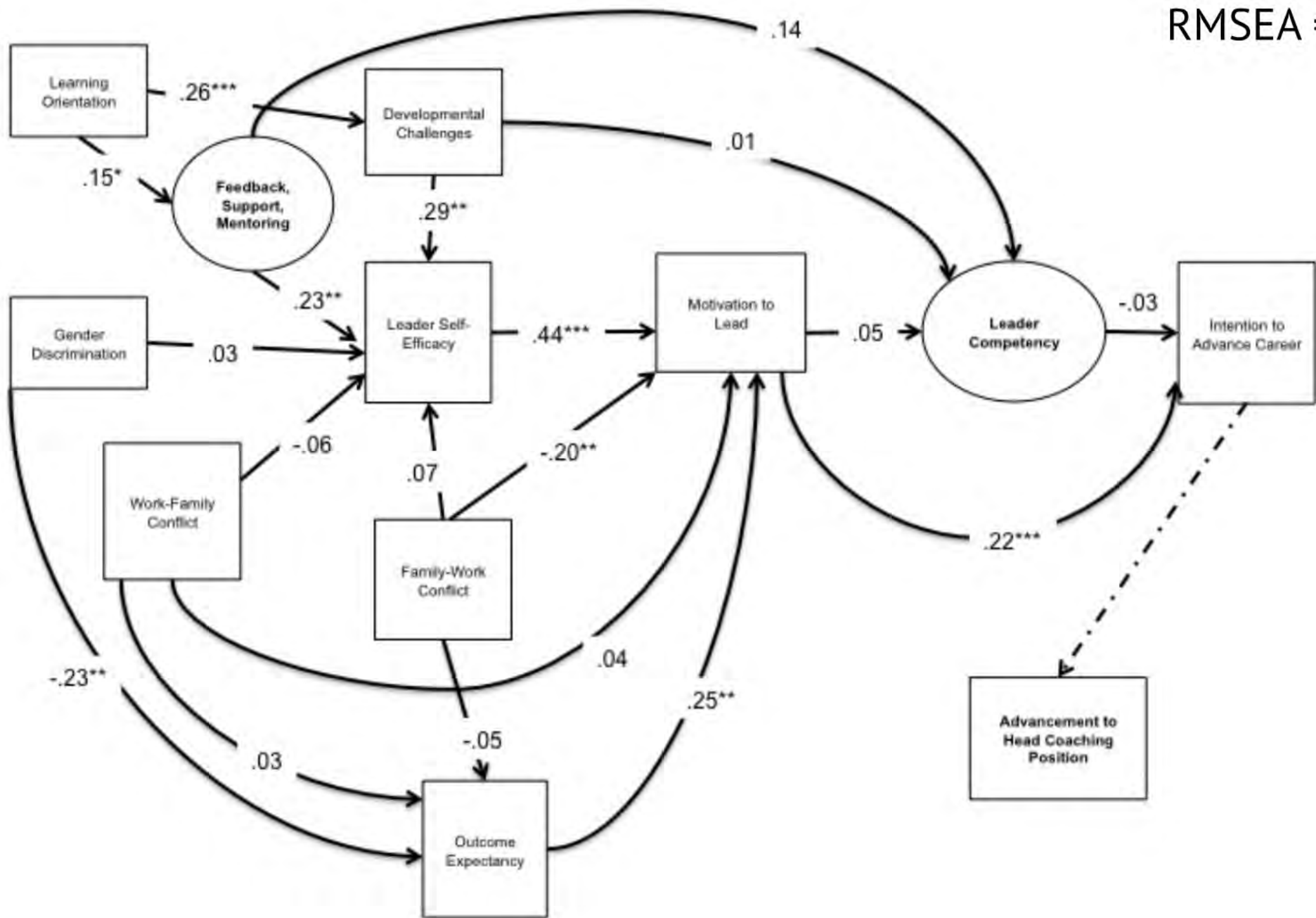
There were no significant gender differences in the relationships between factors:

