



Preparing female sport management students for leadership roles in sport

Sarah Leberman
School of Management
Massey University
Palmerston North
S.I.Leberman@massey.ac.nz

and

Sally Shaw
School of Physical Education
University of Otago
Dunedin
sally.shaw@otago.ac.nz

July 2012



Table of Contents

Executive Summary	3
Introduction	5
Current sport management curriculum at Massey University and the University of Otago	7
Literature Review	9
Method	11
Data collection	11
Data analysis	12
Findings.....	13
Survey	13
Where are they working?	13
Skills learned at University	14
Skills needed to be successful in sport management as a woman	14
Career expectations	15
What would have prepared them better for the industry?.....	17
Interviews with Graduates	18
Most important skills learned at University	18
Most important skills for women	19
Pay.....	20
Mentors	21
Advice for current students	21
Interviews with CEOs.....	22
Participant backgrounds.....	22
Important skills focus on self-awareness and sense of judgement.....	23
Being a woman in the sport sector	24
Pay.....	26
Skills required as a woman in the sector	27
Mentors	28
Advice for current students	29
Discussion.....	32
Implications for tertiary teaching and learning practices.....	36
References.....	38
Appendix 1: Semi-structured interview questions for graduates.....	40
Appendix 2: Semi-structured interview questions for CEOs	41

Executive Summary

Women are consistently under-represented at the higher management levels of New Zealand sport organisations (Cameron, 1996; Leberman & Palmer, 2009; New Zealand Olympic Committee, 2007), as is the case across the sectors in New Zealand (McGregor, 2010) and internationally (e.g. Eagly & Carli, 2007; McKay, Messner, & Sabo, 2000).

In order to better understand the New Zealand situation this research had two main foci – to gain a better understanding of the educational experiences of recent female sport management and physical education graduates (1998-2008); and the career pathways of recent sport management and physical education graduates (1998-2008) and female CEOs in the New Zealand sport sector.

A phenomenological paradigm using a mixed method approach was used. This included a survey hosted on Survey Monkey and interviews with participants. A 35% response rate was achieved via the survey with female graduates. Nine of the graduates were interviewed to explore their survey responses further and eight of the ten female CEOs of New Zealand National Sport Organisations agreed to be interviewed.

The two main applications for the tertiary sector were the usefulness of the graduates' degrees to the workforce, and how both groups' experiences could inform curriculum development. The findings suggested that the most important skills for graduates learned during their degree were - planning and organising, independent learning, and time management skills. However, the most important skills for women noted by graduates were relationship building, communication and interpersonal skills. This suggests a disconnect between preparation for the sector and requirements in the sector.

The CEOs reported that relationship building, stakeholder management, self-awareness and sense of judgement were most important to being successful in the sports industry. They also noted that being a woman in the sport sector could lead to a 'double whammy' of low pay where sport is traditionally poorly paid and women are often paid less than men. However, it was also noted that women need to improve their negotiating skills.

Mentors were considered to be important by both groups. The use of informal mentors was mentioned most frequently, with two CEOs having a formal mentor process through their Board. 'Old Boys' networks were considered by most graduate and CEO respondents to still be a problem for women. Three CEOs felt that women should be able to navigate these

networks through interpersonal skill development. Overall, however, there was less difference in generational experience than expected.

The implications for practice include integrating curriculum changes to assist in developing relationship building skills and self-awareness; encouraging students to work/volunteer to be work ready when they graduate; development of career guidance and work life balance as part of skills development.

Introduction

A key cultural myth concerning New Zealand is that everybody is entitled to a “fair go” irrespective of race, gender, or social class. This ideology appears supported by evidence such as the “top” jobs in New Zealand in 2005 being held by women, including Prime Minister, Governor-General, Chief Justice, and Chief Executive Officer of the largest corporation (McGregor & Fountaine, 2006). The gap between myth and reality, however, is exposed by the latest Census results indicating women are still under-represented in leadership roles in New Zealand society (McGregor, 2010). As a privileged cultural practice in New Zealand, sport plays an important role in reinforcing dominant gender ideologies.

The 1994 Brighton Declaration provided principles to supporting countries in an attempt to increase women’s participation in sport at all levels and in all roles. New Zealand’s national sporting body adopted these principles in 1998 with the launch of the Winning Women Charter, which included a principle specific to developing women’s leadership capacity in sport (Hillary Commission for Sport Fitness and Leisure, 1998). However, when Sport and Recreation New Zealand (SPARC) was formed in 2002, the Charter was no longer promoted. Research conducted under the auspices of the New Zealand Olympic Committee (2007) on gender balance in Olympic sport leadership positions found that there were six female paid Chief Executive Officers (CEOs) of 47 Olympic and Associated Sports. It appears that sport leadership is primarily the domain of men in New Zealand and internationally (Cameron, 1996; McKay, Messner, & Sabo, 2000).

Few women world-wide hold national or international level appointments in either sport management or coaching due to “assumptions about appropriate leadership characteristics, the organizational environment, and reward practices” (Shaw & Hoerber, 2003, p.348). Cameron (1996), presented women participating in her study with a list of barriers to sport management roles and the greatest consensus was for constraints imposed by family responsibilities (86% of women agreed or agreed strongly). This perception of motherhood as a barrier appears to be legitimate when Cameron (1996) also noted that female sport administrators in New Zealand were less likely to be married and less likely to have dependents than women of the same age in the general New Zealand population. Recent research by Leberman and Palmer (2009) on mothers in elite leadership roles in New Zealand sport concluded that “continued involvement in sport leadership has on challenging gendered

expectations within the private and public social settings of family and elite sport. By pursuing a career in sport leadership, these mothers are ‘role modeling’ certain attitudes, values, identities, and behaviors to those they interact with on a regular basis. As more mothers enter the elite sport setting, organizational and socio-cultural change may also occur” (p.331).

Given this background, the purpose of this research was to examine the University learning experience, career expectations and experiences of females in New Zealand sport organizations. The experiences of two groups of women was examined. The first group was recent female sport management graduates and the second female CEOs of New Zealand sport organizations. Given the different generations involved in the research we expected to find some discrepancies in terms of the way the women experienced the sport industry.

The research contributes in two ways to sport management teaching and practice. First, by examining women’s experiences of studying sport management at University and their subsequent career pathways in sport management. This was achieved by analysing recent graduates’ and CEOs’ learning experiences, expectations and experiences of their working lives. A second, wider contribution is to inform teachers and researchers, enabling us to reflect on our research directions, teaching, career advice, and pastoral support beyond the area of sport management. This will help to address social inequities of women being under-represented in leadership roles across all sectors (McGregor, 2010), and female graduates also earning less than their male counterparts one year post graduation.

The aims of the research are:

1. To investigate recent (1998-2008) sport management female graduates’ experiences of University study;
2. To investigate recent (1998-2008) sport management female graduates’ expectations of the workforce;
3. To examine their experiences of the workforce;
4. To examine the University and career experiences of older, more experienced females who have succeeded in obtaining CEO positions in regional or national sport organizations;
5. To synthesise these data to examine similarities and differences between the two groups;

6. To report relevant findings to sport management educators and researchers to assist in future development of University courses, career counselling and provide an understanding of women’s careers in sport management.
7. To report the relevant findings to educators and researchers in general to assist them in reflecting on their teaching practice in terms of preparing female students for the workforce.

Current sport management curriculum at Massey University and the University of Otago

Massey University students completing a BBS in Sport Business Management, complete eight core business papers, followed by six majoring papers. These include, Sport Business, Sport Facility & Event management, Sport Management Planning, Sport in the Social Context and the Sport Practicum – see Table 1 below.

