Ontario High School Sport: An Investigation of Organizational Design and its Context

by

Lindsay A. Sarson

A thesis presented for the degree of Master of Arts in Applied Health Science

Faculty of Applied Health Science
Brock University
St. Catharines, Ontario

Lindsay A. Sarson @ 2005
In 2002, The Ontario Federation of School Athletic Associations (OFSAA) identified that in providing extracurricular sport programs schools are faced with the 'new realities' of the education system. Although research has been conducted exploring the pressures impacting the provision of extracurricular school sport (Donnelly, Mcloy, Petherick, & Safai, 2000), few studies within the field have focused on understanding extracurricular school sport from an organizational level. The focus of this study was to examine the organizational design (structure, systems, and values) of the extracurricular sport department within three Ontario high schools, as well as to understand the context within which the departments exist.

A qualitative multiple case study design was adopted and three public high schools were selected from one district school board in Ontario to represent the cases under investigation. Interviews, observations and documents were used to analyze the extracurricular sport department design of each case and to better understand the context within which the departments exist. As the result of the analysis of the structure, systems and values of each case, two designs emerged- Design KT1 and Design KT2. Differences in the characteristics of design archetype KT1 and KT2 centered on the design dimension of values, and therefore this study identified that contrasting organizational values reflect differences in design types. The characteristics of the Kitchen Table archetype were found to be transferable to the sub-sector of extracurricular school sport, and therefore this research provides a
springboard for further research in organizational design within the education sector of extracurricular high school sport.

Interconnections were found between the data associated with the external and internal contexts within which the extracurricular sport departments exist. The analysis of the internal context indicated the important role played by organizational members in shaping the context within which the departments exist. The analysis of the external context highlighted the institutional pressures that were present within the education environment. Both political and cultural expectations related to the role of extracurricular sport within schools were visible and were subsequently used by the high schools to create legitimacy and prestige, and to access resources.
The Master’s journey is coming to an end, but my journey in academics is only just beginning. My future in academics is a result of many supportive faculty and friends who have taught me so much along the way and I would like to express my sincere gratitude to these people. My Master’s experience was largely shaped by the friendship, guidance and support extended to me by my thesis advisor, Dr. Julie Stevens. I have been very fortunate to have had the opportunity to work with an advisor who cares so much about the betterment of her student and who goes out of her way to offer guidance and assistance at any time. Even during her maternity leave she took the time to ensure that I was on the right track. I am grateful for her encouragement and the confidence that she instilled in me throughout the Master’s process. I would also like to thank Dr. Nick Holt, Dr. Lisa Kikulis, and Dr. Joanne MacLean for acting as members of my thesis advisory committee. Each of you have supported me throughout this process and have offered some valuable comments that have undoubtedly strengthened the quality of my work. I also wish to give thanks to Dr. Nick Holt for deepening my love of qualitative research. The way in which you look at research methodology has inspired me and because of your qualitative research methods course my enthusiasm for research methodologies continues to blossom.

I would like to thank the external examiner, Dr. Jim Weese. I appreciate the time you have taken to be a part of my defense. Also, Dr. Mike Plyley, thank-you for acting as Chair during the proposal and defense process.

Finally, for the friendship and support from both my husband Towen, and fellow Master’s student Valerie Sheppard I am grateful. Val, I have valued your friendship and have appreciated your words of encouragement. The quality of your work has inspired me and has pushed me to aspire for more. Towen, I am deeply appreciative of your love, support and unwavering encouragement throughout this challenging and sometimes overwhelming process. You were always there to remind me that I can do it, and that I should take time to relish in all that I have accomplished- Thank-you!
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>Theoretical Context</td>
<td>11</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>Research Approach</td>
<td>46</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>Context Findings</td>
<td>79</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>Design Findings</td>
<td>107</td>
</tr>
<tr>
<td>Chapter 6</td>
<td>Conclusion</td>
<td>194</td>
</tr>
<tr>
<td>References</td>
<td></td>
<td>203</td>
</tr>
<tr>
<td>Appendix A</td>
<td>Framework for Sources of Documentation</td>
<td>213</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Interview Guide</td>
<td>214</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Sensitizing Framework for Field Observations</td>
<td>221</td>
</tr>
</tbody>
</table>
List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>A Chronology of Events Impacting the Education System</td>
<td>2</td>
</tr>
<tr>
<td>Table 2</td>
<td>The Breakdown of Interview Questions based on Content</td>
<td>67</td>
</tr>
<tr>
<td>Table 3</td>
<td>Dimensions of Design: Extracurricular Sport Department of Husky School</td>
<td>108</td>
</tr>
<tr>
<td>Table 4</td>
<td>Dimensions of Design: Extracurricular Sport Department of Renegade School</td>
<td>131</td>
</tr>
<tr>
<td>Table 5</td>
<td>Dimensions of Design: Extracurricular Sport Department of Spartan School</td>
<td>158</td>
</tr>
<tr>
<td>Table 6</td>
<td>Extracurricular Sport Department Design Configurations</td>
<td>184</td>
</tr>
</tbody>
</table>
Figure

Figure 1: Amateur Sport Organization Design Archetypes
CHAPTER 1
INTRODUCTION

The importance of extracurricular school sport has been identified within the literature, as it has been accredited with providing experiences that further the total development of students (Holland & Andre, 1987). Some of the many benefits gained by students who participate in extracurricular school sport include: higher grade point averages, better attendance records, lower drop out rates, lower rates of smoking and drug use, and lower rates of teen pregnancy (Donnelly, Mcloy, Petherick & Safai, 2000; Holland & Andre, 1987). The importance of sport within schools has also been identified by the Sub-Committee of Sport in Canada (1998). They pointed to schools as the root of sport development in Canada. Furthermore, as established by Donnelly et al. (2000) school sport provides the most democratic and accessible opportunity to participate in Canadian society, and therefore highlights the importance of its provision within the education system.

In recent years, extracurricular school sport in Ontario has faced some turbulent times, largely due to the many changes that have occurred in the province’s education system. Commencing in 1995 a number of important events have occurred that have impacted not only the education system as a whole, but also extracurricular school sport (See Table 1 for a chronology of events). Specifically, the Ministry of Education implemented a challenging plan to reform Ontario’s publicly funded education system (Ministry of Education, 2001). The focus of its plan was to create an education system that emphasized excellence, achievement and accountability (Ministry of Education, 2001). Some of the key elements included, the introduction
Table 1
A Chronology of Events Impacting the Education System, and Co-instructional Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Bills/Events</th>
<th>Impact on Co-instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>The commencement of the Ministry of Education’s Plan to reform the education system. A focus was placed on creating an education system that emphasized excellence, achievement, and accountability (Ministry of Education, 2001).</td>
<td>The desired changes resulted in tensions between the Ministry of Education, and teacher’s unions because of opposing views concerning the intended changes (Jenish, Wilson-Smith, Chisholm &amp; Janigan, 1997).</td>
</tr>
<tr>
<td>1997</td>
<td>Bill 160- the Education Quality Improvement Act was introduced. Some of the issues presented in the Bill included the reduction of class preparation time for secondary teachers by one-third, a reduction in the number of teachers’ professional development days, and a reduction in the time set aside for exams (Jenish et al., 1997).</td>
<td>The reaction to Bill 160 from teachers and teacher’s unions was explosive. A two week teacher strike took place, which resulted in 2.1 million students not being able to attend school, and the abolishment of co-instructional activities, such as extracurricular school sport during this period (Jenish et al., 1997). Also, because of changes in preparation time, and greater work loads for teachers, the levels of co-instructional activities diminished within schools. Therefore, the traditional levels of co-instructional activities in schools prior to Bill 160 did not resume to normal levels following the Bill.</td>
</tr>
<tr>
<td>1999</td>
<td>Period of collective negotiations between the Ministry of Education and teacher’s unions</td>
<td>The Ontario District School Board to demonstrate its frustrations with Bill 160 used the reduction or withdrawal of co-instructional activities as a bargaining tactic with the Ministry of Education. In 1999, 75% of public high schools had reduced or had no extracurricular activities within schools (Mackie, 2000).</td>
</tr>
<tr>
<td>2000</td>
<td>Bill 74- the Education Accountability Act was introduced. The bill included issues such as, provisions for the accountability of school boards, limitations on average class sizes, and the minimum teaching assignments of classroom teachers in secondary schools (Advisory Group on the Provision of Co-instructional Activities, 2001).</td>
<td>The reaction to Bill 74 from teachers was pessimistic and resulted in the continued diminishment of the relationship between the Ministry of Education, and teacher’s unions. Also, during this period, the provision of co-instructional activities within the majority of schools remained minimal (Advisory Group on the Provision of Co-instructional Activities, 2001). Traditional levels had yet to return</td>
</tr>
<tr>
<td>2001</td>
<td>Resulting from concerns that students were</td>
<td>The study highlighted the distress experienced by Ontario schools in providing</td>
</tr>
</tbody>
</table>

---

1 Co-instructional activities refers to activities that include but are not limited to school-related sport, arts and cultural activities, parent-teacher and pupil-teacher interviews, letters of support of pupils, staff meetings and school functions (Advisory Group on the Provision of Co-instructional Activities, 2001).
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Bill 80 - the Stability and Excellence Education Act was introduced.</td>
<td>The act was used to implement some of the key recommendations of the Minister’s Advisory Group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The bill has been accredited with removing the major impediments that led some teachers to discontinue participating in co-instructional activities. The bill also changed the significance of co-instructional activities.</td>
</tr>
<tr>
<td>2002</td>
<td>The Ontario Federation of Athletic Associations (OFSAA) coordinated a</td>
<td>The report created awareness of the continuing challenges facing extracurricular sport provision within schools. Some key issues of concern included: equity, governance, funding, role of school sport, leadership, and human resources. Also, the report indicated that the education system has changed, and these changes have created the ‘new realities’ under which extracurricular school sport must operate.</td>
</tr>
<tr>
<td></td>
<td>retreat to understand the major issues facing school sport to formulate</td>
<td>recommendations. Although, the levels of co-instructional activities were slowly returning to ‘traditional’ levels (i.e., the co-instructional levels visible prior to Bill 160) schools were still facing many challenges in providing co-instructional activities, such as extracurricular school sport.</td>
</tr>
</tbody>
</table>
of a more rigorous and comprehensive curriculum from Kindergarten to Grade 12, regular province wide testing for students, and a comprehensive teacher testing program (Ministry of Education, 2001). The changes have resulted in tensions between the Ministry of Education, and teachers because of opposing views concerning the intended modifications (Jenish, Wilson-Smith, Chisholm & Janigan, 1997).

In an effort to reform the education system, the introduction of legislation began in 1997 with Bill 160, the Education Quality Improvement Act. Some of the issues presented in Bill 160 included the reduction of class preparation time for secondary teachers by one-third, a reduction of the number of teachers’ professional development days, and a reduction in the time set aside for exams (Jenish et al., 1997). The reaction to Bill 160 from teachers’ unions and teachers was explosive and resulted in a strike giving 2.1 million children in Ontario an unscheduled holiday (Jenish et al., 1997). After a period of approximately two weeks, teachers announced their return to the classroom (Jenish et al., 1997).

Although teachers were returning to the classroom, a satisfactory agreement had not be reached by both parties, as many teachers were still strongly opposed to Bill 160. As a result, many teachers feared that their disgruntled feelings would have an everlasting impact in schools (Jenish et al., 1997). Furthermore, because a satisfactory resolution was not reached, tensions between both parties persisted into the following years.

Following Bill 160 was the introduction of the Education Accountability Act, Bill 74 in 2000 (Advisory Group on the Provision of Co-instructional Activities,
2001). Bill 74 included issues such as, "provisions for the accountability of school boards, limitations on average class sizes, and the minimum teaching assignments of classroom teachers in secondary schools" (Advisory Group on the Provision of Co-instructional Activities, 2001, p. 4). The reaction to Bill 74 by teachers was pessimistic, and therefore its introduction further diminished the poor relationship between the Ministry of Education and teachers’ unions (Advisory Group on the Provision of Co-instructional Activities, 2001). Due to the introduction of legislation, and the subsequent Ministry of Education-teacher tensions that resulted, new realities within the education system were beginning to surface.

Co-instructional activities within the schools were greatly impacted by both Bill 160 and Bill 74. Co-instructional activities refers to activities that include but are not limited to “school-related sports, arts and cultural activities, parent-teacher and pupil-teacher interviews, letters of support of pupils, staff meetings and school functions” (Advisory Group on the Provision of Co-instructional Activities, 2001, p. 3). As a result of the legislation, teachers withdrew from participating in a variety of co-instructional activities, including school sports. More specifically, in 1999, 75% of public high schools had reduced or eliminated extracurricular activities within schools (Mackie, 2000). The reduction or withdrawal of co-instructional activities was a result of the Ontario district school boards’ use of co-instructional activities, such as school sport as a bargaining tactic to influence the outcome of the collective negotiations that were occurring during 1999 (Advisory Group on the Provision of Co-instructional Activities, 2001).
As a result of the deterioration of co-instructional activities within schools, there was a fear that students were losing out on an important part of their education (Advisory Group on the Provision of Co-instructional Activities, 2001). In 2001, the Minister of Education appointed a five member advisory group to recommend measures to ensure improved access to co-instructional activities for Ontario students. The Minister’s Advisory Group conducted a study to explore how school communities were delivering co-instructional activities in Ontario; to investigate models for the delivery of co-instructional activities in other provinces; and to recommend changes at the local, regional, and provincial levels to ensure that co-instructional activities were being delivered effectively within Ontario’s Schools (Advisory Group on the Provision of Co-instructional Activities, 2001).