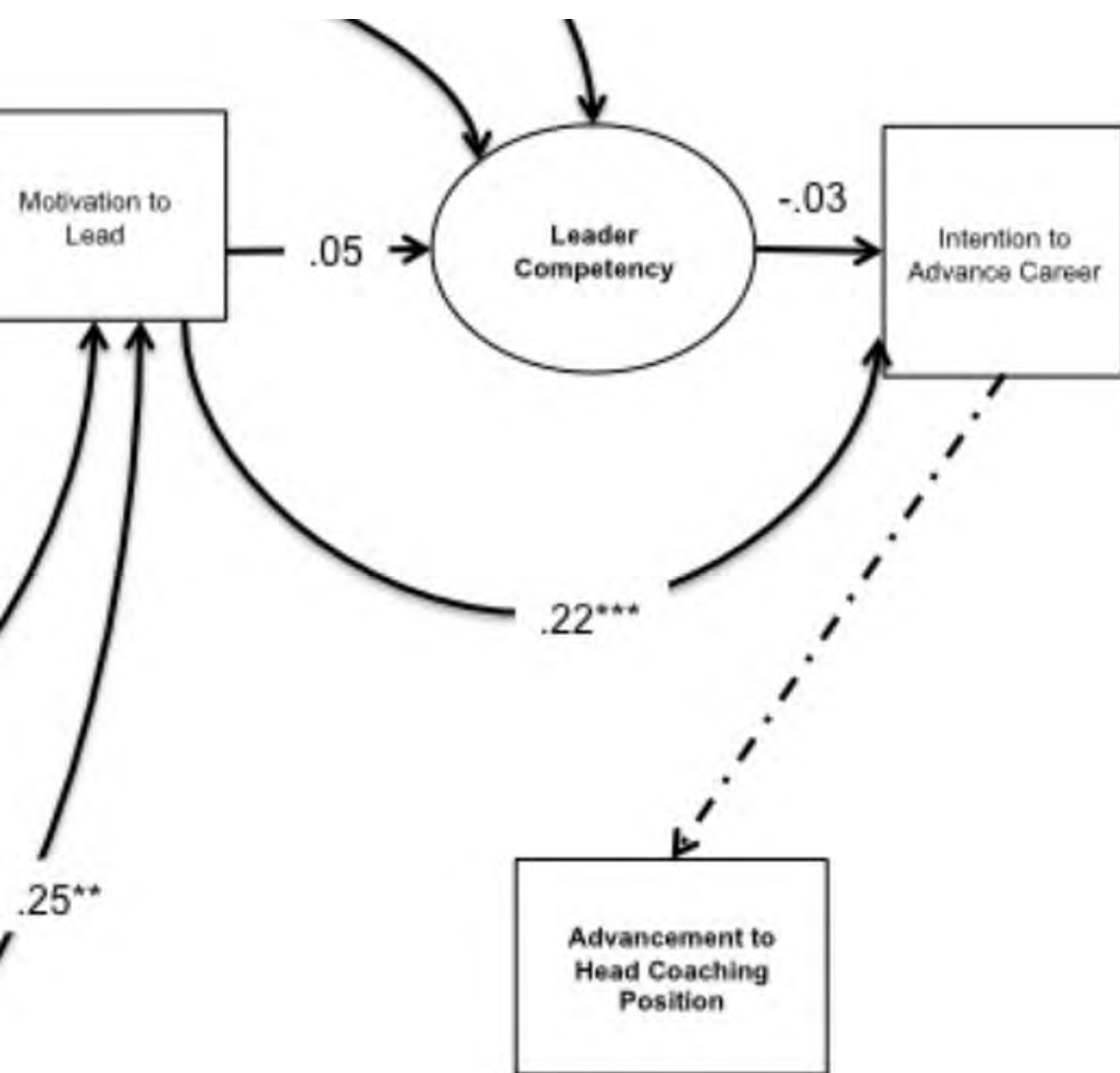
- Except for the relationship between feedback, support, and mentoring and leader competency
 - This relationship was significant after accounting for the effects of gender