Table 1: Curriculum for BBs in Sport Business Management at Massey University

Y R 1	Accounting	Fundamentals of Finance	Organisations and Management	Principles of Marketing	Legal & Social Environment of Business	Statistics for Business	Economics	Management of Information Systems
Y R 2	Sport Business	Sport Facility and Event Management	Sport Management Planning	Elective 100 or 200 level paper	Elective 100 or 200 level paper	Elective 200 or 300 level paper	Elective 200 or 300 level paper	Non-BBS Elective 100, 200 or 300 level paper
Y R 3	Sport in the Social Context	Sport Management Practicum		Elective 100 or 200 level paper	Elective 100 or 200 level paper	Elective 100 or 200 level paper	Elective 300 level paper	Non-BBS Elective 100, 200 or 300 level paper

At the University of Otago, students interested in sport management will major in ‘Sport and Leisure Studies’ in their third and fourth years. They can take four papers in the general ‘sport management’ area, along with another ten elective papers. Some students take a double degree in commerce – see Table 2 below.

Table 2: Indicative table for Physical Education students in the Sport and Leisure Studies Major at University of Otago

Y R 1 & 2	Core papers required by all Physical Education Students						
Y R 3	Sport Governance & Admin	Sport Management and Strategy	Elective 1-400 level	Elective 1-400 level	Elective (2/3/400 level)	Elective (2/3/400 level)	Elective (2/3/400 level)
Y R 4	Sport and Leisure Policy	Critical Aspects of Sport Management	Practicum 1-400 level	Elective 1-400 level	Elective (2/3/400 level)	Elective (2/3/400 level)	Elective (2/3/400 level)

Literature Review

World-wide, there is little research about women's career paths in sport management. Research in the fields of outdoor education and applied sport psychology has highlighted that gender and career decision making have had an effect on older Generation X (born between 1965-1983) and younger Baby Boomer (born between 1946-1964) women's careers, which is the expected profile of the NZ CEO group (Allin & Humberstone, 2006; Roper, 2008). In addition, this group is expected to have traditional career paths, with long periods within an organization and few job changes. They are also likely to be well-educated to tertiary level, but are unlikely to have a sport management degree.

The sport management graduate group represents what may be termed older Generation Y graduates (born between 1983 and 1989) and younger Generation X graduates (born after 1981) (Sullivan, Forret, Carraher & Mainiero, 2009). Current research suggests that this group is likely to have the most flexible and boundary-less contexts and approaches to work (Sullivan et al., 2009). Generational observers predict that they will be impatient for success in their working lives and less committed to one career path. This prediction is based on GenYs' work-life context in which they have been exposed to flexible technological influences and are dealing with the uncertainties of the global recession in the earliest and arguably most vulnerable part of their career. Gen Y are flexible, have high expectations (De Vos, 2010), opportunities for career changes and advancement, and are not weighed down by loyalty to an organization.

Discussions about gender within generational research into sport management career paths are largely absent. Although some studies (e.g. Moore & Konrad, 2010) have examined gender equity efforts within sport organizations, there is very little research on women's University experiences, as well as their expectations and experiences as they progress in their career. Due to their relative newness to the workforce there is no research on recent women graduates' experiences of entering the sport management workforce, and how their University learning experience prepared them for this. Yet, the late 20's or 30's age bracket would be one in which we would expect to see young people work towards middle or senior positions, particularly given the smallness of New Zealand sport organizations. Women are largely absent from these upper level roles, which is why this research is relevant and timely.

Given the reported generational differences, we seek to examine how women from Gen X/Y and Baby Boomers navigate their careers within a gendered environment. We anticipated that younger women would approach the gendered sport management environment in different ways to their older counterparts. This is because younger women have been more exposed to views of post feminism, which believes that feminism's work is 'done'. Gender has thus become less popular as an explanation for work inequities than in the past (McRobbie, 2009). In contrast, older women may have been influenced by second wave feminisms in which women's rights to be employed on equal terms to men would be central to their beliefs. While generalised, this approach gives us a starting point to see how and whether women's attitudes to working in a male dominated environment have changed over time.

We recognize that the above context is contested. The position of this proposed research, however, was that recent graduates from sport management programs live within a societal environment in which post feminism dominates and shapes the views of young women going into the workforce (McRobbie, 2009). We understand that the recently graduated women in our classes may have quite different views. By comparing their experiences and expectations to older Generation X women, this research provides a deeper understanding of women's career paths in sport management and their ideas about women's progression in sport management.

Method

Overall a phenomenological paradigm was adopted (Cresswell, 2003), focusing on the experiences of female sport management graduates and female CEOs of New Zealand sport organizations. Seng (1998) suggested that qualitative researchers “do not really discover ‘truth’ ... rather we glean facts ... that contribute to socially situated, tentative, temporary understandings” (p. 45). Therefore the aim was to understand the participants’ experience through analyzing their articulation of that experience verbally via an interview (Van Manen, 1990). This follows a social constructivist approach (Lincoln & Guba, 2000) where meanings are constructed by the participants as they engage day-to-day in their workplaces. This research provides a unique interpretation (Seng, 1998) of these women’s experiences. Rather than producing generalizations, this research will help us understand more about the University and career experiences of female sport management graduates and female CEOs of sport organizations.

This research used a mixed method approach (Cresswell, 2003) including a survey with open and closed questions, and semi-structured interviews. In this format, the use of quantitative and qualitative tools, while interrelated, are viewed as addressing different, but connected facets of the research aims. Their combination enhances understanding of the phenomenon and their findings inform each other. The mixed-method approach acknowledges that differing perspectives exist and that as a result findings may not necessarily converge. Not only are such discrepancies acceptable but, according to Spicer (2004), such diversities and contradictions should be incorporated in the research findings. They can also add to the discovery process by prompting further consideration of the data.

Data collection

Alumnae who graduated between 1998-2008 were selected from the alumni data bases at Massey University and University of Otago and invited to complete a survey hosted on SurveyMonkey (the survey is available from the authors on request). The questions focused on their University experience, their jobs, areas of work, level of management, experience of working in the industry and any challenges or problems they encountered in their career. The opportunity to provide qualitative answers online to these last two questions was offered. Participants were invited to participate in a telephone interview at a later date. The interviews were semi-structured, and focused on providing more detail and depth of data regarding the

women's expectations, experiences of University, career progression, support, role models, and mentoring (see Appendix 1 for questions).

The second group was female CEOs of New Zealand sport organizations, identified through an internet search and the researchers' personal networks. All ten were invited to take part in a face-to-face interview and asked questions regarding their University experience and career, particularly their experiences in sport management (see Appendix 2 for questions). The focus was on areas such as preparation for leadership roles, mentorship, role modelling, and the nature of gender relations in the industry.

Data analysis

The closed questions on the survey were collated on SurveyMonkey and provide descriptive statistics on female sport management graduates. The open questions were analysed for common themes.

A three step process was used to analyse the qualitative data resulting from the semi-structured interviews—familiarization with the data, open coding, and axial coding (Strauss & Corbin, 1990). All interviews were transcribed verbatim into a word document leading to familiarization with the data. The transcripts were independently coded to identify descriptive codes. These descriptive codes were discussed and refined, and additional interviews coded together to ensure consistency in the coding schematic. Axial coding focused on identifying patterns from the descriptive codes to ensure the meanings of the participants were being accurately reflected. Through discussion and consensus, the descriptive codes were combined into themes (Miles & Huberman, 1994; Morrow, 2005).