The findings of the study conducted by the Minister’s Advisory Group highlighted the distress experienced by Ontario’s schools in providing co-instructional activities. Specifically, three key issues were found to challenge “the ability of Ontario’s education system to provide co-instructional activities: respect, time, and resources” (Advisory Group on the Provision of Co-instructional Activities, 2001, p. 6). First, due to the teacher strikes in 1999 and the resulting demise of the provision of co-instructional activities in Ontario’s schools, the respectability of teachers and the teaching profession diminished, perpetuating further the reluctance of teachers to participate in and lead co-instructional activities, such as school sport (Advisory Group in the Provision of Co-instructional Activities, 2001). Second, when teachers were faced with the introduction of the Education Quality Improvement Act (Bill 160) in 1997, they experienced a considerable change in the
preparation time allotted to them, thus creating greater workloads and less available time to participate in co-instructional activities (Advisory Group on the Provision of Co-instructional Activities, 2001). Finally, because there is no specific line item in the Ministry of Education’s funding formula for co-instructional activities, their programs were and are currently forced to compete with other board programs for financial resources (Advisory Group on the Provision of Co-instructional Activities, 2001). Therefore, to fund co-instructional activities school boards used any available funds from their general operating revenues.

Information provided by schools which reported success in maintaining traditional levels of co-instructional activities during 1999, 2000, and 2001 was used by the Minister’s Advisory Group to establish recommendations. To enhance co-instructional activities, the Minister’s Advisory Group believed that the areas of respect, time, resources, and community involvement needed to be revised (Advisory Group on the Provision of Co-instructional Activities, 2001). The revisions would result in “teachers [being] more inclined to participate in co-instructional activities and have more time to participate; boards and schools would have more resources for co-instructional activities; and community volunteers would be encouraged to support teacher leaders” (Advisory Group on the Provision of Co-instructional Activities, 2001, p. 15).

Following some of the key recommendations of the Minister’s Advisory Group, Bill 80, the Stability and Excellence in Education Act was introduced in 2001 (Ontario Federation of School Athletic Associations, 2002). This legislation “removed the major impediments, which had led to some teachers discontinuing
participating in co-instructional activities [and] it also changed the significance of co-instructional activities” (Ontario Federation of School Athletic Associations, 2002, p. 40). This was accomplished by shifting responsibility of co-instructional provision from local athletic associations or associations of teacher-coaches to school boards. District school boards were now responsible for developing plans for the delivery of co-instructional activities, and every secondary school was obligated to create a more detailed co-instructional plan (Ontario Federation of School Athletic Associations, 2002). Additionally, principals were now responsible for assigning teachers to co-instructional activities within the school (Ministry of Education, 2000). Therefore, Bill 80 sought to ensure that schools board and schools were more accountable for their co-instructional activities, thus leading to the heightened interest in ensuring quality co-instructional activities (Ontario Federation of School Athletic Associations, 2002).

With the introduction of Bill 80, co-instructional activities, such as school sport now operate under the new realities of the education system. Although Bill 80 sought to resolve some of the challenges facing the provision of co-instructional activities, in 2002 the Ontario Federation of School Athletic Associations (OFSAA) identified that many challenges still faced school sport programs in Ontario high schools (Ontario Federation of School Athletic Associations, 2002). In an effort to understand these challenges, and to formulate recommendations, OFSAA coordinated a retreat in which key OFSAA partners in school sport gathered. As outlined in the 2002 New Rules New Game New Realities report, several issues were prioritized for “proposals for action” in looking to address the challenges facing school sport. A few
of the issues of concern included: equity, governance, funding, role of school sport, leadership, and human resources (Ontario Federation of School Athletic Associations, 2002).

Interestingly, in both the Minister’s Advisory Group on the Provision of Co-instructional Activities (2001) report and the New Rules New Games New Realities (2002) report from OFSAA, there are resounding similarities in the issues presented, as well as the recommendations outlined for the future successful provision of sport in Ontario’s schools. This might suggest that minimal progress was made following the Minister’s Advisory Group 2001 report. As a result of the implementation of Bill 160, Bill 74, and Bill 80, and the reaction to this legislation by teachers, the climate within the general education system and the specific co-instructional program area shifted. School boards and schools now face new realities under which co-instructional activities, such as school sport must operate.

Given the significance that has been attributed to extracurricular school sport on the educational experience and development of students (Chen, 1999; Curtis & McTeer, 1999; Ha, Johns, & Macfarlane, 2001; Hardman & Marshall, 2000), and because of the turbulence experienced by extracurricular sport in Ontario schools since Bill 160 in 1997, the value of conducting a study that seeks to better understand the nature of extracurricular school sport through, first an examination of the organizational design of extracurricular sport departments within three Ontario high schools, and second an exploration of the context according to the internal and external environments of the three cases is warranted. Moreover, due to a lack of literature that examines Canadian educational sport, this findings of this study can be
used to advance our understanding within an otherwise unexplored sector of sport management.

A multiple case study design was used to examine the current organizational design of the extracurricular sport departments in three Ontario high schools, as well as to better understand the context within which they exist given the 'new realities' of the education system. Two key research questions were explored:

1. What is the organizational design (structures, systems, and values) of each case?
2. What is the nature of the context in which the cases exist?
CHAPTER 2
THEORETICAL CONTEXT

Within this study, two objectives have been identified: a) to examine the organizational design of the extracurricular sport departments within three Ontario high schools and b) to develop a better understanding of the context within which the extracurricular sport departments of three Ontario high schools exist. The first section of this chapter will take a look at the dimensions of organizational design, while the subsequent section will explore the context of organizational design by examining organizational theories that describe the role of external and internal environments.

Dimensions of Organizational Design

The early work of organizational design theorists was focused on the concept of structure (Hinings & Greenwood, 1988; Mintzberg, 1979). From this work, taxonomies and typologies of organizations were developed. The traditional approach, with its focus on structure was most concerned with achieving "calculable and predictable control of organizational performance" (Hinings & Greenwood, 1988, p. 8). However, because of a focus on structure, Hinings and Greenwood (1988) argued that much of the contemporary work studying organizational design neglected to look at organizational systems. An organizational system refers to the design elements associated with the principles of organizing.

Instead of defining organizational design based on structural components, Hinings and Greenwood (1988) proposed a more holistic view that incorporated the processes and systems that activate the structural frameworks of an organization. By
incorporating of both structures and systems the ‘holistic’ view of organizations moved away from the traditional ‘partist’ approach which analyzed a limited number of variables in a discrete fashion (Hinings & Greenwood, 1988). Essentially, the holistic approach views organizations as being “composed of tightly interdependent and mutually supportive elements such that the importance of each element can be best understood by making reference to the whole configuration” (Miller & Friesen, 1984 as cited in Hinings & Greenwood, 1988, p. 9).

With the emergence of the holistic approach in organizational theory came the notion of archetypes (Hinings & Greenwood, 1988). From the work of Mintzberg (1979) which focused on the structural elements of organizations, to the work of Miller (1987) which incorporated elements of strategy, structure, and environment, to the work of Hinings and Greenwood (1988) which defined the notion of archetypes, the adoption of a more comprehensive view of the influential variables constituting organizational design was developed. Therefore, organizational design came to be viewed as incorporating three key dimensions—structure, systems, and values.

The notion of archetype, which can be defined as “clusters of prescribed and emergent structures and systems given order or coherence by an underpinning set of ideas, values, and beliefs, i.e., an interpretive scheme” (Hinings & Greenwood, 1988, p. 2) highlighted the relevance of the three dimensions in establishing a pattern of design. Thus, it is argued that the design configuration of an organization is best investigated through the comprehensive assessment of structure, systems and values within an organization. It is the synthesis of these components that shape the prevailing conceptions of what an organization should be doing, how it should be
doing it, and how it should be judged (Hinings & Greenwood, 1988). For the purpose of this study, a comprehensive inclusion of the dimensions of structure, systems, and values defined organizational design.

Organizational Structure

Mintzberg (1979) suggested that the structural components of organizations were a primary focus in the early work of organizational theorists. He defined the structure of an organization as the “sum totals of the ways in which it divides its labor into distinct tasks and then achieves coordination among them” (p. 2). Empirically and theoretically supported within the sport management literature, three core dimensions of structure emerged: specialization, standardization, and centralization (Kikulis, Slack, & Hinings, 1992; Slack & Hinings, 1987). As identified by Slack and Hinings (1987) the three dimensions represent the central issues of organizational design, and typologies of organizational structure were developed through the investigation of these dimensions and their interrelationships. For the purposes of this study, an exploration of the three dimensions of specialization, centralization, and standardization were used to conceptually understand the structural dimension of design.

First, specialization refers to the differentiation of roles and tasks. Within an organization, jobs can be horizontally and vertically specialized (Mintzberg, 1979), which act to separate the organization into segments. An increase in the degree of specialization within an organization creates more internal variety, resulting in a more complex organization that requires more coordination by means of standardization and centralization (Slack & Hinings, 1987). Horizontal specialization, as identified
by Slack and Hinings (1987) is advantageous for an organization because it enables the employee to be matched to an appropriate task, and as expressed by Mintzberg (1979), it increases the level of productivity within an organization because the attention of the worker is focused on the repetitive completion of the task.

Slack and Hinings (1987) identified the importance of horizontal specialization in voluntary sport organizations. They argued that because of their voluntary nature and the fact that members are not generally remunerated and usually have limited time to commit to their involvement, increased specialization means less lost time from switching tasks, increased skill in the task undertaken, and the possibility of developing new methods and techniques related to the task (p. 188).

Vertical specialization as identified by Mintzberg (1979) refers to the separation of the performance of the work and the administration of it. The degree of vertical specialization can be measured by counting the number of authority levels within an organization, such as the number of levels represented in an organizational chart. Within a highly vertically specialized organization numerous hierarchies of authority will be visible, whereas, a less vertically specialized organization may be structured with only one or two administrative levels.

The second dimension of structure, centralization refers to the level at which final decision making authority rests. The centralization of an organization points to where the authority is held within the organization, as well as the communication channels that have been established throughout the organization to reach decisions (Mintzberg, 1979). The authority within an organization can reflect a centralized form of authority, usually held by elite members at the top of the organizational hierarchy, or a decentralized form of authority dispersed throughout the organization.
to various credited groups. Mintzberg argued the importance of recognizing the terms centralization and decentralization on a continuum, instead of absolutes. Therefore, units within an organization or the organization itself can be described as more or less centralized. Two dominant issues arise when investigating the level of centralization/decentralization of an organization and its units; a) the hierarchical level within the organization where decisions are made, and b) the number of organizational members legitimately allowed to take part in making decisions (Slack & Hinings, 1987).

The third dimension of structure, standardization refers to the existence of rules, policies and procedures. Standardization as identified by Mintzberg (1979) is created in response to complexity. As organizations become more complex, the importance of defining roles, planning work, and monitoring activities becomes increasingly important (Slack & Hinings, 1987). As a result standardized systems are implemented to control and coordinate the variety of operations and circumstances that apply to the organization (Kikulis, Slack, Hinings, & Zimmerman, 1989).

Mintzberg (1979) identified three ways to achieve standardization - standardization of work processes, standardization of skills, and standardization of outputs. Essentially, the operationalization of standardized processes is concerned "with the extent to which work activities in different areas are performed in a uniform manner and the extent to which such uniformities are documented" (Slack & Hinings, 1987, p. 189). An organization may adopt standardized administrative processes such as rules, policies, and procedures. Similarly, approaches can be taken to standardize employee skills, such as the adoption of coaching development systems (Slack &
Hinings, 1987), as well as the use of organizational training and indoctrination to facilitate the formalization of employee behaviour (Mintzberg, 1979). The decision making procedures within an organization may also be standardized by specifying how decisions are to be made, who can make them, and how the results of the decision making are to be communicated (Slack & Hinings, 1987).

Within the organizational theory literature generally and the sport management literature specifically, the concept of standardization has been closely correlated to formalization (Daft, 1992; Frisby, 1985; Slack, 1997). Formalization refers to the extent to which rules, procedures and instructions are written down (Daft, 1992). Frisby (1985) identified the use of publications, constitutions, minutes from meetings, and job descriptions as sources to explore the extent of formalization within an organization. Since formalization relates only to the extent to which standardized rules, procedures and instructions are written down, it fails to recognize the informal standardized rules and procedures, which typically are unwritten. Therefore, for the purposes of this study, the term standardization was used to symbolize a more expansive concept that includes written rules, policies, and procedures. Thus, formalization is viewed as an embedded element within standardization.

Organizational Systems

The second category included in the conception of design, systems, refers to the design elements associated with principles of organizing. Elements such as governance, control, and decision making compose the category, and are used to describe how the activities within an organization are organized and ordered (Stevens,
In Press). As indicated by Hinings and Greenwood (1988) the systems of an organization activate the organizational structures, therefore, demonstrating the interconnectedness of the two dimensions.

First, organizational governance refers to the policies and procedures that describe how an organization is managed. Systems of resource allocation, appraisal and compensation systems, and information and control processes represent integral elements of the systems category of organizational design (Hinings & Greenwood, 1988). Second, the dimension of control within an organization largely reflects the level of direct supervision and span of control found within an organization (Mintzberg, 1979). Mintzberg expressed that the use of direct supervision within an organization largely reflects the organization’s need to implement monitoring mechanisms. With increased levels of standardization however, the use of direct supervision largely diminishes (Mintzberg, 1979). Organizational control can also encompass issues of power and politics (Morgan, 1986). As identified by Morgan (1986) the establishment of rules, regulations, and other kinds of formal procedures may be used as a means to preserve the power of members within the organization. Systems to control the channels of communication and information within an organization may also be developed (Mintzberg, 1979) to establish who is privy to what information, and how information is communicated, formally or informally.

Third, the decision making approach of an organization has been identified as a pivotal component in an organization’s design (Morgan, 1986). Mintzberg (1979) identified three decision making processes based on their importance in the organization- operating decisions, administrative decisions, and strategic decisions.
First, operating decisions refer to routine decisions that have typically been prescribed, and therefore are executed quickly and automatically by members of the operating core, or members lower in the organizational hierarchy (Mintzberg, 1979). Second, administrative decisions, often held within the administrative and managerial levels of an organization, can reflect routine decisions related to planning, scheduling, and budgeting, as well as non-routine decisions related to changes in the environment (Mintzberg, 1979). Lastly, strategic decisions, typically the most impactful on the organization because of their impact on operating and administrative decisions, are the least routine and programmed of all the decision processes (Mintzberg, 1979).