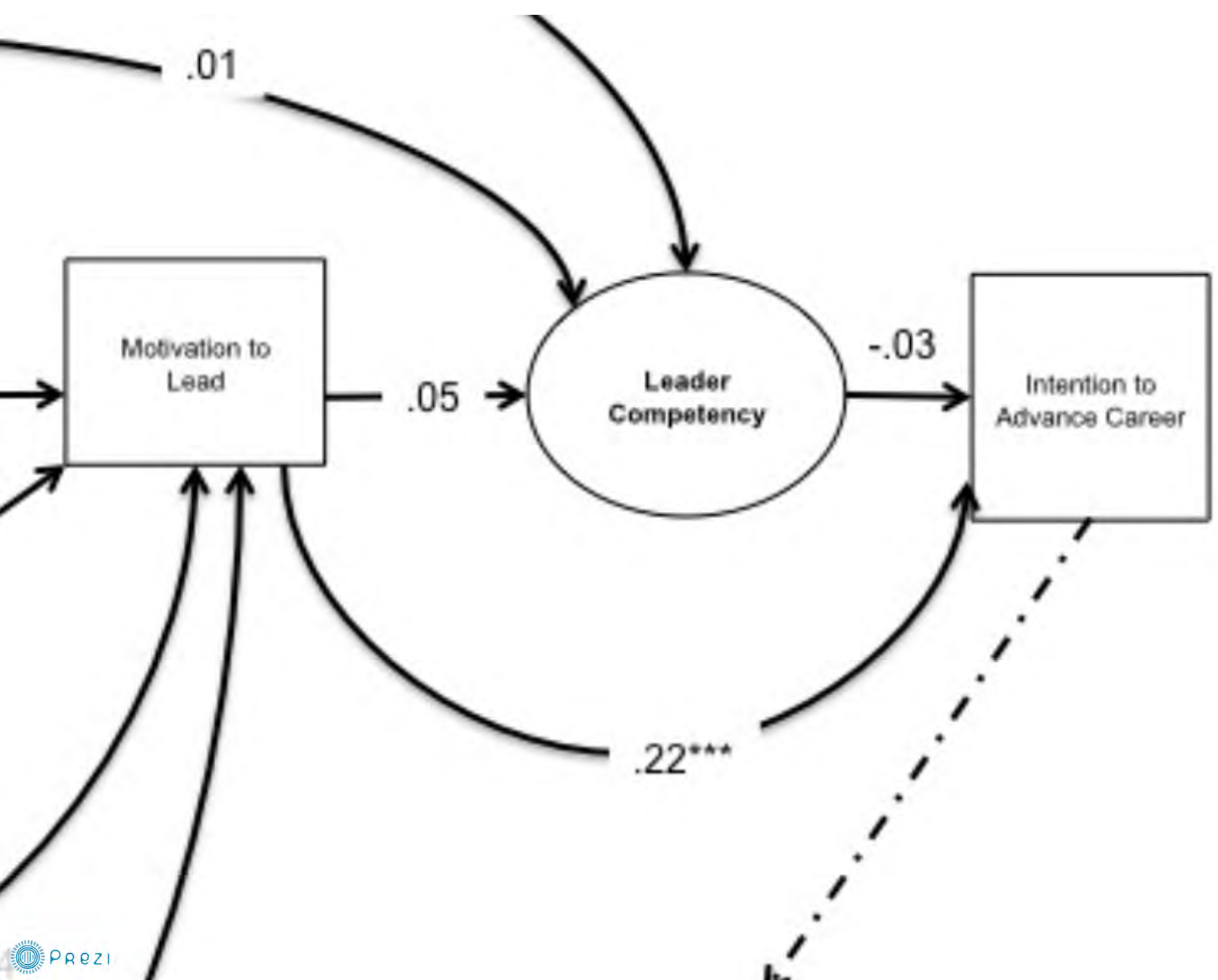
There were significant gender differences in the magnitudes of the factors:

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

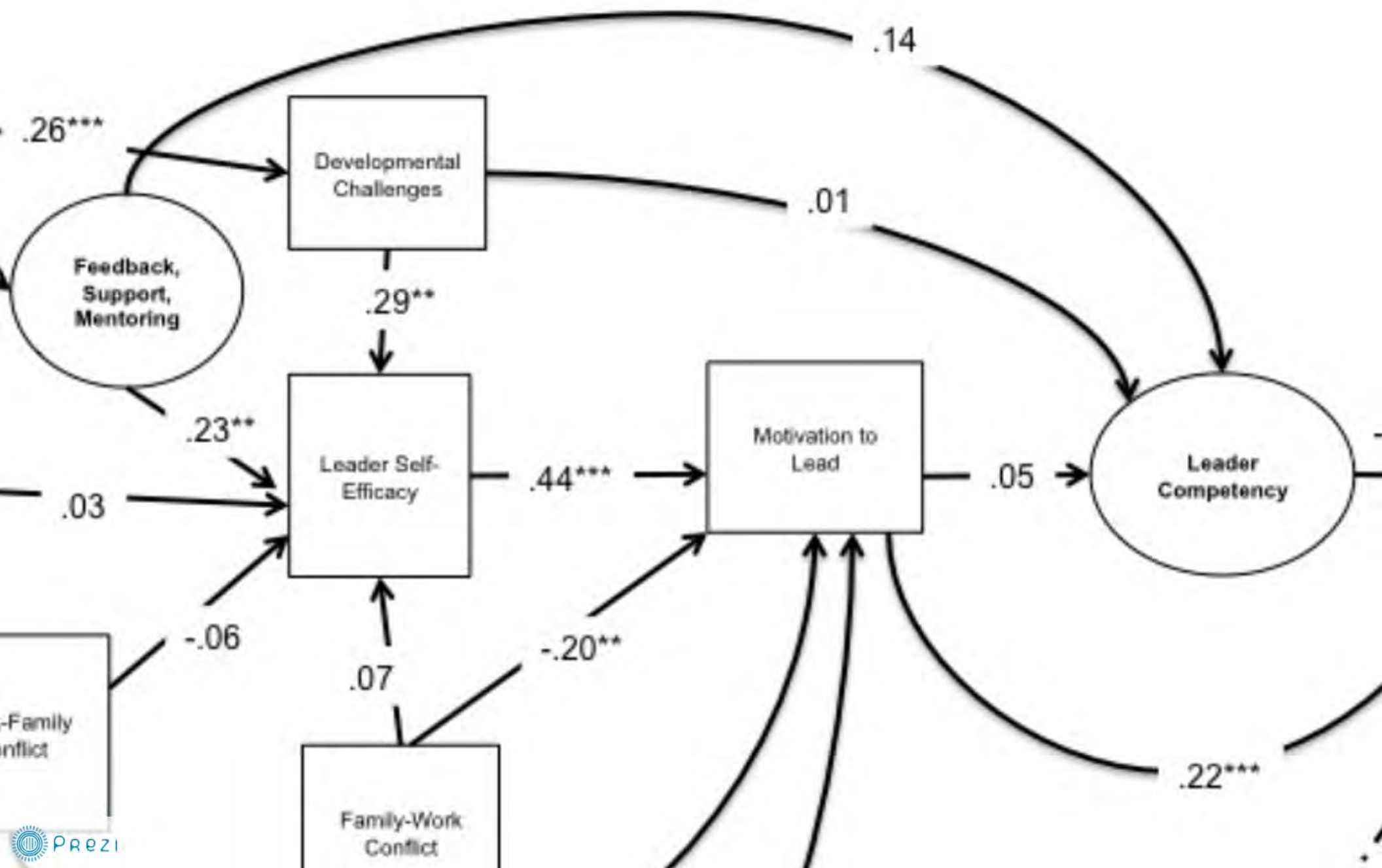
RMSEA =

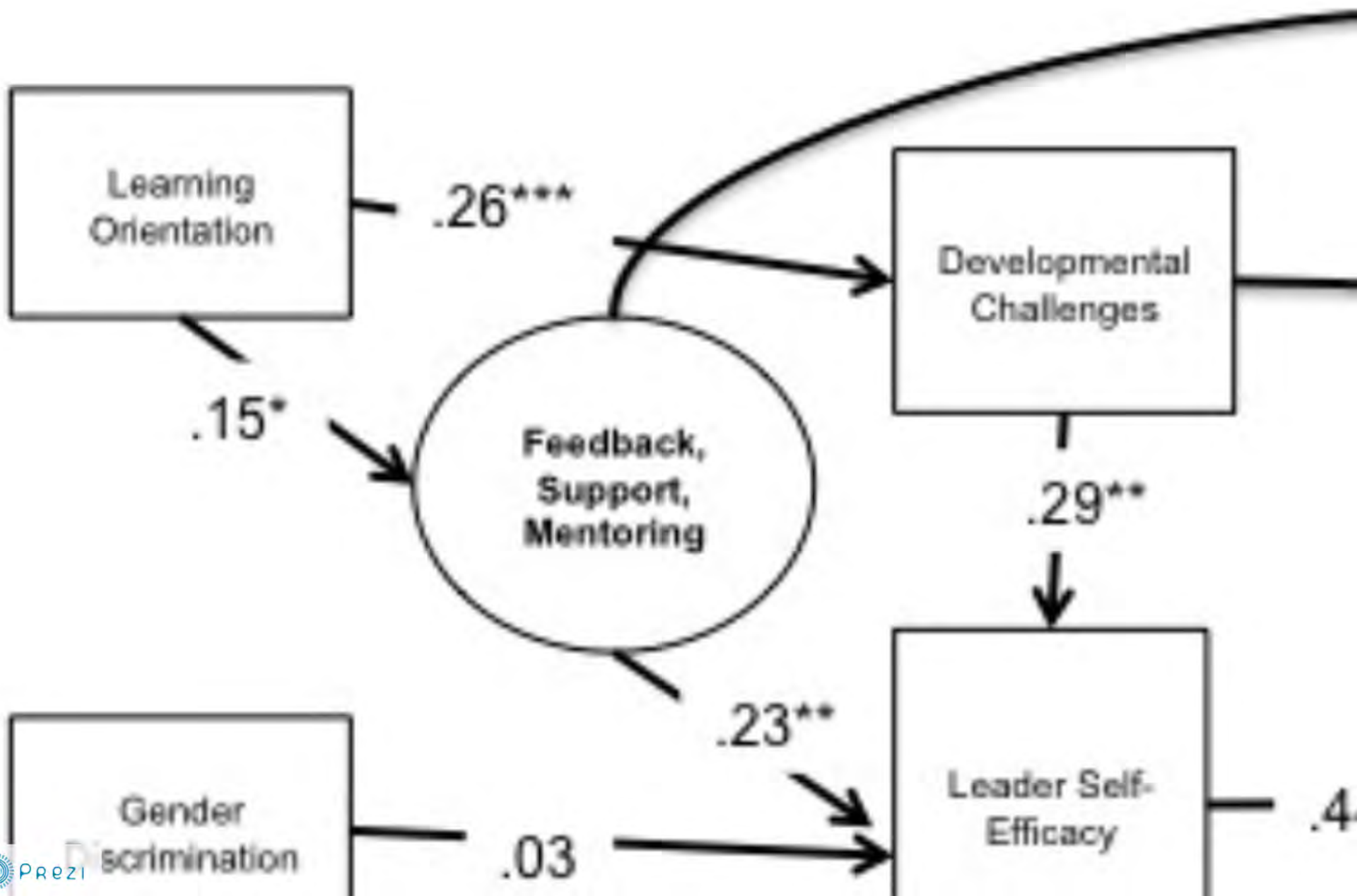


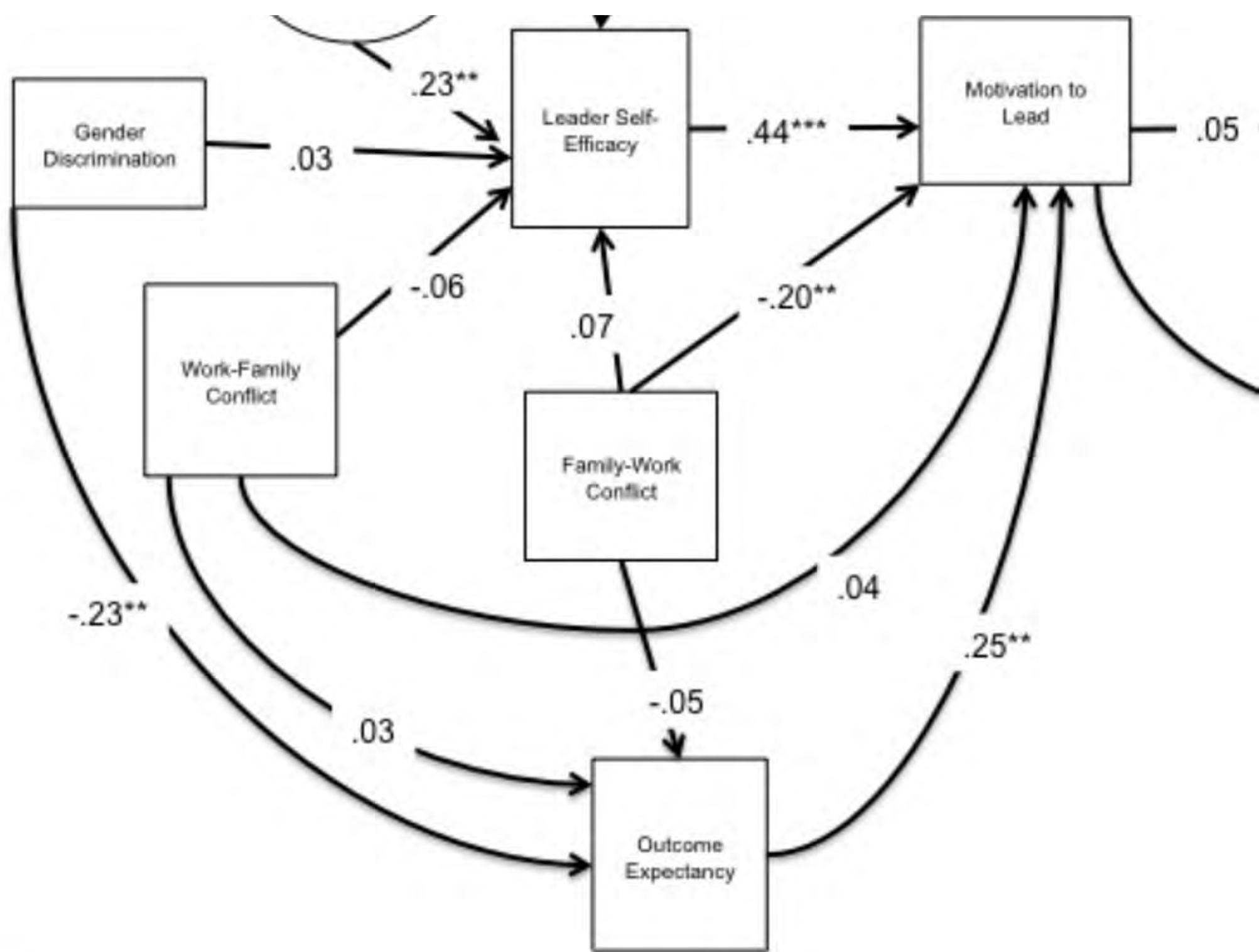




LS







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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.

Theoretical and Research Implications

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.

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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.

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

discrimination, which may affect their outcome expectancy and their motivation



Friends

Study Limitations & Practical Implications

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- Limited participation from head coaches
- Unexamined factors that may influence leaders' career advancement.
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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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Acknowledgments

Committee

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- **Dr. Marty Ewing**
- **Dr. Dan Gould**
- **Dr. John Schaubroeck**

Research Assistants

- **Kristen Kelsay**
- **Christina Miller**
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Grants

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