Findings

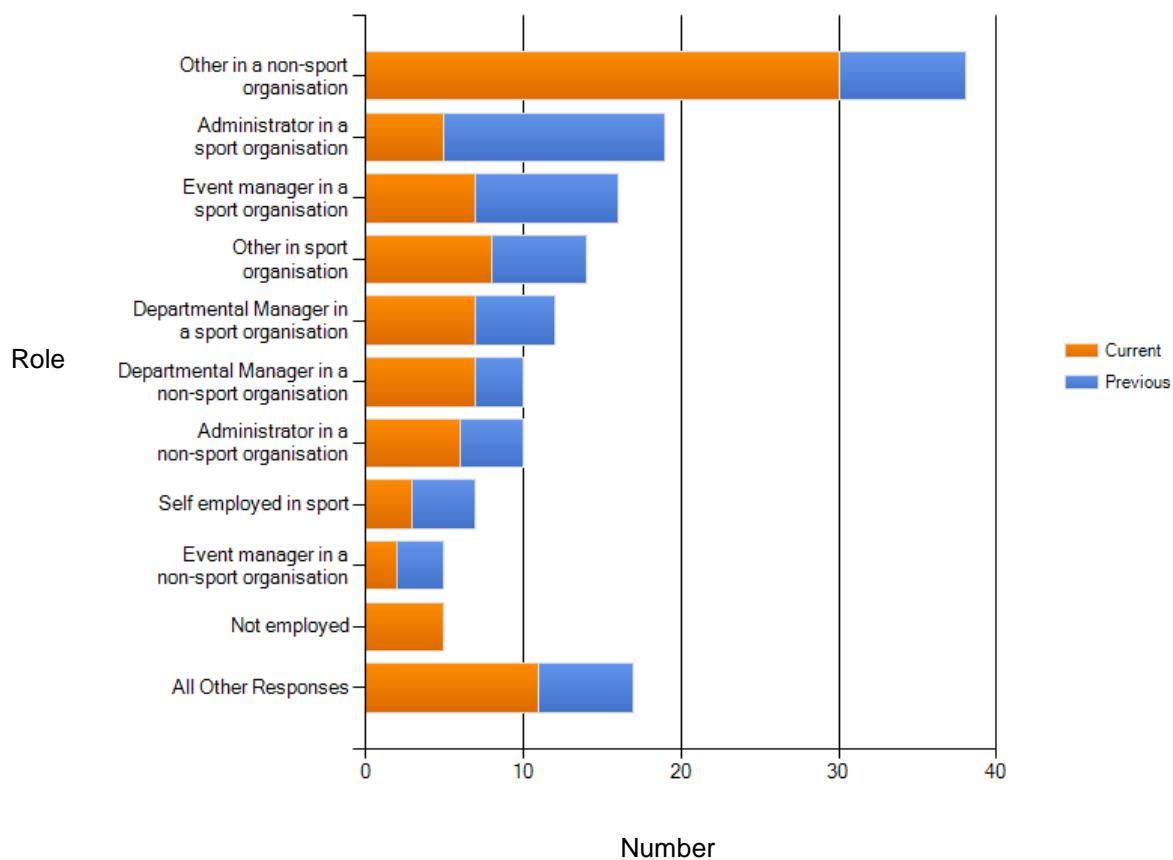
Survey

There was a 35% response rate (n=83) to the survey. Over half (54.2%) of respondents were aged between 25-29, 19.3% were aged between 30-34 and 12 % between 20-24. Ninety-five percent of the participants identified as New Zealand European and 8.4% as Māori. Two thirds (66.3%) had completed their degree through the University of Otago and the others through Massey University. Three quarters of the respondents had graduated between 2004-2008. One fifth (21.7%) earned between NZ\$50-60,000, 19.3% earned between NZ\$40-50,000, 14.5% earned between NZ\$60-70,000 and 10.8% earned between NZ\$30-40,000

Where are they working?

Figure 1 highlights the roles graduates have held since graduation. In their first positions after graduation, 48% of respondents worked in the sport industry. Currently, 38% are working in the sport industry. Further, 19% of respondents worked in non-sport industries directly after graduation. Fifty seven per cent of respondents currently work in non-sport industries.

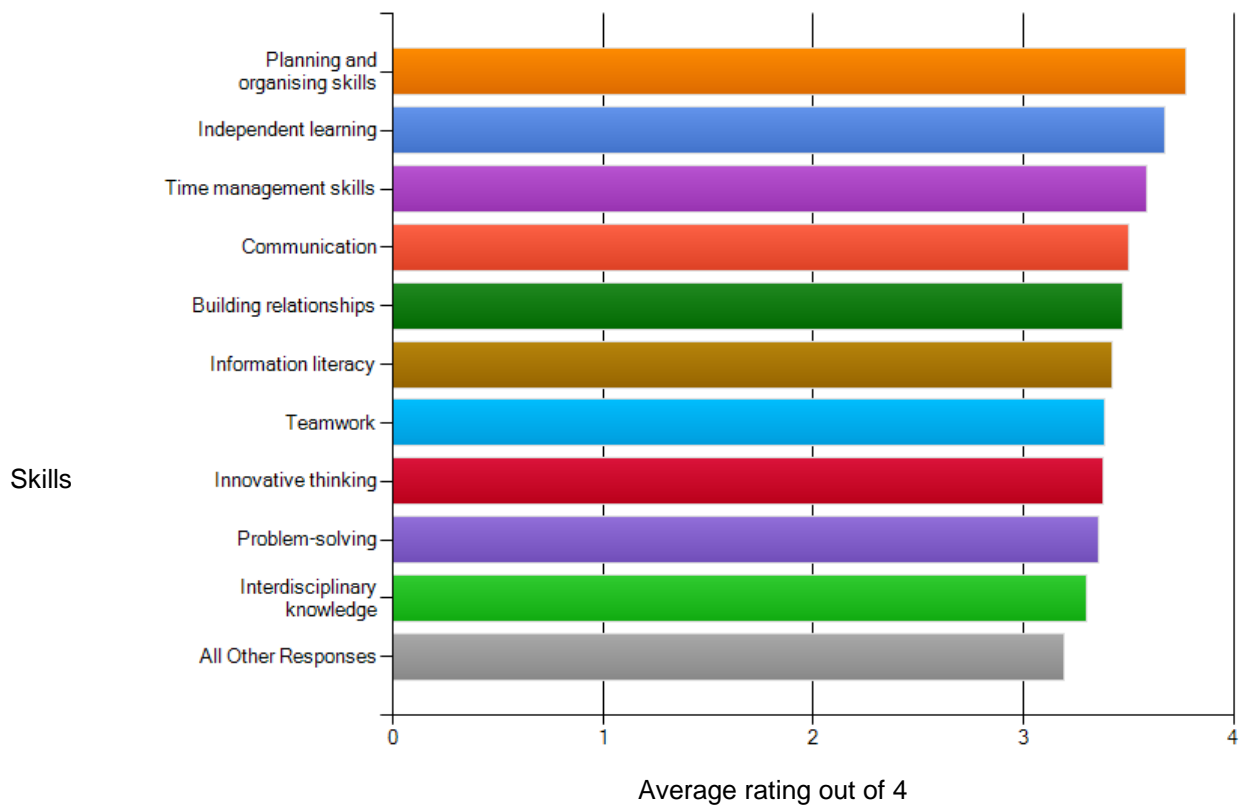
Figure 1: Graduates' current and previous roles



Skills learned at University

Figure 2 illustrates the key skills graduates learned from their University papers. The key skills learned from University courses were planning and organising (78.1%), independent learning (73.4%), time management (65.6%), communication (59.4%) and building relationships (57.8%). Part-time jobs held during university and related skills were rated as most useful (42.2%) in preparing them for work followed by the internships (37.5%).

Figure 2: Graduates' key skills learned from University papers



Skills needed to be successful in sport management as a woman

When asked what key attributes or skills women needed to be successful in sport management – building relationships came out most strongly (98.1%), followed by communication skills (96.2%), interpersonal skills and planning/organising both with 90.6%, and passion and drive with 88.7%. One quarter of the respondents felt that being a woman had hindered their career. In their qualitative responses, they stated that the sport industry was run like an ‘old boys club’, was male dominated.

Current sport environment holds male opinion over female opinion and boys give boys jobs (boys clubs) so I have found it useful to make friends with the right males and influence decisions via them - the way of the world right now

that a man in sport gets listened to more than a woman as illustrated by the fact there are more men on Boards than women. But I know there are a lot of very good people working to change that. I will keep working at things alongside those people and keep trying to shift the balance.