Mintzberg (1979) pointed to strategic decisions as the most complex within an organization, involving members of the organizational elite, as well as members in other parts of the organization. The decision making system within an organization is a dynamic process that “governs behaviour, determines whose interests matter, and establishes how things should be done” (Kikulis, 1992, p. 107).

Organizational Values

The third category of design, values, was largely ignored in the early organizational design literature. The work of Morgan (1986) however, highlighted the human side of the organization, presenting the view that organizations are the products of the visions, ideas, norms, and beliefs of their members. Hinings and Greenwood (1988) also identified the importance of values in understanding organizational design. They argued that any set of structures is an expression of a set of values and ideas about the organization and appropriate ways of organizing. It is the means of operationalizing purposes, goals, and objectives...As such,
structures are imbued with values and commitments and serve particular interests (p. 22-23).

Organizational structure is therefore, not only a formal configuration of roles, rules, and procedures but a vehicle constructed to reflect and facilitate meaning (Ranson, Hinings & Greenwood, 1980). Organizational structure, and values coexist to influence the design of an organization.

The design category of values has been measured by investigating the values associated with orientation, domain, principles of organizing, and criteria of effectiveness (Hinings & Greenwood, 1988). First, orientation refers to the traditional principles underlying an organization and highlights the foundational values and focus of an organization, such as the organization’s purpose and mission statement (Hinings & Greenwood, 1988). Questions related to the dominant managerial philosophies within the organization, and the type of orientations held by workers within the organization were deemed important by Morgan (1986) in order to understand the core values and beliefs that were shaping the culture of the organization. Sources of legitimization and support, such as the government, organizational elite, and members of the community can be influential on an organization’s orientation (Kikulis, 1992). Second, domain refers to what products, services, and clientele are most appropriate for the organization (Kikulis, 1992). The role of the environment, as identified by Kikulis (1992) may also have significant influence on the domain valued within the organization. Essentially, the domain of an organization may be influenced by the responsibilities an organization has to its stakeholders.
Third, principles of organizing refer to the values regarding the proper roles, rules and reporting relationships within the organization. The formalization of reporting relationships, as well as the chain of command and authority used within an organization are reflections of organizational values. Organizations may adopt structures that emphasize informal, and minimal coordination when managing their operations, whereas, others may value more formal and controlled structures to manage their operations (Kikulis et al., 1992). In essence, the degree of standardization of policies and procedures, the level of specialization of roles, and the hierarchy of authority visible within an organization are all reflections of organizational values related to principles of organizing (Kikulis et al., 1992). Finally, criteria of effectiveness refers to the expectations of how the organization should be judged and evaluated. Mintzberg (1979) identified the use of performance control systems to measure and evaluate the success achieved by the organization. In summation, the values of an organization regarding orientation, domain, principles of organizing, and criteria of effectiveness are important elements to investigate because of their significant impact on the structure adopted and maintained by the organization (Morgan, 1986) and therefore were used to better understand the overall design of the extracurricular sport departments investigated.

Sport Management Studies and Organizational Design

Much of the early work exploring issues of organizational design within sport management was focused on creating organizational taxonomies using the structural dimensions of organizations. In the work of Frisby (1985), Slack and Hinings (1987), and Kikulis et al. (1989) organizational taxonomies were created by centering on the
structural dimensions of specialization, standardization and centralization. First, to examine the degree to which an organization adopts a bureaucratic structure, Frisby (1985) studied voluntary leisure service organizations by looking at factors of context (organizational size, dependence on other organizations, organization age and technological expertise) and structure (formalization, centralization, impersonal work relations, professionalism, specialization, career stability, and proportion of clerical staff).

Second, in the work of Slack and Hinings (1987) and Kikulis et al. (1989) Canadian amateur sport organizations were studied. As a result of government initiated rational planning systems, Slack and Hinings sought to determine if amateur sport organizations had moved to new types of organizational designs by developing organizational taxonomies grounded by the dimensions of structure. Kikulis et al. also developed organizational taxonomies for Canadian amateur sport organizations. The underlying premise of their study was that amateur sport organizations differ in their structural dimensions and these differences could be better understood by developing organizational taxonomies.

Following the early work of organizational theorists that focused on the structural dimensions of organizations through the creation of taxonomies, was the emergence of design archetypes which placed significance on the interconnections between structure and values in determining organizational design. Beginning with the work of Kikulis et al. (1992) the concept of design was no longer being restricted to attributes of structure but the relevance of values in creating organizational design emerged. In their study, Kikulis et al. conceptualized organizational design through
the identification of design archetypes which focused on the structure-value coherence of organizations. The purpose of their study was to uncover the limited number of design archetypes that most significantly represent Canadian national sport organizations.

Following the work of Kikulis et al. (1992) the theoretical framework of design archetypes has been used by many within the field of sport management to explore issues of organizational design and change for national sport organizations (Stevens, In Press; Amis, Slack, & Hinings, 2004; Kikulis, Slack, & Hinings, 1995a, 1995b, 1995c) and professional sport franchises (Cousens, 1997). Stevens (In Press) adopted the archetype framework to understand the nature of large-scale organizational change within amateur sport through the analysis of a merger between two hockey organizations. Her research expands the Canadian national sport organization archetypes established by Kikulis et al. (1992) by identifying a new archetype- the Amateur Sport Enterprise. Archetype theory was used because it provided a framework to explore the theoretical and empirical characteristics of an organizational change process. For her study, values, systems and structure are highlighted as the main components to describe design configurations.

Cousens (1997) also used the concept of design archetypes for her study exploring AAA baseball franchises. The concept of archetype was used in order to understand the impact that industry wide changes in professional sport were having on the structure and operations of individual franchises. To develop the archetypes for the professional baseball franchises, Cousens used the four elements of values-
orientation, domain, principles of organizing, and criteria of effectiveness, and the
three elements of structure-specialization, standardization, and centralization.

A number of studies investigating patterns of organizational change in
national sport organizations utilized the concept of design archetypes. An emphasis
on the influence of specific dimensions of design, such as decision making structures
and systems, (Amis et al., 2004; Kikulis et al., 1995a) and values (Amis, Slack, &
Hinings, 2002; Hinings, Thibault, Slack, & Kikulis, 1996) have also been explored.
First, in an article by Kikulis et al. (1995a) the influence of decision making
structures and systems in effecting change in national sport organizations is
highlighted. The concepts of design archetypes, tracks, and high impact systems
were adopted in an effort to understand the patterns of change in national sport
organizations. Decision making structures and systems because of the impact they
have on behaviours, actions, and the general direction an organization chooses are
noted as strongly influencing the design adopted by an organization.

Second, the investigation of decision making structures and systems was
continued by Kikulis et al. (1995c) who sought to understand whether amateur sport
organizations have shifted away from the dominant paradigm of volunteer-led
decision making in favour of professional staff authority and autonomy over strategic
decisions. Kikulis et al. argued that it is the close alignment of decision making
structures with core values that contribute to organizational design coherence and
influence strategies of change. Essentially, these authors identified the complexity of
the decision making system in organizational design and strategic change and
highlighted that decision making is likely the least understood organizational system.
Additionally, the influence of decision making systems in determining organizational change was also found by Amis et al. (2004) when investigating the process of radical change in Canadian national sport organizations. Changes to decision making systems proved to be the most important when making radical design transitions, however they also proved to be the most difficult to introduce. Amis et al. found that because decision making systems often relate to the power dynamic held within an organization, these changes are often the most difficult to complete.

A focus has also been given to the impact of organizational values in establishing the design adopted by an organization. In a study by Hinings et al. (1996) the need to emphasize the relationship between organizational values and structure is highlighted. The purpose of their study was to examine the relationship between values and structures by exploring the extent to which national sport organizations with archetypal status exhibit value consensus and commitment among their members. In this study, the internal complexity of organizations was also presented as they were concerned with determining in what ways the values of the organizational elite are related to structures. The role of values is also explored in a study conducted by Amis et al. (2002) which sought to investigate how values affect the process of large-scale change in Canadian amateur sport organizations. The importance of values in the change process was highlighted as the values held by organizational members can act to support change or resist change.
Institutional Context of Organizational Design

The second objective of this study was to develop a better understanding of the context within which the extracurricular sport departments of three Ontario high schools exist. Now that the dimensions of design have been explored, theories such as institutional theory and strategic choice theory are outlined to explore the external and internal environments within which the departments exist.

Institutional Theory

Institutional theory has been used to establish the similarity and stability of organizational arrangements within a given population or field (Greenwood & Hinings, 1996). In sport organizations Kikulis (1992) established the value of using an institutional approach when investigating organizational design, and the organizational response to external pressures. The central premise underlying institutional theory resides in the belief that the institutional environment plays a pivotal role impacting an organization’s design (Child, 1997; Greenwood & Hinings, 1996; Tolbert & Zucker, 1983; Meyer & Rowan, 1977). Within the organizational environment “organizations, and the individuals who populate them, are suspended in a web of values, norms, rules, beliefs, and taken-for-granted assumptions” (Barley & Tolbert, 1997, p. 93) that act to constrain the organizational design.

Institutionalization therefore, increases the probability of certain types of behaviour and places constraints on the options that organizational actors are able to exercise (Barley & Tolbert, 1997).

The term institutionalization refers to “the process through which components of formal structure become widely accepted, as both appropriate and necessary, and
serve to legitimate organizations” (Tolbert & Zucker, 1983, p. 25). Furthermore, Meyer and Rowan (1977) described institutionalization as a process “by which social processes, obligations, or actualities come to take on a rule like status in social thought and action” (p. 304). The institutional environment inhabited by an organization creates pressures for an organization to conform to what is socially defined as appropriate and efficient in order to survive and be viewed as legitimate (Tolbert & Zucker, 1983). As a result, institutional theory argues that organizations within a similar environment come to resemble one another- also referred to as isomorphic parallelism (Meyer & Rowan, 1977). One explanation identified by Meyer and Rowan (1977) for the isomorphic parallelism between organizations and their environments stems from the view that organizations structurally reflect socially constructed reality, therefore suggesting that organizations are “greatly conditioned by their general institutional environments” (p. 309).

Within the literature, three mechanisms of institutional isomorphism have been identified which operate as pressures under which organizational designs are influenced. These include: coercive isomorphism, mimetic isomorphism, and normative isomorphism. First, coercive isomorphism refers to “the informal and formal pressures exerted on organizations by other organizations upon which they are dependent and by cultural expectation in the society within which organizations function” (DiMaggio & Powell, 1983, p. 150). Meyer and Rowan (1977) identified the impact of coercive pressures on elements of organizational design as

many of the positions, policies, programs and procedures of modern organizations are enforced by public opinion, by the views of important constituents, by knowledge legitimated through educational
systems, by social prestige, by the laws, and by the definitions of negligence and prudence used by the courts (p. 306).

Therefore, cultural, legal and political environments represent some of the coercive pressures experienced by an organization.

Second, mimetic isomorphism occurs when organizations faced with uncertainty model themselves on other organizations which they perceive as successful (DiMaggio & Powell, 1983). Organizational uncertainty can act as a powerful force that encourages imitation (DiMaggio & Powell, 1983). For example, under conditions of environmental uncertainty, organizations may model themselves on other organizations, specifically leading or legitimate organizations within the sector (DiMaggio & Powell, 1983). As argued by Tolbert and Zucker (1983) the institutionalization of structural elements is dependent upon their legitimization by leading organizations. Thus, once leading organizations adopt institutionalized policies or practices, Tolbert and Zucker (1983) found that generally other organizations within the sector quickly respond by incorporating the element into their structure. Therefore, the practices of legitimate organizations are widely accepted by other organizations within the sector as necessary.

Lastly, normative isomorphism is the result of professionalization (DiMaggio & Powell, 1983). DiMaggio and Powell (1983) identified that the mechanisms of professionalization create a pool of interchangeable individuals who occupy similar positions across a range of organizations and possess a similarity of orientation and disposition that may override variations in tradition and control that might otherwise shape organizational behavior (p. 152).

Subsequently,
to the extent managers and key staff are drawn from the same universities and filtered on a common set of attributes, they will tend to view problems in a similar fashion, see the same policies, procedures and structures as normatively sanctioned and legitimated, and approach decisions in much the same way (DiMaggio & Powell, 1983, p. 153).

Furthermore, normative pressures can often arise from sources such as the state and other regulatory bodies (Slack & Hinings, 1994). It is the influence of one or more of the above mentioned isomorphic pressures found within institutional theory that organizational design configurations are impacted.

By adopting institutionalized practices an organization can positively benefit. More specifically, by incorporating institutionally accepted elements within an organization’s formal structure, an organization is able to achieve or maintain legitimacy within their institutional environment (Tolbert & Zucker, 1983) by appearing modern, efficient and rational (Zucker, 1983). Furthermore, by conforming to the institutional environment, an organization is demonstrating that “it is acting on a collectively valued purpose in a proper manner, and by doing so, it is able to increase its chances of being positively evaluated” (Slack & Hinings, 1994). For some organizations this positive evaluation may be essential in order to ensure a continued flow of necessary resources (Kikulis, 1992; Slack & Hinings, 1994). Institutional isomorphism is associated with promoting success and survival of organizations (Meyer & Rowan, 1977).

**Sport Management Studies and Traditional Institutional Theory**

In much of the sport management research investigating organizational design and change, institutional theory has been used as the theoretical framework guiding the research. Early work that adopted institutional theory was centered on the
isomorphic conformity of organizations that face the same set of environmental conditions in the same field or institutional environment. In a study conducted by Slack and Hinings (1994), national sport organizations under environmental pressure from a state agency to adopt a more professional and bureaucratic design were investigated. Institutional theory was used to understand the process of isomorphic change that took place within these organizations.

More specifically, to investigate the process of isomorphic change, Slack and Hinings (1994) argued that it is necessary to examine the extent to which any given organization models itself on other leading or legitimate organizations in the sector; whether labour markets/pools of expertise are created which produce a professionalized labour force; and how far there are powerful organizations which can force other organizations to adopt particular organizational forms. The results of their study showed evidence of structural conformity to the demands of the institutional environment, but they also demonstrated resistance. This paper shows there is more at work in creating/changing organizational design than pressures exerted from the institutional environment. Therefore, signaling a need to further explore the influence of organizational actors’ responses to the institutional environment when following the tenants of institutional theory.