In my last position, I felt not taken serious. My boss treated me in a patronising and condescending way. I felt as though I had to prove myself, but of course when I did, his attitude towards me did not change.

I think it hinders pay packets and salary. I think you are also less likely to get promoted. There is still a lot of the old boys club attitude around

They also highlighted the challenges of raising a family and working in the environment, not being taken seriously and how emotionally draining working in the sport industry can be.

The workplace is still a male dominated arena. Most leadership is often based on long hours and hard work. Raising a family is still seen as the career interrupter and bosses give opportunities to others who don't have family commitments, e.g. travel.

I think your opinion can be overlooked at times if you have a tendency to express emotion / feeling about something (and I'm not talking about tears).

Career expectations

Sixty four per cent felt their career expectations to date had been met. Qualitative responses indicated that positive features of their careers included being promoted and receiving positive feedback, benefiting the community and developing others, as well as learning new skills. These experiences provided a sense of achievement to respondents and made them feel valued. They also liked to make a difference in people's lives.

1. Being capable to carry out a diverse range of skills and tasks 2. Being promoted into more responsibility and higher paid roles 3. Gaining experience that can be used in many areas.

Producing an event that gets the NZ public Active. Working within a team that fundraises \$1 mill for a worthwhile charitable cause. The level of responsibility I hold within my current role.

1. Making a difference in organisational delivery. 2. Assist people to develop and share knowledge and skill sets. 3. Thinking outside the box to solve a problem.

Promotion. Watching people improve their lives. Making a difference.

I felt that I had achieved something for the organisation that I work for and could see the growth in the six years I have been working for the organisation - it allowed me to feel like I had contributed something of worth and also that I was helping people with something that is very important to them.

Makes my work worthwhile, helping others to have a better life whether they participate in the event or they are helped because of the fundraising from the event. High level of responsibility looks good on my CV for future jobs.

The negatives included working long hours including weekends for low pay. Negative feedback, the impact of internal politics and in some cases the perceived lack of applicability of their degree to the work environment. These experiences led to increased levels of stress and some respondents also felt that their expectations of what roles a degree could lead to had not been met.

Long hours. Salary is not indicative of performance/effort. Salary is not on the same par as similar roles in different organisations.

Long hours not paid in event management, little advancement, few jobs in New Zealand –ended up in Australia where I got most of my career experience.

When I was working in the sports industry I wasn't very happy. The organisations actions were dictated by an unattached board who had no idea of the real runnings of the organisation. I felt very helpless. I was also over-worked and under paid.

Not being given the opportunities as I lacked experience. Sport roles in New Zealand

seem to be given to people on a 'who knows who' basis, rather than on what you know. Sport roles are very badly paid with an equivalent role in a different sector earning you \$20k more for the same role.

Being perceived as dumb because I studied sport. I am struggling to be able to change industries away from not-for-profit and local authorities and there are also no career progression or promotion possibilities within the sport industry.

Poor leadership in the Sport Sector, possibly due to low salaries that don't attract better leaders. Male dominated. I don't believe my degree means anything.

What would have prepared them better for the industry?

On reflection the respondents felt that they could have been better prepared for working in the sport industry by being exposed to more business courses, particularly project management, budgets and financial accounting and sport law. In addition, more opportunities for practical experience would have been welcomed and clarity around the realities of working in sport in terms of salary, working hours and career pathways.

Learning to balance needs and expectations of different volunteer groups.

Importance of work/life balance particularly when working in a predominantly volunteer driven sector. Dealing with uncertainty working in an industry often relying on gaming trust funds to employ people.

What jobs are out there and the pathways to those jobs. Also how many of those are there.

Just continued information on how sport is impacting, influencing our society, environment and people. More on leadership and ability to be positive. More on governance and best practice on management and administration systems.

More about the different career pathways there are for students with their degrees, often it is too general and we are only advised of a few jobs or career opportunities that are available to us post-graduation, but more job

specific training and to have a broad spectrum on what we can do with our degree would have been very helpful, as well as vocational assessments and job placement assistance perhaps.

Interviews with Graduates

Nine follow up interviews were arranged with graduates who indicated they were happy to be contacted after completing the survey. Three work in the sport sector, two in the tertiary education sector and the other four are working in different sectors. The two in the tertiary education sector have been there since graduation. Of the other seven, all but one initially worked in the sport sector after graduating. Also all bar one had postgraduate qualifications, in addition to an undergraduate degree in sport.

Most important skills learned at University

All of these graduates agreed that the key skills they had learnt at university were independent learning, planning and organising, and time management. However, there were a number of other skills that they felt had been useful and that they learnt from being at university. These included being able to write good reports, that what you learn at university doesn't necessarily always work in practice, the value of group work and two participants commented that the actual industry experience in terms of their internship had been a key for them.

One participant indicated that she needed all of those skills in order to be successful in her job. She said: *“certainly those three things are great and they are probably one of the reasons that I am really successful in my job at the moment because they are highly needed in the job. A lot of people don't have a set of skills and I guess you do learn that.”*

Two of the participants felt that time management was particularly important, but that it was associated with more than just being at university and that they both were active in sport, had part-time jobs and were trying to juggle those together with their study.

Most important skills for women

All of these graduates also agreed that the most important skills for women in the sports industry were interpersonal skills, communication skills and relationship building. The importance of relationship management was emphasised. As one of the participants indicated:

Relationship building would be more important to me than the other two. The women that I see doing better in this industry, are those who take the time to really get connections with the right people. So a woman who can do a presentation in a room with confidence is generally for me one who has already got those connections in that room. . . I think men can just generally stand up there and own a room. But if a woman has those personal connections in that respect, then I think she is going to stand out and own a room a little bit better.

Two of the participants also commented that they felt women in general had better communication and interpersonal skills. One of these felt that to some extent communication skills are inherent, but that you still have to learn much of this on the job when you face a new situation. One of the participants commented that:

I think if you've got those extra abilities it is going to help, because let's be honest most people in the sporting industry are still males. To me you need to be able to communicate and relate well with those people. I think that it is almost a little bit more important for females. Males can probably get by not being so good at that sort of thing.

Overall it was felt that these skills were more easily learnt on the job, as often students felt less confident while still at university.

Other skills that were identified as important were the need for self-confidence, project planning, leadership skills and how to position yourself particularly if you are young and short as it is difficult to sometimes be taken seriously. One of the participants observed:

I think leadership is also an important one for women. I feel and whether or not it is relative, that I look younger than I am and I'm quite short when I go into the field. I am working with CEOs and am trying to create strategic partnerships. I'm aware that some people do say to me after knowing me I had an initial perception of you. So having those skills and having them fine-tuned is really important to bridge that gap.

Similarly another participant said “because I'm small person people think that I am something else, and not necessarily a leader”. For these women it is often an extra effort to be taken seriously in the workplace, particularly when they have leadership roles.

Pay

Four of the participants commented on the pay discrepancy for women working in the sports industry. Their comments were generally prefaced around the long hours and the low pay that they had experienced in the sports industry, or seeing people they knew being in that situation. One of the participants commented that most of her friends from university did not end up in the sports industry because they were paid comparatively little. Her experience of interning for a regional sports organisation as a student was that she “*had three different managers during the time she was there and they were being paid less than \$35,000 a year and their workload was immense, that's insane*”.

Similarly one of the participants who is not working in the sports industry, but would be keen to work in the sector is thinking seriously about the viability of doing this as she said:

I know I would be taking a \$15,000 pay cut. It kind of breaks my heart a little bit that it would be a big step back for me because I would do something I potentially would enjoy more, but get paid much less for. Therefore, honestly, I am not looking at sports organisations.

The participant, who is keen to work in the sports industry indicated that “*any job in the sports industry is very low paid compared to what you can get with a qualification outside of the sector*”. She had applied for a job at SPARC and the range compared to the job that she is in now, was \$20,000 less.

For one of the women working in the sports industry, who would consider leaving, said that it was due to the:

Financial/career type stuff. So that would be the biggest thing from me. And I guess for women, it's not an issue for me at the moment, but it may be later in life, people have kids and families and things. You start working in sport, but like I see my colleagues that have kids and it is quite a lot of pressure on them trying to deal with family and night meetings and work and things like that especially if their partners are working in similar type roles. I guess it's what your priorities are with that. I could definitely see more women stepping out of sport than men.

Mentors

All but two had mentors. The idea of mentoring or ‘buddy’ systems has been trialled in many organisations. Some respondents had been through an official mentor system in their organisation. Most useful, however, were mentors that they had found through their own networks, not through an official channel. In response to ‘do you have a mentor’, respondents replied:

Not really. There’s no-one that I really think ‘I want to be just like that person’. I think I look at skills that different people have and think I’d like to be an accumulation of different people.

I have a collection of friends that I probably run things past. It depends what they can actually give to me.

My auntie is a bit of a mentor, she’s a nurse, and she strongly recommends that I get my basic nursing degree behind me in order to have that experience to be able to then go higher with it.

One did have an organisational mentor, as well as more informal networks:

Yes, so I have had a mentor and they’ve been there for me since I was an undergraduate student and that’s progressed on throughout my career, and they’ve been someone that as I’ve progressed and my role has progressed I’ve been able to go back to them for questions and different things about the industry.

Yes, I have over the last 18 months to two years had someone who is separate to my organisation that works quite high up in the sports industry. It came about that we worked together on a mutual relationship for athletes and that relationship has developed a lot, particularly over this year. She’s been someone who is in a very high position, who’s really lovely, who’s been not so much as a mentor, but I know I could go to her to ask questions about personal things or advice or information if needed.

Advice for current students

The advice they would give to current students included being realistic about your expectations, finding something that you're really interested in, network, get experience, that

the degree on its own is useless, being honest and not being complacent. Three of the participants commented that the current generation is very impatient and wants to have everything now. One of the participants commenting on herself suggested:

Probably generation wide we wanted and want it now. It doesn't always work. Have a plan to get to that position. Talk to people. Talk to people older than you who have done it and ask what they did.

This was echoed by one of the more mature participants who indicated:

One of the things I see from all graduates is that they have this unrealistic expectation that because they've got this degree now they are going to be starting way up here and the reality is you still got to get that experience. And I can back that up from my experience of having worked. I still had to start down the bottom, but the thing is that you progress faster and go further than the next person who hasn't got a piece of paper.

The other point she noted was that many of the current generation are very focused on themselves rather than on the team. She suggested:

There is certainly a different work ethic and culture around employment now with a new generation. From this group of people that I'm dealing with, who are the top 5% there is very little team work or camaraderie.

It was interesting that the graduates acknowledged the gendered nature of their work environment, which contradicted some of our expectations. They were very strategic about how they interacted with their environment. They knew that in order to survive, they had to build relationships and navigate their way through the politics. There was no mention of structural change within the organisations, which suggests these respondents were more willing to adjust how they acted to fit, rather than change the situation they were in.

Interviews with CEOs

Eight female CEOs of National Sports Organisations consented to be interviewed. All bar one had full-time roles.

Participant backgrounds

All eight participants were passionate about sport, with two having been elite athletes in their own right. As one of them said “*I am a sport geek you know I am crazy about sport*”. Three of the women had family interests in sport, either through their children or their wider family. Two participants had degrees in sport, two had degrees in business, two had teaching

backgrounds and two had no degrees. Five participants had extensive experience in the corporate and business world before joining the sports sector. Of the eight, only two participants had worked exclusively within the sports sector during their working careers. For most participants working in sport was not just about passion but was also about making a difference. As one participant noted for her it was “*the philanthropic feel good factor where she felt she was really making a difference to New Zealand*”.

Important skills focus on self-awareness and sense of judgement

The most important thing that came through over and over again from participants was the importance of relationship building. The following comment summarises the overall feeling:

Number one is relationship building, absolutely relationship building. If you don't build the relationship and a positive sort of relationship then you'll never get the next step of what you're thinking or goals or aspirations are. So if this person actually likes me then they will follow me. If they don't like me they will whip off over here and it doesn't matter what I put out there they will never agree with me. So for me relationships are absolutely incredibly important. Relationships with your board members and staff.

Other skills that were thought to be important included independence, having self-confidence, change management, understanding technology, networking, being able to communicate at a professional level and the value of marketing in terms of both relationship building and providing awareness of your organisation. As one participant said:

Business is all about people. You can be a great planner and organiser, but if you can't connect with people that falls down. I think that people who can connect have a high sort of EQ in order to understand people.

The other area highlighted by all participants was the importance of developing self-awareness and a sense of judgement. This was expressed in many different ways, but included comments such as “it is important to know where your weaknesses are”, and “you need to know yourself”. One participant indicated that:

Women have to build relationships in a slightly different way. I think generally you're in a situation where you are in the minority in a leadership role and so you have to sometimes think about how do you engage and get credibility and so a sense of judgement is important and it doesn't take much to get it wrong which we always do. .

. . . *Judgement is something I think we are forever learning and that is my biggest learning in different leadership settings is how you have to operate very differently in different settings and judgement around that - something you are always trying to fine tune.*

Being a woman in the sport sector

The consensus was that it is challenging being a woman in the sports sector. This is encapsulated by one of the participant's saying "*in sport and across most roles, without doubt it's not easy for women*". There was a perception that the sports sector itself was very challenging by being under resourced, the fact that there are lots of stakeholders and that generally being a CEO is quite a public position, that it is often lonely and that as a woman you are in a minority. It was therefore seen as important for women to understand how to communicate in different settings. One participant highlighted that for her, working in sport management was all about other people:

I think there are examples where elite sports people move into administration roles you know and I think that holds the sector back, because if you're an elite sports person it is all about me. When you're an administrator it's all about everyone else, it's not about you. And I think never the twain shall meet. . . Some of them are fantastic don't get me wrong, but we have some that come in with these blinkered glasses and the reality of working with people and relationships management and change management and adaptation is just beyond them because they've been firmly on an elite pathway.

Another indicated that it is about women having "*self-confidence, self-belief, understanding a little more about how they actually operate in an environment, you know how do they communicate in a meeting setting, how do they influence*". She did however acknowledge that many don't have access and/or resources to pursue leadership roles to gain the skills. Overall she commented that "*there are lots of things around the environment that need to change in terms of how people are selected and identified. And we just need more champions for women in the sports sector*". She emphasised that "*it was absolutely fundamental and important to have women leaders in sport, because it makes the sport sector more relevant, more capable and much better in terms of reaching out*".

Some also suggested that there were higher expectations of women in the sports sector and that they had felt marginalised at SPARC meetings, particularly for those women who are

from minority sports. Questions were raised about the inclusiveness of SPARC training, in that it was perceived as a macho world and not all were made to feel welcome. One of the participants recalled:

Going into a couple of SPARC seminars presented by men with a mixed participant group, but the men got priority over anyone, whether it was just the guys taking the course or not, that the women were sort of back here, the men were taking, taking. That was actually quite interesting because I've never encountered that before, so I wasn't sure whether it was a just the presenter of that course, but he engaged more with the men.

Another participant also referring to SPARC seminars commented how she can:

Be in the same room as one of the female CEOs from one of major sports and she gets all the kisses and hugs from all the Cricket New Zealand, Rowing New Zealand and Rugby New Zealand guys. But because I'm from a minority sport I don't get this. What they don't realise is that we are one of their biggest threats, because we've got the same target market and also the fifth most played secondary sport in the country.

Similarly, the old boys network was still seen as alive and well with few examples for women to follow.