In two studies conducted by O’Brien and Slack (2004, 2003) the professionalization of the English rugby union was explored using institutional theory. O’Brien and Slack (2003) analyzed the nature of transformation in English rugby union at the level of an institutional field. The theoretical background of this study is based in organizational culture where institutional practices are legitimated.
by widely held values, rules, norms and beliefs that collectively become manifest as an organizational culture. The role of key organizational actors of an institutional field in creating the interpretive scheme (values, beliefs and perceptions of an organizational culture that matter most) that influence the structure of that field by legitimating certain organizational behaviours and resources was presented.

Although O’Brien and Slack indicated that multiple interpretive schema may be found within an organizational field, the potential for some degree of homogeneity in actors’ perceptions of legitimate behaviour was argued. This homogeneity of beliefs created the dominant logic found within a field and defined the criteria that legitimated organizational activities.

The purpose of their study was to explore the process of shifting logics of amateurism to professionalism in the English rugby union. It was found the transformation process was influenced by the role of agency in the organizational field. Continuing from their 2003 study on the professionalization of the English rugby union, O’Brien and Slack (2004) sought to explain the processes that characterized the diffusion of a new professional logic in the organizational field that constitutes English rugby union. O’Brien and Slack were interested in the coercive, normative and mimetic mechanisms through which the process of change took place. Therefore, a focus on the pressures exerted from the institutional environment was of central concern.

Strategic Choice Theory

The strategic choice perspective emerged “as a corrective to the view that the way in which organizations are designed and structured is determined by their
operational contingencies” (Child, 1997, p. 43). The inadequacy of the deterministic view, because of its failure to give attention to the agency of choice in directing the organization, led to the emergence of the model of strategic choice. Strategic choice was defined as “the process whereby power-holders within organizations decide upon courses of strategic action” (Child, 1997, p. 45). The theory highlights the role of those:

who possess the power to decide upon an organization’s structural rationale, towards the limits upon the power imposed by the operations context, and towards the process of assessing constraints and opportunities against values in deciding organizational strategies (Child, 1972, p. 13).

Due to the exercise of power that is required within strategic choice theory, it has been described as a political phenomenon (Child, 1997). Child (1972) described the implementation of strategic choice theory as one which recognizes “the operation of an essentially political process in which constraints and opportunities are functions of the power exercised by decision-makers in the light of ideological values” (p. 16). Moreover, strategic choice theory has been recognized as a voluntaristic perspective which emphasizes the importance of agency when examining issues of organizational control (Stevens, 2001; Stevens & Slack, 1998). The voluntaristic perspective also seeks to understand the relation between the environment and organizational structures. Within this perspective it is argued that an organization influences its environment (Stevens, 2001).

The theory also explains “how organizational structure is affected by internal elements such as decision making processes and the political power of holders, while minimizing the influence of external constraints” (Stevens, 2001, p. 34). Taken
together, these internal elements reflect the notion of dominant coalition which views organizational design as a reflection of the distribution of power and the processes of decision making (Child, 1972). Child (1972) identified the strength of using the notion of dominant coalitions as it accounts for organizational variance "directly through reference to its sources rather than indirectly through reference to its supposed consequences" (p. 13). Therefore, the critical variable in a theory of organizations, as argued by Child (1972) is the determinant of strategic choice.

Within strategic choice theory, the environment is found to act as an influential determinant on the actions taken by members within the organization as the theory views the evolution of organizations as a product of the decisions made by actors and not just a passive environmental selection process (Hinings & Greenwood, 1988). Therefore, within strategic choice theory questions surrounding the boundaries between an organization and its environment are posed (Child, 1972). Child (1972) suggested that the distinction between the environment and an organization is relative to the goals and actions of organizational decision makers. Moreover, as identified by Child (1972) organizational decision makers take steps "to define and manipulate their own corners of the environment" (p. 9). Thus, organizational contexts should not be viewed as being devoid of meanings, because the interpretation of what is meaningful and important within an organization's environment is essential to an understanding of the stability of an organization's design.

Furthermore, as presented by Hinings and Greenwood (1988) "Environments and tasks only produce pressures that demand a response. They do not themselves
produce structures and systems, it is the interpretive schemes held by managers which interpret the meanings of those pressures” (p. 122). Therefore, when considering the strategic choices available to organizational actors, Child (1997) argued that is not possible to abstract from the environment for two reasons. First, the parameters of choice are established by the threats and opportunities presented in the environment. Second, the autonomy of choice between available alternatives is affected by the extent to which organizational actors understand the environment. Child (1997) argued that the view of the environment as simply an external determinant of organizational action is an oversimplification, because as established by Weick (1979) people in organizations enact their environments.

The enactment of the organizational environment by the actors within the organization is a result of their “responding to their own subjective definitions of the environment, or by enacting their environment by making it happen as they wish” (Child, 1997, p. 53). Organizational actors thus have the capability of bringing certain environments into relevance in which the environmental conditions come to assume objective properties upon entrance (Child, 1997). An essential role of the decision makers within an organization is therefore, the interpretation of an organization’s environment and determining an appropriate response (Hinings & Greenwood, 1988). Furthermore, the critical role of organizational actors in the construction of organizational design is supported because as highlighted by Hinings and Greenwood (1988) “very different organizational responses can follow the same event depending upon the history of the organization and the associations between events and structures as perceived (interpreted) by strategic members” (p. 169). As
such, organizational design arrangements are set up according to the environmental interpretations of power holders within the organization (Amis, 1998).

*Sport Management Studies and Traditional Strategic Choice Theory*

Few studies within sport management research have adopted strategic choice theory to investigate organizational design and change, as the majority of studies have been based on institutional theory. Kikulis et al. (1995c) and Amis et al. (2004) are examples of studies that have given significance to the active role of human agents in organizational design and change. First, Kikulis et al. (1995c) employed strategic choice theory to demonstrate the active role of organizational members in deciding the appropriate design configurations for national sport organizations. Unlike previous studies that have suggested that national sport organizations acquiesced to the demands of Sport Canada, Kikulis et al. challenged the idea that national sport organizations were passive receptors to government pressures to move to a more professional bureaucratic design. The results of their study supported the active role of organizational members in determining the design arrangements of national sport organizations as variations in organizational responses to the environmental pressures were found to exist. Specifically, national sport organizations resisted institutional pressures for change in areas of their organization that would result in their losing power and control. Therefore, this study demonstrates the role of organizational members in determining the most appropriate design configurations adopted by their respective organizations.

Second, the power of human agents in affecting organizational transformations was also found by Amis et al. (2004). Amis et al. sought to better
understand the process of radical transformation in national sport organizations by investigating the influence of subunit interests, power arrangements and organizational capacity. Within their study, the significance of internal organizational dynamics emerged as organizations that were able to complete programs of radical change differed from those that failed because of the internal dynamics investigated. Thus, the influence of organizational members in affecting the change process was highlighted.

*An Integrated Approach*

The underlying assumptions found within the traditional forms of institutional theory and strategic choice theory represents dichotomous views of the determinants impacting organizational design. Theoretical limitations are evident within the traditional forms of each perspective. Criticisms of institutional theory stem from its overemphasis on environmental pressures within the institutional context and an over reliance on a deterministic perspective of organizational design (Stevens, 2001; Stevens & Slack, 1998). Conversely, the limitations presented within the strategic choice theory come from its overemphasis on the internal dynamics of organizations through agency of choice, and on an over reliance of a voluntaristic perspective of organizational design (Stevens, 2001; Stevens & Slack, 1998), thus pointing to the theoretical weaknesses associated with the exclusive use of either approach, as it marginalizes the quality of analysis available in examining the nature of organizational design.

The value of adopting an integrated approach examining the role of environment and agency within organizational theories has increasingly been adopted
within more recent work of organizational theorists (Child, 1997; Greenwood & Hinings, 1996; Oliver, 1991; Reed, 1997; Slack & Hinings, 1994; Stevens, 2001; Stevens & Slack, 1998). As suggested by Stevens (2001), Stevens and Slack (1998) and Oliver (1991) there is a need to take an integrated approach in order to more fully understand organizational design, a voluntaristic-deterministic approach. In doing such, an explanation of a design “that highlights the interconnections of external contextual factors and internal organizational dynamics” is created (Stevens, 2001, p. 8). Furthermore, given the constant interplay between external and internal features of organizations as established by Hinings and Greenwood (1988), internal structures and processes as well as organizational environments need to be accounted for in order to more fully understand the elements influencing the design of organizations.

The justification for a more integrated approach is also visible within the theoretical transformations of institutional theory and strategic choice theory that have transpired over the years. Child (1997) identified the broadening of organizational theories within the past twenty-five years as a symbol of the “growing feeling that something needs to be done to pull together the different perspectives on organizations if progress in the subject is to be made” (p. 44). Therefore, the dichotomization of both theories was found to impede the presence of meaningful progressions within the field. In an effort to both acknowledge the limitations found within each theory, and to adopt a more holistic understanding of organizations, contemporary forms of institutional and strategic choice theory emerged.

The surfacing of neo-institutional theory was presented by many including Greenwood and Hinings (1996) in an effort to bridge the gap between ‘old’ and ‘new’
institutionalism. In an effort to more fully understand organizational persistence and change, Greenwood and Hinings (1996) gave value to bridging the old and new institutionalisms by explaining "the response of the individual organization to pressure in the institutional field as a function of the organization's internal dynamics" (p. 1032). Moreover, Oliver (1991) indicated that a lack of literature has given attention to the strategic behaviours that "organizations employ in direct response to the institutional processes that affect them" (p. 145). Therefore, in order to achieve a greater understanding of the determinants impacting organizational design more than an analysis of the institutional sector is required, as different strategic responses to institutional pressures that impact an organization exist.

Furthermore, as identified by Hinings and Greenwood (1996), although "institutional theorists have informed our thinking about the nature of the institutional pressures toward conformity and uniformity" (p. 1042) there is a need to evaluate the intra-organizational dynamics, such as power within an organization. Therefore, the organizational examination of the interplay between institutionalization and strategic choice is justified because:

Action is not disembodied; it comes from organizational actors who have positions, skills, commitments, and histories... [which] react to old and new institutionally derived ideas through their already existing commitments and interests and their ability to implement or enforce them by way of their existing power and capacity (Greenwood & Hinings, 1996, p. 1042).

The modification to the theory can therefore be viewed as an effort to demonstrate the acknowledgement of the role of internal agents when examining the determinants influencing organizational design.
Although, the critical role of intra-organizational dynamics in accepting or rejecting institutionalized practices is acknowledged within neo-institutionalism, Greenwood and Hinings (1996) identified that “neo-institutional theory is weak in analyzing the internal dynamics of organizational change [because] the theory is silent on why some organizations adopt radical change whereas others do not, despite experiencing the same institutional pressures” (p. 1023). As identified by Oliver (1991):

Institutional theorists, by virtue of their focus, have tended to limit their attention to the effects of the institutional environment on structural conformity and isomorphism and have tended to overlook the role of active agency and resistance in organization environment relations (p. 151).

Oliver is pointing to the need for institutional theorists to address the variation that is available to organizations in response to institutional pressures, where responses may vary from active resistance to passive conformity: acquiescence, compromise, avoidance, defiance, and manipulation. Furthermore, as identified by Oliver, an organization’s reaction to institutional pressures will depend on “why these pressures are being exerted, who is exerting them, what these pressures are, how or by what means they are exerted, and where they occur” (p. 1991). The degree of choice that organizations “exhibit in response to institutional constraints and expectations is not assumed to be invariant across all institutional conditions” (p. 173). Although, institutional theory has progressed by acknowledging the role of organizational actors, Greenwood and Hinings (1996) indicated that progressions still need to be made in which organizational theorists research the interaction between organizational actors and their institutionalized contexts.
Similar to institutional theory, the meanings underpinning strategic choice theory have evolved. As identified by Child (1997) early strategic choice theorists were encouraged to take a dichotomous stance between a focus on agency and a focus on determinism. However, it has been argued that the dichotomous approach was too simplistic because of the ignorance of the impact of preconditions when exercising agency, and the possibility that organizational actors may have limited capacities for exercising choice (Child, 1997). Furthermore, Child pointed to the misinterpretation of the concept of strategic choice that has pervaded the theory for many years. He argued that the prevailing conception of strategic choice was incorrectly associated with an absence of external determinism. Child (1997) argued that a sharp distinction between organizational agency and environment has been misleadingly followed for years.

The contemporary approach to strategic choice therefore emerged in an effort to integrate the diverse perspectives found within organizational studies. Child (1997) highlighted the integrative potential of the contemporary strategic choice theory as it brings agency and structure together, and regards both "the relation of agency to structure and to environment as dynamic in nature" (p. 44). Similar to contemporary institutionalism which was adapted to incorporate the impact of the organizational actor on organizations, a contemporary strategic choice theory emerged to establish the dynamic nature between agency, structure, and environment. The contemporary model of strategic choice identified the ongoing relationship between organizational agents and the environment. Moreover, the view adopts that "organizational agents can respond and manage their environments through methods
of negotiation, co-operation, exchange of information and reciprocity” (Child, 1997, p. 59). The new strategic choice perspective therefore, “regards the polarization of determinism and voluntarism in organizational analysis as misleading” (p. 72).

The theoretical modifications identified within the above theories of organizations are essential in order to comprehensively develop organizational theories (Barley & Tolbert, 1997; Reed, 1997), therefore positioning the relevance and justification of an integrated perspective. An integrative view acknowledges the ongoing recursive process in which agency and environmental contexts influence each other (Stevens, 2001). The integrated view suggests that “agency is exercised within an institutional setting, and at the same time institutional pressures limit choice” (Stevens, 2001, p. 146). Slack and Hinings (1994) indicated the relationship between organizational actors and the environment in suggesting that organizations and environments are becoming inter-penetrated “through the collaboration between actors in such a way as to diffuse the distinction between the two entities” (p. 57). This has become increasingly evident within the contemporary model of strategic choice theory which identified the ongoing relationship between organizational agents and the environment (Child, 1997), as well as within the contemporary model of institutional theory which gave significance to the internal dynamics of organizations (Greenwood & Hinings, 1996). Therefore, the limitations found within the traditional forms of both theories, have more recently begun to take a less simplistic stance in examining the determinants of organizational design. However, as highlighted by Barley and Tolbert (1997) although organizational theorists have
begun to acknowledge the interdependence of actions and institutions, the theoretical and empirical implications of such a stance have only begun to develop.