The main hindrance was the old boys network and trying to break into that network. It's almost like you've got to kind of prove yourself above and beyond. Kind of takes time and is longer than if someone just accepted you for who you were and what you could bring.

Another participant said there is no doubt that the old boys network still exists.

I mean god some of it is just disgraceful. . . There is just not an understanding of the importance of having diversity. . . People just do not understand the fundamental importance of that. Not just because it is important to reflect society, but because of all the benefits that go with it - so it is still light years away from that realisation.

It was also suggested that the impact of being a woman pervades all levels of sport and this follows through to trust boards and funders. As one participant mentioned:

Even in the funding and sponsorship area, but particularly the charitable funding. I am absolutely convinced that this is still not above board. The directors on most of those are mostly men. The decisions are mostly around the key sports again particularly rugby, cricket and football. I continually experience that and it irritates

me around SPARC and the regional sports trusts. So I think they're the same although they pretend to be supportive of gender, I don't believe it is actual.

Two participants found it helpful being a woman in sports sector because they were different.

One participant suggested that:

There are a lot of women who feel that because they are up against a male environment, because it is dominated by males, they have to be hard-nosed and edged and lack femininity sometimes. I think if you're quiet, if you're focused, you know if you still have femininity - I think you can use it to your advantage .

She also went on to say that she felt that “*in her role she was sort of a-sexed*”, but overall she had found it helpful being a woman in the industry. Another participant commented that some people in the sector “*who are making a real difference they are women. It is actually because they stand out, because they are women and they are bringing a very different sort of dynamic to the setting*”. She also said that you can probably make an impact when “*there are only one or two women and you say some things. People remember what you say, but only to the extent that it is helpful and if what you were doing was good anyway*”. A number of the participants emphasised that they felt having strong skills around relationship building, empathy and interpersonal skills was an advantage for women in the industry. It was highlighted, however, that it depended on which organisation women were working, for in terms of how much they were disadvantaged or advantaged, by virtue of being a woman.

Pay

The other issue raised was that women get paid about 30 to 40% less than men by working in the non-commercial sector. One participant summarised this well:

The sport sector is underpaid across the board. I would say by at least 30 to 40%. You know for the skills and experience of the role within the corporate environment you would be paid significantly higher and there is a line of demarcation between men and women in senior roles as well.

She went on to say that:

If I was a graduate coming out into the sport sector it is not as attractive as other sectors, particularly corporate and I think this is really important because we actually need to attract graduates.

Another participant indicated that they had lost staff from the sport sector to the corporate environment as they were being paid more.

Money has definitely been a reason why we've lost staff. We've given them the opportunity to train with us, to build up their knowledge, to get their skills and then they've gone to the corporate world to get the kind of salaries that they wouldn't be able to get in sport.

Emphasising the importance of relationship skills within sport and their value outside the sport sector, this participant who came from the corporate sector went on to emphasise that:

If you can develop relationships in sport and then move into the corporate world you're an absolute hit in the corporate world, because your relationship skill ability is huge.

It was also mentioned that men are often afraid to rock the boat because they won't look good for speaking up in front of lots of other men. One participant who was asked to consider applying for a regional CEO sport position, did not do so, because the incumbent said:

The board needs a stir up and perhaps having a woman as the CEO might make a difference. And I said to him, well if it's only going to be a woman making a difference then I will find something else to do.

In order to work successfully with men one of the participants suggested that:

You have to be proud to be female and have to use those wonderful maternal female attributes that we've got to coerce men into liking you and if they like you they will work with you. . . Women don't feature on men's radar.

Skills required as a woman in the sector

In order to survive as a woman in the sport sector the participants highlighted how it was crucial to develop resilience, have confidence, to be able to regroup and be positive, to understand the politics in sport and have the ability to deal with changing environments and situations. Similarly, being able to pick your battles and sift through what is important, as well as not always being risk averse, were also highlighted as valuable skills. The importance of resilience was emphasised by all participants. This sentiment was well summarised by one participant:

You have to be incredibly resilient. It is not a place for soft people, because there is a lot of personal attack. It is not a popularity contest - so if you want to be popular,

sports is not the place for you. But it is a place where you can earn a lot of respect for being upfront and honest and consistent.

Some of these points were exemplified by the following observations:

In a leadership role your ability to be resilient and quickly regroup and set a positive tone is really, really important. When you're young you want everything to happen fast and when you're older you realise actually you've got time to think - now I just reflect a lot more. We need to be able to unbundle what actually happened and generally you realise that you take things quite personally, but actually really it's got nothing to do with you.

She also felt that it “was important to be able to read the situation where potentially I feel women have their antenna up a bit more”. Fundamentally, it was around:

The ability to be able to engage and inspire and galvanise, to create some sort of momentum. These are really fundamental important leadership skills I think. You know you might get a lot of small things wrong, but that ability to bring people with you and to be able to go and speak publicly and do things like that is quite important. It is how people perceive you as a leader and being an impactful communicator is really around that. You've got to strategically understand what you're doing and what you don't know - that's why I think sport is in a funny place. It's about how much technical knowledge do you need to know about a sport or not at all, to be an effective leader in the business. I think it's a really interesting question and I wonder sometimes if that's what women don't back themselves with.

Mentors

At the CEO level, the importance of having a mentor was clear. Again, the preference for an informal mentor relationship was noted:

I don't particularly value specifically set up mentoring because I believe that to have a mentor is to have somebody that you identify who you feel most comfortable with. ... The gentleman before me said, oh if you ever need to know anything you know don't hesitate to call me sort of style, but I did know the guy and we didn't have a very good sort of relationship. ... I believe that you have to pick your own mentors.

It was also clear that different situations called for different mentors and types of mentors:

I've got a number of different mentors, male and female, who I utilise, sort of sounding boards on different things ... And with the female it is generally about

chatting about what to do about it. With the male it's more a problem solving kind of thing.

Mentors have also been useful for participants as they are experienced and ensure that they don't 'reinvent the wheel':

It's more around challenging issues where I just want to know whether I'm on the right track or whether there's another way to skin the cat or using their networks to point me in the right direction. I never hesitate to ask for help. Funny thing is everything has always been done before and I think we would be naive to think that we were pioneers because nobody is ever a pioneer - so yes, and I use them quite freely.

Four respondents noted that being in a CEO position can be lonely. As one noted:

As a CEO you don't always have the luxury of going to a group, be it the board or your staff and saying you know I really had a shit day today. Or that meeting really didn't go very well or how should I structure this, because I'm not sure how to handle this.

Mentors were identified as a way of ensuring support without having to blur the lines within an organisation. As one of the participants indicated the mentoring was more of an ad hoc approach saying:

That's the nature of me. I read a lot. And I go and ask lots of questions. Then I will actually go out and find somebody who can help me on that issue.

She went on to say that she requested a person that she could work with once a month, following the SPARC leadership training and she has found that very useful.

Advice for current students

The key message here was for students to know themselves, become very self-aware, to understand their strengths and weaknesses, get as much experience as possible and to find their passion. One participant said:

Encourage them to perhaps do what they want to do and do it the best way that they can. Because even though there are rules on things, you still need to have a certain amount of 'you' in the role.

Another said "they need to find something which really rocks their socks".

The importance of being self-aware was highlighted by all participants. One of them encapsulated this well:

You need to be sure of who you are, of what you want, be confident, have faith in that and then go with it. Don't compromise on your own personal values in who you are as an individual. That doesn't mean you won't mature and grow and develop. But it does mean don't be afraid to be strong and believe in who you are.

They also encouraged students to ask lots of questions, to take time to reflect and invest in professional and personal development. This was exemplified by one of the participants who said "ask questions. If you don't know, ask. Don't pretend you know everything". One participant observed:

You are under a lot of pressure to do things like professional development, but you just can't get the time. So you tend to neglect your development. You need to work on your self-awareness daily and then you need to be able to take time to invest in yourself and where you're going, to make sure that you galvanise enough resources to look after yourself.

There was also encouragement to give things a go, find out what restricts you, and work on that. As one participant observed: "I think there is something about managing your own monsters and working out what it is that inhibits you". Another participant encouraged students by saying:

Don't be afraid to give things a go. You come to the fork in the road and your gut feeling, as a female, is a big thing. And what people tend to do is put up barriers against a gut feeling, and sort of think actually I can't do that, I can't do that. You know you put up reasons why not. I would suggest people put up reasons why they should do it.

Linked to this was the importance of gaining as much experience as possible. This was well summarised by one of the participants who recommended:

You need to take every single opportunity you can. So if someone says to you I've got two days' work experience in my office in the marketing team - grab it. And if someone says I'm going to a board meeting do you want to go and observe - grab it.

Specific skills that were highlighted included relationship management, negotiating skills, IT skills, fundraising skills, spread sheeting and finance, as well as the ability to network and communicate well. With respect to the negotiating skills one participant commented:

I think men generally are potentially better negotiators. I see that within my own team. Women are happy to sort of except things, without you know, questioning or coming back with a counter response.

One of the participants indicated that most of her staff, who had joined the organisation and were under 30, found it very hard to get out in front of people and pick up the phone. She said:

They desperately want to e-mail and text - it seems like they don't necessarily want to have a relationship. But relationships are what we are all about.

So it is very important that young people are able to connect on a personal level. This participant also emphasised, based on having worked in a range of sports organisation within New Zealand, that the pool of talent was very small and she felt that graduates did not come out with much strategic thinking, nor creativity, nor innovation.

Discussion

Employers across the different sectors consistently rate similar skills, aside from relevant qualifications, as critical when employing graduates. For example, the Australian Graduate Outlook Survey (2011) provided the following table (Graduate Careers Australia, 2012, p.16):

Table 5: Most important selection criteria when recruiting graduates, 2009-11 (Rank)

Selection Criteria	2009	2010	2011
Interpersonal and communication skills (written and oral)	1	1	1
Passion/Knowledge of industry/Drive/Commitment/Attitude	2	2	2
Critical reasoning and analytical skills/Problem solving/Lateral thinking/Technical skills	3	3	3
Calibre of academic results	4	4	4
Work experience	6	6	5
Cultural alignment / Values fit	7	5	6
Teamwork skills	5	7	7
Emotional intelligence (incl. self-awareness, strength of character, confidence, motivation)	8	8	8
Leadership skills	9	9	9
Activities (incl. intra and extra curricular)	10	10	10

Parks, Quarterman and Thibault (2010) suggest that sport management competencies are universal and have remained relatively stable over time. These include interpersonal skills, communication skills, planning and the ability to interact in a global and multicultural society. Furthermore, they argue that sport management competencies “are transferable,...are not limited to sport organizations (p.14).

The findings from this current research have highlighted the importance of relationship building, stakeholder management, communication and interpersonal skills, particularly self-awareness and having a sense of judgement for women in the sport sector. However, the graduates indicated that the key skills they had learned at university were planning and organising skills, independent learning and time management skills, suggesting a disconnect between what is required of women in the sports industry and what they are gaining from their university preparation.

As was highlighted in the background, the current curriculum for sport management students within New Zealand universities is very content focused. The only real opportunity that students have to develop the 'soft' skills highlighted by participants, at Massey University is in the compulsory practicum class. This is a 180 hours supervised work based placement. While a variety of group tasks are built in to the Sport Management and Policy papers at Otago, similarly to Massey, the only dedicated immersion into the sport sector is through the practicum, which is an elective. In the Sport Management and Strategy at the University of Otago, students are strongly recommended to make themselves as familiar as possible each week with current events in sport management. They are then asked to analyse these events within class. This approach has strengths, for example greater engagement in sport management, but is limited by students' varying degrees of motivation, different levels of understanding about the sector, and previous experience of the sector.

Most university courses in business are focused on teaching students theories and provide limited opportunity for them to apply these in practice. Recent research on the non-technical skills of Australian business graduates (Jackson & Chapman, 2012) highlights a similar situation. They conclude that there is a need for Australian business schools to reform their curriculum, in order to equip their graduates better with the leadership skills, including for example self-reflection, required by business. Based on this recent Australian research and the findings of this current research from New Zealand what needs to be done is, either integrate the recommendations from this research into existing curricula, or fundamentally change the way we teach. One way that this could be achieved is by focussing more on the development of process skills, rather than on information gathering skills.

For example, Flip-teaching is used in some secondary schools where in essence homework and class time are reversed. This means students get the content via video the night before and then work on applying that learning in the classroom. Clearly, some tertiary educators already use a similar approach, but maybe it is time to make this more mainstream rather than what is currently the norm. By adopting this sort of approach, there would be more opportunity to explore for example, students values, strengths and weaknesses and have real time project based learning linked in with industry. This would provide the learning environment to develop self-awareness, confidence, resilience, a sense of judgment, relationship management, interpersonal and communication skills. In essence 'lived experience' is required in order to develop these competencies.

The easier way to move the findings from this research from theory into practice, would be to integrate elements into existing papers. Clearly this is dependent on individual course controllers and would potentially also require the revision of paper learning outcomes. To some extent these could be added into practicum or internship type papers. However, traditionally these are 'left' until the final year rather than integrated during the students course of study. Opportunity to reflect on learning from day one at University, by drawing on both the formal experiences of the taught curriculum and the other activities students are engaged in – such as sport, music, and part-time jobs, could be facilitated through the use of e-portfolios, for example. This would enable students to identify how what they are learning is linked into other aspects of their lives and help achieve some of the competencies identified as necessary in this research. This, however would again require buy in from course controllers to move beyond the text book and class room to the wider development of students.

Another option would be to have a separate programme for female students, focusing on the competencies highlighted above, which would be run in conjunction with the standard curriculum. This approach has strengths and weaknesses. Its strengths would be to allow women to explore some of the opportunities that are available to them in sport management without a perceived or real need to justify 'special treatment' with men in the courses. It would also allow the programme deliverers to focus particularly on the concerns and opportunities raised by our participants. Also because it does not rely on individual course controllers, it could be made available to female students in general rather than just in one field of study. A programme to this effect has already been running successfully at Massey University over the last three years for final year female business students (details of the Achieving Career Excellence programme are available from Sarah Leberman). It is acknowledged that this is a short term measure, with the long term goal being curriculum reform. Its limitations are that accusations of 'special treatment' can undermine such programmes for participants and also for those who are outside the programme. Also, such a programme might face accusations of being unrealistic, as there are very few women only work environments in sport. Curriculum reform is, however, always a challenging exercise, particularly as there is still resistance within universities "to aligning undergraduate curricula with industry requirements" (Jackson & Chapman, 2012, p. 109). A more challenging and potentially fruitful approach would be to engage female and male students in a curriculum

that critically focussed on networking, relationship building, and career development, encouraging women and men to develop a full understanding of the gendered workplace and consider their own involvement within it.

Implications for tertiary teaching and learning practices

We currently know very little about the University and career experiences of sport management graduates in general and women in particular. What we do know is that women continue to be underrepresented in leadership positions in sport throughout the world (Cameron, 1996; Leberman & Palmer, 2009; McKay, Messner, & Sabo, 2000). By gaining an insight into the expectations and experiences of recent graduates and those women who are in CEO positions, we have contributed to the understanding of the field both from a theoretical and applied perspective. In order to increase the number of women in sport management leadership positions it is important to understand both how university courses prepare their female students for future careers and also how women in leadership positions have progressed their careers. Combining these two data sets provides a clearer picture of women's careers in sport management and enables recommendations to be made to both universities and sports organizations.