The benefits associated with the adoption of an integrated perspective are evident when acknowledging the interconnections between agency and environment. As indicated by Reed (1997) an integrated organizational theory is advantageous because:

By granting both agency and structure their just ontological and analytical deserts, organization analysis will be much better placed to describe and explain complex interplay between structural conditioning and social action (p. 32).

Organizational theorists therefore, need to begin employing an integrated perspective if progressions within organizational theory are to transpire. Moreover, in order to achieve a more holistic and comprehensive understanding of the determinants influencing organizational design, an integrated perspective is necessary.

Sport Management Studies and 'New' Forms of Institutional Theory and Strategic Choice Theory: The Emergence of an Integrated Approach

The adoption of a less deterministic view of institutional theory has also emerged within the sport management organizational design and change research. The adoption of a more contemporary view of institutional theory that acknowledges the role of human agency in influencing organizational design is evident in the research conducted by Berrett and Slack (1999), Stevens (2004), Kikulius (2000), and O’Brien and Slack (2004). Berrett and Slack (1999) studied twenty eight Canadian companies to explore the influence of competitive and institutional pressures on those individuals who make decisions about their company’s sport sponsorship initiatives. In order to develop their understanding of the strategic nature of sponsorship, they
believed it is imperative to recognize the external influences on corporations that contribute to their strategic decision making.

Institutional theory which proposes that external pressures exerted on organizations cause organizations to behave in a similar manner is used to better understand how sponsorship decisions are arrived at within these organizations was adopted. Although, Berrett and Slack (1999) argued that institutional pressures will likely dictate how sponsorship decisions are arrived at they also highlighted that strategic responses to these pressures can take a variety of forms. Therefore, the need for a less deterministic view of institutional theory acknowledging the number of possible strategic responses to institutional pressures that affect corporate sponsorship activity was found as a result of this study.

In a paper by Stevens (2004) the evolution of the Canadian hockey system is analyzed by using institutional theory. However, Stevens adopts a form of institutional theory which recognizes that institutionalization also involves actors who infuse social structures with values and make decisions that effect institutional change. Therefore, although earlier forms of institutional theory emphasize the power exerted by the environment over an organization, Stevens recognizes that action is an important element of institutionalization, thus adopting an institutional theory that integrates both deterministic and voluntaristic explanations of institutional transformations. Within this study it is found that the combination of external forces and the reactions of organizational actors to these external forces led to the convergence of the Canadian hockey system.
The importance of action in the process of institutionalization is also presented by Kikulis (2000) when looking at the changes experienced in Canada’s national sport organizations. Kikulis presented the idea of varying levels of institutionalization—habitualization, objectification, and sedimentation, and the importance of acknowledging the role of human agency in explaining the process of institutionalization and what is or is not institutionalized. Although, Kikulis focuses on the strength of institutional theory in advancing this understanding, a modified form of institutional theory which integrates the influence of the institutional environment with the role of organizational members is presented. It is through the adoption of a more comprehensive view of institutional theory that the opportunity to develop a more generalized theory concerning the nature of voluntary sport organizations and the management of change is argued by Kikulis.

O’Brien and Slack (2004) sought to explain the processes that characterized the diffusion of a new professional logic in the English rugby union by examining the role of isomorphic pressures. O’Brien and Slack were interested in understanding the coercive, mimetic and normative mechanisms through which the process of change took place. Although, institutional theory, which suggests that coercive, mimetic and normative mechanisms act as constraining pressures that force one unit in a population to resemble other units that face the same set of environmental conditions, O’Brien and Slack also acknowledged that organizations are not merely passive receptors of institutional pressures, but actors may actively resist such forces. Therefore, within this study, the role of strategic choice in reaction to institutional pressures was realized.
Following the work of Slack and Hinings (1994) it is evident that a less deterministic view of institutional theory was being adopted by many studying organizational design and change, thus signaling the emergence of a more contemporary view of institutional theory which gave credence to the role of choice within the organization in response to environmental pressures. However, although modifications to the traditional form of institutional theory were being adopted, preeminence to the environment as the determinant of design or change was still identifiable within these studies. Additionally, the progressions to strategic choice theory, as suggested by Child (1997) although beneficial to understanding the relationship between organizational agents and the environment, have yet to be adopted by sport management researchers.

Although progressions have been made from highly deterministic forms of institutional theory, and highly voluntaristic forms of strategic choice theory few studies have adopted a purely integrated approach which examines the interconnections between the institutional environment and the agency of choice by organizational members. Stevens and Slack (1998) is an example of a study which has adopted an integrated approach. In their investigation of the organizational changes that occurred within a Canadian amateur ice hockey organization, they recognized the value of incorporating multiple theoretical perspectives to better understand the change process. Specifically, an integrated theoretical approach that combines institutional and strategic choice theories is used to study the changes that occurred as women’s ice hockey was gradually incorporated within the dominant men’s provincial association. The findings of their study revealed an interplay
between institutional pressures and strategic choice. Within this study, in order to achieve a more comprehensive understanding of both the internal and external environments inhabited by the extracurricular sport departments investigated an integrated theoretical framework was adopted.
CHAPTER 3

RESEARCH APPROACH

Within this section the methodology and the methods used to investigate the design and context of the three extracurricular sport departments will be described.

Methodology

The Importance of a Philosophical Approach

Guba and Lincoln (1994) suggested that questions surrounding method are secondary to questions of paradigms, because methodological decisions are driven by paradigmatic assumptions. A paradigm, as defined by Guba and Lincoln (1994) "represents a worldview that defines, for its holder, the nature of the world, the individual’s place in it, and the range of possible relationships to that world and its parts" (p. 107). Specifically, Sparkes (1992) indicated that the basic assumptions held by a researcher concerning the nature of reality, truth, and the physical and social world act to infuse all aspects of the research process. Therefore, in deciding the research method for a study, it is important for the researcher to consider her philosophical paradigm as it will assist the researcher in refining the appropriate research methods to be used by clarifying the type of evidence to be used, its origin, how it will be interpreted, and how it helps to answer the research questions posed (Crossan, n.d.). Also, it is essential that the researcher be aware of her own paradigm, selective perceptions, and personal defense mechanisms when commencing a study to facilitate the openness of the researcher to new possibilities and explanations (Patton & Appelbaum, 2003).
As the researcher in this study I took a reality-oriented stance, and followed
the notions of knowledge and reality, and conceptions of validity in qualitative
research as identified by Patton (2002):

If you are a researcher or evaluator operating from a reality-oriented
stance, you worry about validity, reliability, and objectivity. You
realize that completely value-free inquiry is impossible, but you worry
about how your values and preconceptions may affect what you see, hear, and record in the field, so you wrestle with your values, try to
make any biases explicit, take steps to mitigate their influence through
rigorous field procedures, and discuss their possible influence in
reporting findings...In reporting, you emphasize the empirical
findings- good, solid descriptions and analysis- not your own personal
perspectives or voice, though you acknowledge that some subjectivity
and judgment may enter in. You include triangulation of data sources
and analytical perspectives to increase the accuracy and credibility of
findings. Your criteria for quality include the ‘truth value’ and
plausibility of findings’ credibility, impartiality, and independence of
judgment; confirmability, consistency, and dependability of data; and
explainable inconsistencies or instabilities (p. 93).

Disputed definitions and terminologies related to the reality-oriented inquiry
and how it is applied in a research study were found within the literature (Clark,
1998; Creswell, 2003; Crossan, n.d; Guba & Lincoln, 1994; Letourneau & Allen,
1999; Patton, 2002; Trochim, 2002). The consensus, however amongst the majority
of the literature investigated, identified that the reality-oriented approach is in search
for ‘truth’ insofar as the researchers can get at it (Clark, 1998; Creswell, 2003;
Crossan, n.d; Guba & Lincoln, 1994; Letourneau & Allen, 1999; Patton, 2002;
Trochim, 2002). Furthermore, to remain consistent, although terms such as critical
multiplism, logical positivism, post-positivism, transcendental realism, and
objectivism are used to describe the reality-oriented perspective, the term reality-
oriented stance was used in this study to minimize the negative connotations
associated with many of the other terms (Patton, 2002). Creswell (2003) identified
reality-oriented inquiry as the term used for thinking after positivism, “as it challenges the traditional notion of the absolute truth of knowledge” (p. 7) that was pursued by positivists. Specifically, Clark (1998) explained that limitations were found to exist in the positivist perspective, therefore leading to a different conceptualization of truth proposed by the reality-oriented inquirers.

Letourneau and Allen (1999) explained that reality-oriented inquirers are critical realists:

meaning that although a real world driven by natural causes exists, it is impossible for humans to truly perceive it with their imperfect sensory and intellectual capabilities. Thus, claims about reality must be subjected to the widest possible critical examination (e.g. by scholars) to facilitate apprehending reality as closely as possible (p. 624).

The reality-oriented stance also encompassed an acknowledgement of the inevitability of researcher biases and the complications of claims to universal knowledge (Patton, 2002) thus reinforcing the researcher’s goal of attaining the greatest approximation of truth, given the imperfect nature of the social world when operating under a reality-oriented approach. A critical aspect of the reality-oriented researcher is the emphasis that is placed on the importance of multiple measures and observations, “each of which may possess different types of error, [signaling] the need to use triangulation across these multiple errorful sources to try to get a better head on what’s happening in reality” (Trochim, 2002, ¶ 6).

**Researcher as Instrument**

The researcher in qualitative inquiry is viewed as the instrument and therefore, the validity of a qualitative study lies in the skills and sensitivities of the researcher (Patton, 2002). Because the researcher “is the instrument in both data collection and
data interpretation and because qualitative inquiry strategy includes having personal contact and getting close to the people and situation under study” (Patton, 2002, p. 50) concerns associated with this form of inquiry have been raised. Although Patton (2002) highlighted that “distance does not guarantee objectivity, it merely guarantees distance” (p. 575), the importance of diminishing researcher bias and subjectivity within a reality-oriented approach is argued by many (Creswell, 2003; Guba & Lincoln, 1994; Patton, 2002). However, the ability to get close to the object of study in qualitative research is critical in order to truly find out what is happening (Patton & Appelbaum, 2003) thus, in following a reality-oriented paradigm, Clark (1998) identified that:

under [reality-oriented] philosophy, the researcher and his or her perceptions were not seen as being wholly detached from inquiry...The strict adherence to dualism inherent in the positivist approach cannot apply in [reality-oriented] philosophy [because] it is acknowledged that the researching human, with or without instruments, must shape the research process (p. 1246).

Furthermore, if following a reality-oriented stance, Patton (2002) suggested that the researcher make any potential biases explicit to the readers. This requires that the researcher be aware of any personal biases, and document them accordingly within the study, such as through the use of a reflexive journal. Thus, the reader is provided with information useful in judging the validity of the study.

The experience of the researcher in qualitative inquiry is also of principal importance (Patton, 2002; Sparkes, 1998). Stake (1995) identified the experience of the qualitative researcher to be “...one of knowing what leads to significant understanding, recognizing good sources of data, and consciously and unconsciously testing out the veracity of their eyes and the robustness of their interpretations” (p.
Therefore, in light of the significance of the qualitative researcher’s sensitivities and skills on a study, it is important to give ownership to the sensitivities and skills that I possess as the researcher within this study. To begin, I am a female Master of Arts graduate student of Sport Management. Furthermore, although I am relatively new to conducting qualitative research studies, I have conducted two qualitative studies. The first study sought to better understand the inconsistencies in high school sport participation rates through interviews with a variety of school sport members. The second study explored the experiences of female graduate students using a phenomenological design. Also, an undergraduate honours research methods course focusing on qualitative inquiry, as well as a graduate level qualitative data analysis course were taken to develop my skills as a researcher.

To provide some background related to my interests in the area of high school sport in Ontario, it is important to highlight that for an honours thesis research project I conducted a study with fellow undergraduate honours colleagues investigating the inconsistent participation rates in Ontario high school sport. It was during this study that I became exposed to the many issues facing the provision of high school sport programs in Ontario, thus sparking my interest to gain a better understanding of the context within which extracurricular school sport exists, and to investigate the organizational designs of extracurricular school sport departments.

Value of Case Study Research

A case study design has been selected to investigate the organizational design of high school sport departments, and the context - internal and external within which the high school extracurricular sport departments exist. Patton and Applebaum
(2003) highlighted the appropriate use and value of case studies in the investigation of organizational issues. They argued that:

Since a number of organizational issues are related to the intersection of human agents and organizational structures, a case can be made that various major organizational issues cannot be addressed until in-depth case studies come to be viewed as not just adjunct to the natural science model but as having an independent role of their own in advancing sociological issues (p. 63).

By providing a greater depth of understanding surrounding the organizational design of extracurricular sport departments within three Ontario high schools and its context, the value of case studies is evident.

Furthermore, due to the lack of available peer-reviewed resources in the education, management, and sport management literature that investigated the design of Ontario’s high school extracurricular sport departments, as well its context, the use of a case study to investigate an under developed area of research is warranted. As explained by Rowley (2002) case studies are deemed valuable for the preliminary, exploratory stage of a research project. Moreover, as identified by Patton and Applebaum (2003):

As a research endeavour the case study contributes uniquely to our knowledge of individual, organizational, social and political phenomena; the distinctive need for case studies arises out of the desire to understand complex social phenomena [by allowing] an investigation to retain the holistic and meaningful characteristics of real-life events (p. 63).

In an effort to derive in-depth information pertaining to the current organizational design of Ontario high school extracurricular sport departments and the context within which they exist, a multiple case study design was used. Moreover, a multiple case study design was used to examine the particularities of the selected cases, as well
as enable the possibility of coming to broader conclusions surrounding the
organizational design configurations of extracurricular sport departments in Ontario
high schools.

*What is a Case Study?*

Stake (1994) identified a case study as both the process of learning about the
case and the product of the researcher’s learning. The case study design in qualitative
research is a study of a bounded system, with a focus either on the case, or an issue
that is illustrated by the case(s) (Creswell, 1998; Stake, 1995; Yin, 1994). A
qualitative case study provides an in-depth study of the bounded system from an array
of diverse data collection materials, and the researcher situates the case(s) within its
larger context (Creswell, 1998). As indicated by Stake (1998) a “qualitative case
study is characterized by the main researcher spending substantial time, on site,
personally in contact with activities and operations of the case, reflecting, and
revising meanings of what is going on” (p. 99).

In using the case study design a couple of options are available to the
researcher in selecting the appropriate direction needed to accomplish the objectives
of this particular study. Stake (1995) pointed out that case studies can take the form
of an intrinsic, instrumental, and/or collective (multiple) case study. A case study can
be focused on a case, which is the foundation of an intrinsic case study (Creswell,
1998; Stake, 1995), or an issue can be the focus of a case study, which is the
further explained the use of an instrumental case study when a particular case is
examined to provide insight into an issue or refinement of theory. The case, within
an instrumental case study design, is of secondary interest; it plays a supportive role, facilitating our understanding of something else (Stake, 1998). The methods of an instrumental case study:

draw the researcher toward illustrating how the concerns of researchers and theorists are manifest in the case, because the critical issues are more likely to be known in advance and following disciplinary expectations, such a design can take greater advantage of already-developed instruments and preconceived coding schemes (p. 99).

Stake (1995) identified that “the real business of case study is particularization, not generalization” (p. 8). Therefore, within case studies researchers must give importance to maintaining the uniqueness and complexity of each case. Additionally, although case studies are often criticized for their lack of generalizability, Patton and Applebaum (2003) stated that for case studies the generalizability is determined by the strength of the descriptions of the context. Furthermore, it is these descriptions of the case that allow the researcher and reader to determine the level of correspondence of a particular case to other similar cases (Patton & Applebaum, 2003). Thus, within case studies it is imperative that the researcher place critical importance on developing the context of each case to illustrate the particularization of each case within its context, as well as to allow the reader and the researcher to make naturalistic generalizations concerning the organizational design and determinants influencing design of other similar cases (Yin, 1994).

Method

Within this study, a multiple case study design was used to investigate the organizational design of the extracurricular sport departments within three Ontario
high schools, and the context within which they exist. Moreover, an instrumental case study design was used, in which the issue of exploring the organizational design of high school extracurricular sport departments, as well as the context - external and internal within which they exist was of central interest to the researcher. This study has received ethical approval by the Brock University Research Ethics Board (# 03-370) and the District School Board of Niagara. As previously mentioned, a case study must be bounded by a unit of analysis (Creswell, 1998), and therefore within this study the unit of analysis was the high school. The high school, a public sector organization was selected as the system under investigation, because of the imbedded nature of extracurricular sport within a high school. Furthermore, as identified within the literature, the deliverance of sport programs within schools are not centralized within one department of the high school (Advisory Group on the Provision of Co-instructional Activities, 2001), and therefore, in order encapsulate the diversity of entities which play a role in extracurricular school sport, the school was the holistic unit of analysis explored.

Data Collection

As indicated by Creswell (1998) a case study involves the widest array of data collection as the researcher attempts to build an in-depth picture of the case. In collecting data for case studies, Yin (1994) indicated a variety of sources that could be used. These included documents, archival records, interviews, direct observations, participant observations, and physical artifacts. For the purposes of this study, data were collected from three main sources; documents, interviews, and observations.
Documents, as termed by Patton (2002) represent the ‘material culture’. For organizations this form of data constitutes a rich source of information (Patton, 2002). For Yin (1994) the use of documents, however is most important in corroborating and augmenting the evidence from other sources. Patton (2002) agreed by stating “an intriguing form of an analysis involves comparing official statements found in public documents (brochures, board minutes, annual reports) with private memos and what the evaluation observer actually hears or sees occurring” (p. 293). Documents are also noted as being valuable for a research study “not only because of what can be learned directly from them but also as stimulus for paths of inquiry that can be pursued only through direct observations and interviewing” (p. 294).

In this study, documentary analysis came from sources obtained from newspaper clippings, as well as organizational based documents. First, the sports sections from two popular newspapers in Southern Ontario were used (St-Catharines Standard and Niagara Review) from the period of October 18 to December 3 (Data collection period). The newspaper clippings assisted in providing contextual information unique to each case. Second, organizational based documents in the form of a coach’s manual, team lists, department member lists, and the co-instructional brochure of each school were collected and analyzed. These documents provided a greater understanding of the design dimensions of each case’s extracurricular school sport department (See Appendix A for the framework followed).

Interviews, as indicated by Yin (1994), are one of the most important sources of data within a case study. In this study interviews were used to obtain information pertaining to the dimensions of design and the context (external and internal) within
which the cases exist. Specifically, the interview guide was broken down into two sections consisting of a structured, and a semi-structured component. The interview guide was formulated using the concepts found within the literature related to organizational design, and internal and external context.

The structured section of the interview guide consisted of questions related to the general characteristics of each case, the structural aspects (specialization, centralization, and standardization) and systems (governance, control, and decision making) of each school’s extracurricular sport department design. The wording and sequencing of the questions were pre-determined (See Appendix B). By using a standardized set of questions, the completeness of responses within each interview, as well as across each case was facilitated (Patton, 2002).

The semi-structured section of the interview guide consisted of questions related to the values dimension of design (orientation, domain, principles of organizing, and criteria of effectiveness), context questions surrounding the two environments, and questions exploring the interconnection between the internal and external environments within which the departments exist. The questions were determined in advance, however, the sequencing and wording of the questions varied across interviews. This portion of the interview resembled a conversation with a purpose, where the sequencing and wording of the questions depended on the direction taken by the interview participants (See Appendix B).

To ensure a greater quality of obtained data via interviews, the researcher conducted a pilot interview with an expert within the field using the pre-established interview guide to test the quality and completeness of the guide. The pilot interview
was conducted with a high school coach from the high school attended by the researcher. The interview was tape recorded and analyzed for interview guide modification purposes. The data from the pilot interview were not incorporated with the data collected from each case. Instead, the data were used to assist the researcher in strengthening the interview guide. A debriefing with the pilot interviewee also took place following the interview to discuss any modifications that needed to be made.

The pilot interview proved to be valuable as modifications to the interview guide were made given the suggestions of the pilot interviewee. Specifically, changes were made to the wording of a number of questions in order to make the questions less technical and more applicable to the school sport context. For example, the term ‘organizational member’ was identified by the pilot interviewee as being too formal and suggested using the appropriate position name instead, such as Coach. Additionally, a new question was added related to the influence of new staff within the school (Do you have very many new/young staff members within the school? What impact does this have on the extracurricular sport department?). The pilot interview also proved to be a very positive and enlightening experience because I was able to learn about one school’s extracurricular sport department and was therefore presented with the type of information I may find when exploring my cases. Additionally, the pilot interview prepared me for the type of responses I may encounter, as well as the type of probing questions I could pose.

Field observations were also used to collect data. Van Maanen (1988) indicated the worthwhile contribution of field notes as a method of data collection
and in the process of data analysis. He noted that field work is an ongoing process, in which a researcher’s understanding of the observed culture may be symbolized by field notes. As articulated by Eisenhardt (1989) field notes are “an ongoing stream of conscious commentary about what is happening in the research, involving both observation and analysis” (p. 539). Furthermore, Patton (2002) pointed to field notes as the fundamental database for constructing case studies.

The data collection technique of observations as explained by Creswell (1998) requires special skill on the part of the researcher. He explained that “observing in a setting is a special skills that requires management of issues such as the potential deception of people being interviewed, impression management, and the potential marginality of the researcher in a strange setting” (p. 125). Additionally, in case studies, the researcher must spend an extensive amount of time reflecting and revising the meanings that he/she has formulated of the case to capture what is going. Within this study, the reflexive journal that I kept also helped me reflect upon what I had observed during each visit to the school.

In this study, observations in the form of field notes were kept during visits to the schools. Observations of the physical attributes of each school were used to create a more in-depth understanding of the context unique to each case. A sensitizing framework was used to guide this fieldwork process (See Appendix C). A pilot field observation was also conducted at the high school that I attended to strengthen the sensitizing framework that was used. However, no modifications were deemed necessary upon completion of the pilot observation. I also attended a game at
each school to witness the atmosphere, level of support, and number of fans at the game.

Sample

In instrumental case studies, understanding the phenomenon is dependent on choosing the case(s) well, because as indicated by Stake (1998) the phenomenon is given, but the cases are opportunities to understand the phenomena. In order to adequately understand the phenomenon of this study - the organizational design of the extracurricular school sport departments and the context within which they exist - a number of issues related to the sample selected were considered.

First, the case selection criteria used for a case study acts as an important determinant influencing the appropriateness and quality of data obtained. To facilitate a researcher in establishing the appropriate criteria needed to select suitable cases Weerd-Nederhof (2001) suggested using diverse sources, such as newspapers, journals, and experts or specialists within the area of study. Within this study, in order to establish the most appropriate criteria, information presented in the literature and the knowledge and advice of experts within the field of high school sport was sought. Furthermore, by incorporating both sources of information, the comprehensiveness of the criteria used in selecting the cases was heightened.

As identified by the New OFSAA Classification Policy (2003), schools have traditionally been categorized using OFSAA’s school sport classification levels (A, AA, AAA,AAAA). The OFSAA classification levels differentiate schools according to school size using student population numbers. Therefore, typically as the size of the student body increases, so does the OFSAA classification level. For example,
school with five hundred students or less would be placed in the ‘A’ level category, while a school with a student body of twelve-hundred and fifty one students or more would be placed in the ‘AAAA’ level.

Although schools have been classified using OFSAA’s school size classification criteria for several years, this narrow classification system of schools based on the size of the student body led to concerns related to the equality of the playing field given the complexity of issues that can strongly influence the performance levels of schools (Ontario Federation of School Athletic Associations, 2002). Therefore, beginning in the 2003-2004 school year, additional guidelines for school placement were introduced by OFSAA to provide as fair a playing field as possible in each of the classifications levels (“New OFSAA Classification”, 2003). The additional guidelines include: the location of the school (urban vs. rural); school composition (composite vs. collegiate); team composition (students playing outside the league; provincial team players; national team players); competition (out-of season play; extended season play); and OFSAA success (regular medalists at OFSAA competitions). After a school has been placed in a student population category, the additional guidelines are used to shift a school up or down one level based on what its student population numbers designate (“New OFSAA Classification”, 2003). For example, an ‘A’ school of four-hundred students that is a regular OFSAA winner and is composed of club athletes may move up to the next population level of ‘AA’. Thus, in an effort to establish a more comprehensive school classification system that would provide as fair a playing field as possible,
OFSAA incorporated other factors which it believes can strongly influence school performance levels.

Although the modified school classification system has broadened the scope of factors that influence the classification level of schools, a major limitation still exists within the new classification policy - an overemphasis on the size of the student body. Although other criteria were included, the basis for classification is first dependent on student population numbers. Thus, within the new classification policy the level of significance placed on the additional guidelines is less than that of school size when establishing the school's classification level. Deficiencies within the current school classification criteria are visible, and as a result the school classification guidelines, as proposed and advocated by OFSAA, are insufficient for the case selection criteria of this study.

In accordance with W eerd-Nederhof (2001), experts of the topic under study were used to establish criteria that would assist in the selection of suitable and information rich cases for this study. Informal interviews with five experts within the field were conducted - three post-secondary coaches, a school board employee, and an Ontario school sport federation employee. The experts were selected because of their exposure to the high school sport system and because of their familiarity with the high schools in the Niagara region - the sight of case selection. The interviews were non-structured in nature and no formal interview guide was followed. In general, the interview format between the researcher and the experts resembled a conversation where the purpose was to ask the experts to describe the characteristics of the extracurricular sport departments in Niagara region high schools. More
specifically, criteria useful in distinguishing the extracurricular sport departments of various schools within the region were addressed.

The information presented by the experts was recorded in field notes and transcribed for data analysis. The data were first analyzed by locating initial themes within field notes of each expert. The next step of the data analysis consisted of grouping similar themes together from the field notes of each expert and creating thematic labels using the terms identified by the experts. Lastly, a comparison of the themes found within each expert’s interview was conducted, which resulted in the emergence of three themes that were consistently emphasized by the experts as relevant when categorizing the sport programs visible in high schools. The three major themes included reputation, performance, and commitment.

First, the theme of reputation refers to the prominence of the school’s sport program within the community, as is identified by the press the school receives, as well as the type of acknowledgements the school’s sport department receives. Second, the theme of performance refers to the win/loss records of various teams within a school, as well as the overall success of the school’s sport department visible by season and tournament success. Finally, commitment refers to the level of seriousness and dedication to the sport department by members within the school’s community. Thus, this theme is a reflection of the enthusiasm and passion that members within the extracurricular sport department, such as teachers and coaches, exhibit. Therefore, the three major themes as identified by the experts, reputation, performance, and commitment, represent the key criteria that distinguishes one school’s extracurricular sport department from another.
The criteria outlined by the experts were also used to separate the school sport departments into three different categories based on a similar level of intensity for each theme (e.g., high win record vs. low win record). The labels given to the categories do not reflect the terms used by the experts, but instead the labels are typical team names found across high schools. The first category, the Spartans refers to schools that have a strong sport reputation within the community, have strongly competitive teams that are regularly top performers and tournament winners, and have a committed and passionate sport community within the school (e.g., Coaches, and Head of Physical Education). The second category, the Renegades refers to schools that have a mediocre sport reputation within the community, that inconsistently perform well in a limited number of sports, and that have a mediocre level of commitment and enthusiasm from members within the school’s community. The final category, the Huskies refers to schools that have a dismal sport reputation within the community, that have poor levels of performance from the majority of sports offered, and that have low levels of passion and commitment from members within the school for the extracurricular sport department.