The main benefit to tertiary teaching and learning practices is evidence based data with which to make informed decisions about the way female students are prepared for the workforce. To date the same curriculum is provided for all students, however the findings suggest there is a case for adapting the curriculum to better meet the needs of female students so that they can graduate and start their working careers, as well prepared as their male counterparts.

Whilst sport management graduates provided a discrete group for this research, it is anticipated that benefits from the findings may be broadly transferrable to improve the 'career readiness' of other female graduates. Potentially, the findings could benefit all female students, but in the short term the benefits could accrue to female sport management students in New Zealand of which there are currently approximately 300.

This project links very clearly with providing the best possible educational outcomes for all tertiary learning, as well as the TEC's aim of producing work ready graduates. Clearly we are currently not preparing our female students as well as we could, and understanding what else could be done to improve the situation will address the on-going issues of women's underrepresentation in leadership positions across the board (McGregor, 2010), and go some way to reducing the pay inequities which exist one year out from graduation and compound in subsequent years.

The findings suggest that there is a disconnect between the expectations female students have of the sports industry and how they are prepared for working in it. It is also interesting to note that many had left the sports industry within a few years of graduating. This has raised questions for us regarding our curricula and how well they serve the needs of our graduating female students. Within our own institutions we are able to lobby for changes to the curriculum, which would ideally include more opportunities to put them into practice through internships or similar. Similarly, given the importance of relationship building skills we have put in place more group project work for our classes going forward. However, as recommended below, many of these changes are quite fundamental to the way whole degree courses are structured, requiring a rethink of graduate attributes and how to achieve these – starting from day one year one. These changes will not happen overnight, however as recommended below there are some changes that can be made in the short term to better prepare female graduates for the work place. Based on our findings we have a number of key recommendations for tertiary organisations with sport management courses in particular, but also more generally business courses:

1. Integration of structured opportunities to develop self-awareness in the curriculum from Year 1.
2. Provide maximum opportunities for integrating the skills learned in part-time work whether sport related or not to the taught curriculum.
3. Encourage students to volunteer as much as possible throughout their time studying. This would include for credit internships, as well as not for credit opportunities.
4. The importance of developing relationship management skills cannot be over emphasised. Providing structured development opportunities to develop this skill set from Year 1 is imperative.
5. Providing explicit career development planning opportunities in the curriculum, including the range of opportunities available within the sector.
6. Including discussions about work-life balance in the curriculum and the particular challenge this presents for women as they enter the workforce.
7. Including the development of negotiation skills in the curriculum.

References

- Allin, L. & Humberstone, B. (2006). Exploring careership in outdoor education and the lives of women educators. *Sport, Education and Society*, 11, 135-153.
- Cameron, J. (1996). *Trail blazers: Women who manage New Zealand sport*. Christchurch, New Zealand: Sports Inclined.
- Cresswell, J. W. (2003). *Research design - qualitative and quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.
- De Vos, A. (2010). Generation Y's expectations for first job remains very high. Retrieved 26 January, 2011, from http://knowledge.vlerick.com/Article/ResearchTopics/human-resource-management/106_generation-ys-expectations-job-remain-high.aspx
- Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston, MA: Harvard Business School Press.
- Graduate Careers Survey (2012). *Graduate Outlook 2011: The report of the Graduate Outlook Survey*. Melbourne, Victoria.
- Hillary Commission for Sport Fitness and Leisure. (1998). *Winning Women Charter*. Wellington, New Zealand: Hillary Commission for Sport Fitness and Leisure.
- Jackson, D. & Chapman, E. (2012). Non-technical skill gaps in Australian business graduates. *Education + Training*, 54(2), 95-113.
- Leberman, S.I., & Palmer, F.R. (2009). Motherhood, sport leadership and domain theory: Experiences from New Zealand. *Journal of Sport Management*, 23, 303–334.
- Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2 ed., pp. 162-188). Thousand Oaks, CA: Sage.
- McGregor, J. (2010). *New Zealand census of women's participation*. Wellington, New Zealand: New Zealand Human Rights Commission.
- McGregor, J., & Fountaine, S. (2006). *New Zealand census of women's participation 2006*. Wellington, New Zealand: Human Rights Commission & Massey University.
- McKay, J., Messner, M., & Sabo, D. (2000). Studying sport, men, and masculinities from feminist standpoints. In J. McKay (Ed.), *Masculinities, gender relations, and sport*. (pp. 1-11). Thousand Oaks, CA: Sage.
- McRobbie, A. (2009). *The aftermath of feminism: Gender, culture, and social change*. London: Sage.

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2 ed.). Thousand Oaks, CA: Sage.
- Moore, M. E., & Konrad, A. M. (2010). A reflection of the contributions of “Women in sport management: advancing the representation through HRM structures”. *Gender in Management, 25*(2), 100-103.
- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *The Journal of Counseling Psychology, 52*, 250-260.
- New Zealand Olympic Committee. (2007). *Gender balance in Olympic sport leadership*. Wellington, New Zealand: New Zealand Olympic Committee.
- Parks, J.B, Quarterman, J. & Thibault, L. (2010). Managing sport in the 21st century. In P.M. Pedersen, J.B. Parks, J. Quarterman and L. Thibault (Eds) *Contemporary Sport Management* (pp.4-27). Human Kinetics, Champaign, IL.
- Roper, E.A. (2008). Women’s career experiences in applied sport psychology. *Journal of Applied Sport Psychology, 20*, 408-424.
- Shaw, S. (2006). Gender suppression in New Zealand regional sports trusts. *Women in Management Review, 21*(7), 554-566.
- Shaw, S., & Hoerber, L. (2003). "A strong man is direct and a direct woman is a bitch": Gendered discourses and their influence on employment roles in sport organizations. *Journal of Sport Management, 17*, 347-375.
- Seng, J. S. (1998). Praxis as a conceptual framework for participatory research in nursing. *Advances in Nursing Science, 20*(4), 37-48.
- Spicer, N. (2004) Combining Qualitative and Quantitative Methods. In C. Seale (Ed.), *Researching Society and Culture* (pp. 294-302). London: Sage Publications Ltd.
- Sullivan, S. E., Forret, M. L., Carraher, S. M., & Mainiero, L. A. (2009). Using the kaleidoscope career model to examine generational differences in work attitudes. *Career Development International, 14*(3), 284-302.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. London: Sage Publications.
- Van Manen, M. (1990). *Researching the lived experience: Human science for an action sensitive pedagogy*. Albany, NY: State University of New York Press.

Appendix 1: Semi-structured interview questions for graduates

- Background etc., quick review of career to date
- Follow up on Q14 – Independent learning, planning and organising, and time management were three most important skills learned at University: why is this and how did you learn those through your degree?
- Interpersonal skills, communication, relationship building, were 3 most important skills for women: why is this and how have you learned them
- Can you give us an idea of when you have felt positive about your work and when not?
- What were the factors that influenced these times?
- What's it like being a woman in the sport industry?
- If applicable, why did you leave the sport sector?
- Has there been anyone who you would consider to be a mentor in your working life – tell us about that
- Where do you think you will be in 5-10 years' time?

Appendix 2: Semi-structured interview questions for CEOs

- Background etc., quick review of career to date
- Follow up on Q14 – Independent learning, planning and organising, and time management were three most important learned at University: Do they agree, how did they learn these skills, and are their thoughts on this? Are there any other education based skills they might consider important?
- Interpersonal skills, communication, relationship building, were 3 most important skills for women: Do they agree, how did they learn these skills, what are their thoughts
- Can you give us an idea of when you have felt positive about your work?
- What were the factors that influenced these times?
- Can you give us an idea of when you have not felt positive about your work?
- What were the factors that influenced these times?
- Has being a woman ever helped or hindered you in the sport industry?
- Has there been anyone who you would consider to be a mentor in your working life – tell us about that
- If you could tell yourself 15 years ago two pieces of advice regarding your career what would they be?
- Have you ever considered working in another sector? Why?
- Where do you think you will be in 5-10 years' time?