The discussions related to the descriptions of the three categories of schools also included the identification of specific schools within each category by the experts. During these discussions public high schools within the Niagara region were highlighted. Specifically, two to five schools that fit strongly with the meanings of each category were identified by the experts, and thus represented possible candidates for case selection. Interestingly, a variety of school levels (A, AA, AAA,AAAA) were visible within each category (Spartans, Renegades, Huskies), thus further
indicating the limitations and misrepresentations of schools based on OFSAA’s ‘A’, ‘AA’, ‘AAA’, and ‘AAAA’ classifications.

Second, the number of cases needed to represent the organizational designs of extracurricular sport departments visible within Ontario high schools is considered. As indicated by Perry (1998) the number of cases chosen in a multiple case study design is contingent on the richness of the cases selected. Patton (1990) supported this argument as “the validity, meaningfulness and insights generated from qualitative inquiry have more to do with the information - richness of the cases selected and the observational/analytical capabilities of the researcher than with sample size” (as cited in Perry, 1998, p.7). Therefore, in determining the sample size of this study, a greater priority was given to the richness of the cases as identified by the experts within each school category, rather than the number of cases chosen.

Within this study, one case for each school sport category (Spartans, Renegades, and Huskies) was selected, thus a total of three cases were explored. By using a small sample of diverse cases, the data collection and analysis within this study produced two kinds of findings. First, high quality detailed descriptions of each case, useful in documenting a case’s uniqueness were created. Second, “important shared patterns that cut across cases and derive their significance from having emerged out of heterogeneity” (Patton, 2002, p. 235) were created.

The specific schools that were selected for each category were chosen by the researcher after conducting field observations of the schools suggested by the experts within each category. Specifically, to refine the number of cases within each category, and to screen the schools suggested by the experts, the researcher contacted
the Principal of each school to gain permission to observe the school and to discuss
the willingness of each school to participate in the study. Based on the researcher’s
observations and the willingness to participate expressed by each school, one school
per category was selected.

Finally, the selection of the most appropriate interview participants within
each case was contemplated. In selecting participants within each case, Leavy (1994)
indicated that “for most research designs based on case studies the researcher needs to
be able to interview a wide cross section of personnel, down and across the
organization using semi-structured and unstructured in-depth interviewing
techniques” (p. 5). Therefore, in this study, a variety of organizational members
within each case who are actively involved in administration, decision making, and
provision of the extracurricular sport department within the school were interviewed.
A snowball sampling technique was used within each case to enhance the attainment
of a comprehensive participant sample of active members within the extracurricular
sport department of the school.

A snowball sampling technique was used to facilitate the attainment of
interview participants occupying an administrative, school sport coordinator, and
coaching roles within the school. The organizational members interviewed within
each case included, the Principal, the Head of Physical Education, an Inside Coach
and an Outside Coach. The total number of interviews conducted within each case
was four, and therefore a total of twelve interviews were conducted. Furthermore, all
interviews were transcribed verbatim and the interview participants were asked to
review the transcripts for accuracy, and to add or remove any information they deemed necessary.

The variety of participants interviewed represents the hierarchical levels visible within the extracurricular school sport department of the school. Thus, the content of the interviews with each participant varied depending on his/her knowledge related to the design of the extracurricular sport department and its context (See Table 2). The structured interview section was used to acquire information from the participant’s pertaining to a) her/his role within the school and the school’s extracurricular sport department, b) the general characteristics of the school (i.e., size), c) the characteristics of the extracurricular school sport department, and d) specialization, one dimension of structure, and decision making, power, and politics, one dimension of systems. The semi-structured interview section was used to pose questions surrounding a) the design dimension of values, b) the external and internal environments within which the extracurricular sport departments exist, and c) the interconnections of the external and internal context within which the departments exist.

Essentially, the interview guide was designed to ask each participant questions surrounding certain design dimensions of structure and systems, the design dimension of values, and the context within which the extracurricular sport departments exist. Questions related to a majority of the dimensions of structure and systems were not posed to all interview participants, but instead within each case, once the desired information was acquired no other participant was posed the same questions (See Appendix B). Therefore, the interview guide was structured to gather
Table 2

*The Breakdown of Interview Questions based on Content*

<table>
<thead>
<tr>
<th>Interview participants</th>
<th>Structured interview questions on:</th>
<th>Semi-structured interview questions on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Principal</td>
<td>i) Information related to the participant’s role in the school/school’s extracurricular sport department</td>
<td>i) Design Dimension of Values (all elements - orientation, domain, principles of organizing, and criteria of effectiveness)</td>
</tr>
<tr>
<td>ii) Head of Physical Education</td>
<td>ii) General School characteristics questions</td>
<td>ii) Context - external and internal</td>
</tr>
<tr>
<td>iii) Coaches:</td>
<td>iii) Characteristics of school’s extracurricular sport department</td>
<td>iii) Interconnections of external and internal environments</td>
</tr>
<tr>
<td>Inside Coach and</td>
<td>iv) Design Dimension of structure (all elements - specialization, standardization, and centralization)</td>
<td></td>
</tr>
<tr>
<td>Outside Coach</td>
<td>v) Design Dimension of Systems (all elements - governance, control, and decision making)</td>
<td></td>
</tr>
</tbody>
</table>
information specific to each participant's knowledge of the various dimensions of design and its context, as well as to minimize repetition of certain structural and systemic dimension questions.

Data Analysis

In the past, when analyzing case study evidence, strategies and techniques were not well defined (Yin, 1994). Creswell (1998) however, identified that "when multiple cases are chosen, a typical format [of analysis] is to first provide a detailed description of each case and themes within each case, called a within case analysis, followed by a thematic analysis across the cases, called a cross-case analysis, as well as assertions or interpretations of the meaning of the case" (p. 63). In this study, the process of analysis as described by Creswell (1998) was applied. Furthermore, all interviews, observations, and field notes were transcribed verbatim and were used to create a database analyzed by the researcher in assessing the organizational design and determinants influencing design found within each case. As previously indicated, the researcher used the combined strengths of each data source to ascertain the 'truths' presented in the data. Given the reality-oriented stance of this study, the researcher's aim in the analysis was to use the three qualitative methods to describe and explain each case and the issues within each case as accurately and completely as possible, so that, as suggested by Patton (2002), the researcher's descriptions and explanations represent as closely as possible to the way the world is and actually operates.

First, the objective of within case analysis is to become intimately familiar with "each case as a stand alone entity" (Eisenhardt, 1989, p. 539). Furthermore, the
process of within case analysis allows the unique patterns of each case to emerge before the researcher pushes to generalize patterns across cases (Eisenhardt, 1989). Therefore, a detailed description of the setting of each case is particularly important within a multiple case study design (Creswell, 1998). In this study, the cases were analyzed as a unique entity. A description of each case was developed to generate patterns particular to each case, as well as to group patterns across the cases. The grouping of patterns across the three cases also enabled a greater understanding of the context within which the extracurricular sport departments exist.

Second, the key to good cross case analysis, as identified by Eisenhardt (1989) is “counteracting [generalization] tendencies by looking at the data in many divergent ways, [such as looking for] within group similarities and inter-group differences” (p. 540). The importance of an in-depth analysis of each case is identified, in that it enables the particularization of each case, as well as facilitates the process of cross-case comparisons. In this study, the three cases were looked at comprehensively in order to deepen the understanding of the unique attributes found within each case’s extracurricular sport department design, as well as to gain a greater understanding of the context within which the cases exist. Also, a comprehensive look at the three cases investigated assisted in creating awareness of the prominent design configurations that emerged from exploring the particularities and patterns of the cases.

As with all qualitative research, the amount of data obtained can be overwhelming, therefore Wolcott (1990) identified:

The critical task in qualitative research is not to accumulate all the data you can, but to ‘can’ (i.e., get rid of) most of the data you accumulate.
This requires constant winnowing. The trick is to discover essences and then to reveal those essences with sufficient context, yet not become mired trying to include everything that might possibly be described (as cited in Stake, 1995, p. 84).

Within this study, the winnowing down and analysis of all data were conducted using deductive and inductive forms of content analysis, as identified by Patton (2002). Content analysis refers to searching the text for reoccurring words or themes. The first phase of data analysis was deductive in nature. All field notes, documents, and interviews were analyzed according to a priori categories that were established using information presented in the organizational design literature. Specifically, a description of each case was developed using the design dimensions of structure, systems and values to establish the organizational design of the extracurricular sport department.

Following this deductive phase, the design data were then approached inductively by the researcher to “look at the data afresh for undiscovered patterns and emergent understanding” (Patton, 2002, pg. 454). Specifically, the structure, systems and value data were reviewed for patterns that were overlooked in using the a priori categories. After, re-approaching the design data inductively no new themes emerged, however, a deeper understanding of the interconnections between design dimensions resulted and the ability to compare cases was also facilitated.

The data related to the context within which the extracurricular sport departments exist were initially analyzed using the a priori categories of internal and external environments. This data were then analyzed inductively to explore for undiscovered patterns and emergent understandings. A priori categories were not developed for data related to the interconnections of the two environments within
which the extracurricular sport departments exist and therefore the data were approached inductively. The interconnections between the two environments could not be separated from the larger categories of internal context and external context and as a result the interconnections between the two environments were discussed within the larger categories where appropriate. In general, the data categories were developed using both etic (using terms and labels of the participants) and emic (using terms or labels imposed by the researcher) analyses. The deductive and inductive phases of analysis enabled the researcher to create detailed descriptions of each case, and facilitated a comprehensive understanding of the three cases in the context within which they exist.

To assist in the storage and management of collected data, N-Vivo, a data management software program was used. The interview, field notes, and observation transcripts were inserted into N-Vivo for purposes of storage and data organization. Furthermore, the coding processes conducted by the researcher were thematically organized in N-Vivo for easy identification and retrieval. Moreover, the creation and organization of coding reports useful in identifying the uniqueness of each case, the further elaboration and/or modification of themes and categories created to describe each case, as well as the development of a narrative account of the information provided by the participants within each case were also facilitated by this software program.

To highlight the findings from the data, data matrices to visually display the design of the extracurricular sport departments investigated were created (Refer to Tables 3, 4, 5, 6). The importance of data displays in analysis is identified by
Huberman and Miles (1994) as "valid analysis is immensely aided by data displays that are focused enough to permit viewing of a full data set in one location and are systematically arranged to answer the research questions at hand" (p. 432). In this study, data matrices were used to provide the reader with a detailed description of each case, as well as illustrate the designs that emerged during from the comprehensive understanding of each case through a visual display of the dimensions of organizational design.

In addition, within this study the processes of data collection and analysis occurred simultaneously and the data analysis process continued during the writing phase. As indicated by Smith and Osborn (2003) "the division between analysis and writing up is, to a certain extent, a false one, in that the analysis will be expanded during the writing phase" (p. 77). A reflexive journal was kept by the researcher and it was used to record any ideas, data conceptualizations, or concerns throughout the data collection and analysis processes.

**Issues of Validity**

As identified by Sparkes (1998) issues of validity and rigour are prevalent in qualitative research. Criticisms of researcher subjectivity and credibility are two issues associated with the methodology that are used to devalue this form of methodological contribution (Sparkes, 1998; Morse, Barret, Mayan, Olson, & Spiers, 2002). Morse et al. (2002) and Sparkes (1998) have suggested various strategies for demonstrating methodological rigour. These can include member checks, triangulation, external auditor, prolonged engagement, persistent observation and provision of thick description.
In this study, the parallel perspective as proposed by Lincoln and Guba (1985) and adopted by Patton (2002) was used to establish trustworthiness. Trustworthiness was conceived as parallel to the empirical concepts used to establish the validity of quantitative research, such as internal and external validity, and reliability and objectivity (Sparkes, 1998). Similar to quantitative research, trustworthiness in qualitative research is based on the systematic collection of data, using acceptable research procedures, and allowing the procedures and findings to be open to systematic critical analysis (Thomas, 2000). For the purposes of this study, the components of trustworthiness including credibility, dependability, confirmability and transferability were implemented.

The first component is credibility. To achieve credibility, partial member checking, prolonged engagement and data source triangulation were used. Member checking as identified by Lincoln and Guba (1985) plays a critical role in establishing the credibility of a research study. Member checking refers to a process whereby data, analytic categories, interpretations, and conclusions were tested with the participants from whom the data were originally collected (Sparkes, 1998). In this study, partial member checking took place where the interview participants were provided with verbatim transcripts to ensure accuracy, as well as to provide them with the opportunity to add or remove any information they deemed necessary. The majority of interview transcripts were not modified by the participants, only two interview participants removed information that they felt were case identifiers. Furthermore, prolonged engagement, a critical aspect of the case study design was
used to establish greater in-depth understandings of the uniqueness and complexities of each case (Stake, 1995). This depth of understanding was achieved by the researcher spending numerous hours within the field observing and conducting interviews within each case.

Triangulation of data sources via interviews, documents and field observations were used within this study’s design to minimize the unique weaknesses of each data collection method. Letourneau and Allen (1999) defined triangulation as the combination of two or more theories, data sources, methods or investigators in the study of a single phenomenon. More specifically, Stake (1998) viewed triangulation as:

A process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation. But acknowledging that no observations or interpretations are perfectly repeatable, triangulation serves also to clarify meaning by identifying different ways the phenomenon is being seen (p. 97).

The goal of triangulation is to circumvent the personal biases of researchers and to overcome deficiencies intrinsic to a single researcher, single theory or single method study to promote greater confidence in the observed findings (Patton, 2002).

Huberman and Miles (1994) pointed to triangulation as the term most often used in connection with the analysis and confirming issues of studies. In applying the process of triangulation to a study, a general prescription has been to use sources that have different biases and different strengths so that they can compliment one another (Huberman & Miles, 1994). The importance of triangulation in case studies is identified by Yin (1994) as “the use of multiple sources of evidence in case studies allows an investigator to address a broader range of historical, attitudinal, and
behavioural issues” (p. 92). Furthermore, as identified by Rowley (2002) in using a variety of sources, “each source has its strengths and its weaknesses and the richness of the case study evidence base derives largely from this multi-faceted perspective yielded by using different sources of evidence” (p. 23).

Huberman and Miles (1994) indicated that:

Triangulation is less a tactic than a model of inquiry. By self-consciously setting out to collect and double check finding, using multiple sources and modes of evidence the researcher will build the triangulation process into ongoing data collection (p. 438).

Within this study, the value of incorporating data source triangulation was evident. In an effort to both build an in depth base for each case, and to enhance the rigour and validity of this study, the researcher incorporated data source triangulation by using documents, interviews and field observations. It was through the combination of these sources that a stronger data source was created, as the advantages and disadvantages apparent within each method, in combination provided a solid foundation of data.

The second component of trustworthiness applied to this study, dependability refers to “how we can be sure our findings are consistent and reproducible” (Miles & Huberman, 1994, p. 278). In this study systematic data collection and analysis procedures were followed by the researcher. This included the use of a similar data collection strategy for each case, as well as the use of a pre-established data analysis plan. The third component of trustworthiness that was applied to this study, confirmability refers to “how neutral the findings are in terms of whether they are reflective of the subjects of inquiry and not a product of the researcher’s bias and prejudices” (Marshall & Rossman, 1989, p. 147). Given the desire of the reality-
oriented researcher to get as close to reality as possible (Patton, 2002), the researcher used external auditors, also referred to as "devil's advocates" (Merriam & Associates, 2002) in the form of a thesis advisory committee. Therefore, as suggested by Holt and Hogg (2002), Merriam and Associates (2002), and Sparkes (1998) external auditors were used in reviewing the data analysis procedures, by editing early drafts of the findings, and by offering conceivable alternative explanations for initial data interpretations.

The final component of trustworthiness that was applied to this study, transferability refers to "how applicable or generalizable the research findings are to another setting or group" (Miles & Huberman, 1994, p. 279). In this study, as advocated by Lincoln and Guba (1985) the researcher provided thick descriptions of each case (as cited in Stake, 1998). The thick descriptions allow the reader to judge the potential transferability of the cases to a wider population.

As previously mentioned, the role of the researcher is instrumental in qualitative inquiry, as the researcher acts as the instrument, therefore, indicating the pivotal role of the researcher in establishing a study's rigour. Patton and Appelbaum (2003) indicated that the greatest criticism of the case study is that it is subjective and strongly influenced by the researcher. In response however, they agreed that the case study is guilty as charged, because the researcher does play a central role in the outcome of the study. Moreover, the identification and interpretation of the researcher within a qualitative case study need not affect the validity of the study. Specifically, they argued "qualitative designs call for the persons most responsible for interpretations to be in the field, making observations, exercising subjective
judgment, analyzing and synthesizing all the while realizing their own consciousness” (p. 68).

When confronted with this issue, Creswell (2003) pointed out that since understanding is the goal of qualitative inquiry, “the human instrument, which is able to be immediately responsive and adaptive would seem to be the ideal means of collecting and analyzing data” (p. 5). Furthermore, Sparkes (1992) identified that the presence, the effect, and the biases and selection of the researcher cannot be removed from qualitative research, and thus qualitative research cannot be made researcher proof. Creswell (2003) acknowledged that although the human instrument has shortcomings and biases that might have an impact on the study, rather than trying to eliminate these biases or ‘subjectivities’, it is important to identify them and monitor them as to how they may be shaping the collection and interpretation of data. Combined with the use of an external auditor, a reflexive journal was used by the researcher throughout the data collection and interpretation processes to minimize and make explicit any researcher biases. Thus, various criteria and techniques were implemented both during the research process, and post-hoc to enhance the validity of the study by following the criteria suggested by Yin (1994) for case studies, and by Patton (2002) for a reality-oriented qualitative approach.

The reflective journal I kept as the researcher of this study proved to be a valuable tool that assisted me in understanding my perceptions of the cases investigated. For example, in an entry on October 12, 2004 after having met with the Principals of the potential schools to be investigated I expressed how the demeanor of the Principal can influence my perceptions of the departments upon entry. I wrote:
I am becoming more aware of how I may have preconceptions about the extracurricular sport departments that I may investigate because of my first interaction with each school's Principal. It is also interesting to me that the Principals of the 'strong' school, and the 'mediocre' school took me on a tour of the school and proudly proclaimed the department's athletic accomplishments. It is also interesting to me how the schools that were identified as having weak, mediocre, and strong extracurricular sport departments by the experts interviewed seem to be fitting appropriately within these categorizations given the physical attributes I have observed of the school and given my introductory meetings with the Principals. I wonder how lasting a first impression is and what other insights may come after I speak with other members of the departments.

The reflective journal was also used as a tool to record my thoughts during the transcription process of the interviews and field notes. For instance on Friday October 29, 2004 after having transcribed the interview of the Head of Physical Education from the Husky school I commented:

I can sense the burden being experienced by the Head of Physical Education in relation to her extracurricular sport department responsibilities. She clearly indicated that she is burnt out and expressed her desire for a break from her extracurricular school sport responsibilities, but indicated that the department would fall a part without her. The importance of key department members such as the Head of Physical Education in establishing how the department is organized is beginning to surface.
CHAPTER 4

CONTEXT FINDINGS

Introduction

One of the research questions of this study was to understand the context within which the three extracurricular school sport departments have developed given the new realities that exist within the education sector. Throughout this section a general description of the three cases investigated, the Husky school, the Renegade school, and the Spartan school will be provided. Next, an analysis of the internal and external environments will be presented in order to frame the context within which the extracurricular school sport departments exist. The interconnections between the organizational environment (external context) and the organizational actors (internal context) are also explored. The analysis illustrates the significant role played by both the institutional environment of the education sector, and members within the schools investigated.

Characteristics of the Three Cases

First, the Husky school that was investigated is a small school in Southern Ontario with a student population of just over four hundred and an ‘A’ OFSAA classification. The extracurricular sport department consists of twenty-five coaches (fifteen male, and ten female), of which twelve coach more than one team. Twenty-seven teams are offered by the extracurricular sport department and the number and types of sports offered reflects the teams and sports that have been historically provided.
null
Generally, this school is not regarded highly as an academic school and the opportunity to participate in sports provides students with a sense of accomplishment and confidence. The department’s current level of success and reputation, as evidenced by coverage in a local newspaper and descriptions provided by the members interviewed is low. Over the period of data collection four newspaper articles detailing a team’s potential and its subsequent successes appeared.

The level of spectator support for the extracurricular sport teams was relatively low but also a reflection of the importance of the game being played. When watching a basketball game, few students or parents were in attendance and as stated by the Head of Physical Education, the level of enthusiasm for extracurricular sport:

depends on...on their friends, because sometimes friends will come and watch friends play, but we won’t really get a big crowd at a basketball game, especially a season game, but if you know that they are playing for a [regional] championship then you get more kids out to watch, but I don’t think that is there anymore.

Second, the Renegade school that was investigated is a small school in Southern Ontario, with an ‘A’ OFSAA classification. The extracurricular sport department consists of thirteen teacher coaches and staff advisors, and sixteen outside coaches. The Head of Physical Education indicated that the composition of the department, although more heavily weighted with outside coaches, one must remember that “an outside coach usually comes in and does one sport [and] those of us that coach in the school do more than one sport.” Thus, within the school a core group of staff coaches exists which provide for multiple teams. However, because of the unwillingness of the remaining school staff to volunteer for the extracurricular
school sport department, the department depends on volunteers from outside the school to sustain the provision of programs.

Eighteen teams are provided by the extracurricular sport department and high levels of pride and accomplishment were apparent within the department. The Head of Physical Education expressed the positive reputation held by the school in relation to athletics when explaining the ability of the Principal to promote the school’s extracurricular sport department. She indicated, the Principal “can use how well we have done in the past, as come to [school’s name], we are good. As a school of five hundred kids we are known as we produce, so for the size of us it is kind of those bragging rights.” The strength of the department’s reputation was also visible given the media that the school received from two local newspapers over the data collection period. This included nine newspaper articles detailing the accomplishments of a variety of male and female sports. Additionally, the athletic displays found in the gym’s hallways were up to date with recent team/sport accomplishments and were well kept and organized, illustrating the level of pride and sense of accomplishment held by departmental members.

The level of spectator support for the extracurricular sport teams was found to be moderately low. However, the Inside Coach indicated that the level of enthusiasm and fan support for athletics has increased “over the past six, seven years...and I think that comes with exposure in the newspapers and things like that.” Given the successes achieved by various teams within the department, interest levels from students and community members have increased. Nonetheless, in observing a
volleyball game at the school, although the stands were not full, a fair number of students and parents were in attendance.

Third, the ‘Spartan’ school that was investigated was a relatively large high school with a student population of over eight hundred students, and a ‘AAA’ OFSAA classification. In the current academic year, the extracurricular sport department offered twenty-nine teams and the Head of Physical Education expressed pride in the school’s ability to offer the number of sports they do and achieve high levels of success. He explained, “I think we offer as much or more than most schools [and] I am very proud of our athletic history.” Thirty-four people volunteer their time as coaches within the department, of which nineteen are inside coaches or staff advisors, and the remaining fifteen are outside coaches. The level of support for extracurricular programs, including athletics within the school was found to be high. The Principal explained, “Traditionally, we have had a lot of staff support and so all of our staff, we have fifty odd staff and just about everyone contributes in one way shape or form to the co-curricular, extracurricular programs.”

The level of support given to the extracurricular sport department and individual teams and sports through spectatorship was described as being relatively low by the participants, but dependent on the significance of the game being played. A high level of support through spectatorship was found by the researcher when attending a football game. Even in the pouring rain, numerous students and parents were in attendance and many were wearing the school’s colours to show their support. The department’s current level of success and reputation, as evidenced by coverage in local newspapers and descriptions provided by the members interviewed
is high. Over the data collection period, eighteen newspaper articles from two local newspapers were printed that detailed the successes of a variety of teams and sports in the department.

Additionally, the overview of the cases’ characteristics pointed to issues related to the size of the schools. Within all three cases- the Spartan school, the Renegade school, and the Husky school, the extracurricular sport departments confronted challenges as a result of the school’s size. The Spartan school, although the largest school in the sample with a student body of over eight-hundred students expressed challenges in maintaining the consistent provision of all extracurricular sport programs. The Principal of the school explained:

Interesting phenomenon, we have been hearing over the years that we need to, we are doing too much and we are offering too many programs and we should be reducing, when in essence we have been adding. When you do that there are only so many bodies to go around and we are fortunate because we are a larger school by [school board standards], almost nine hundred kids, and so because of that we have fifty two, fifty three staff members. Yeah we have had to, we’ve had some challenges in the past. Two years ago we had to cancel the swim team program, because we didn’t have a staff advisor to shake the trees and get the kids out...so there has been instances where we had to basically fold.

The Principal of the Spartan school further expanded:

swimming same thing, we had outside coaches, but no advisors. Rowing last year we had a problem, we had no boys participating. A couple of teams folded...I mean we face those challenges, I mean big school lots of programs and stuff like that, lost of successes but there are always critical times when we have to make certain decisions about moving forward and usually things work out.

Additionally, the Principal of the Spartan school explained the inability to solely use teacher coaches for the extracurricular sport programs they offer because of the number of sports and other extracurricular activities that are offered in the school.
He articulated, “Ideally you have a school teacher coach for every activity, but we’ve got seventy-five clubs and activities on and that’s what distinguishes us from the others.” Therefore, given that the number of activities offered within the school outweighs the number of staff available, volunteers from outside the school are essential in order for all activities to be able to function.

Within the Husky school, challenges related to the size of the school were expressed by the Inside Coach who explained “the whole program does just not have enough bodies.” The limited number of bodies available refers to both teachers and students. First, the Inside Coach of the Husky school explained that there are few teachers available to cover the classes of teacher coaches and therefore administration, such as the Principal or Vice-Principal fill the position. Second, a difficulty in filling the teams with enough students was described by the Principal who explained:

sometimes you are struggling when you really would like twelve [players] and you only have nine, and that is sort of a boarder line when you play basketball or volleyball, but then somebody gets hurt or two kids have to work and you have a problem. So that impacts it lots. Then you have people playing two sports, like the girls play field hockey and basketball at the same time.

Furthermore, the Head of Physical Education of the Husky school expressed that students may be playing more than one team in a season “just so that we can have a team, because we are struggling for numbers”, therefore, “it is hard to run as many sport as everybody else does...because we don’t have enough players.”

The challenges of having a smaller body of staff was also identified by the Principal of the Renegade school when he expressed, “when you’ve got a small school you have less bodies on staff to be able to coach...so the larger the school you
have the more bodies you have in the building to be able to coach.” Additionally, he felt that “there needs to be recognition somewhere out there that small schools need more staff in order to make their program run.” The influence of the small size of the Renegade school was highlighted by the Inside Coach who explained:

In a school like this you have five hundred students, the same athletes are doing all of the same sports. So you are having students that are playing football, and hockey and then baseball in the spring and then soccer and then row. There are a lot of kids that play more than one sport during the year, whereas in other schools kids are specializing and they are focusing in specific sports that they want to excel at and then during the off season they train for that sport. In a smaller school, we need those kids who play football to come out and play basketball. We need those volleyball kids to come out and play basketball, which might not be the same case at other schools.

Within all three cases, the size of the school was found to influence the extracurricular sport departments investigated. Organizational size, as indicated by Amis and Slack (1996) can be measured by assessing an organization’s physical capacity, the volume of an organization’s inputs or outputs, available discretionary resources, and the number of personnel available to an organization. The schools investigated have classified themselves using regional school board student body population standards, and therefore the Husky school (student population approximately 400) and the Renegade school (student population approximately 500) is self-described as ‘small’, while the Spartan school (student population approximately 800) is self-described as ‘large’. Interestingly, the challenges described by both the large and small schools were related to the ability to fill the teams with enough students, as well as the ability to acquire enough school staff to occupy the needed coaching positions. Therefore, even though the Spartan school has the ability to access more students and staff to fill the needs of the extracurricular
sport department, the described challenges associated with size still remain. Thus, the varying sizes of the schools investigated do not appear to create unique challenges for the individual extracurricular sport department, but rather presented a consistent challenge across all cases in the study.

External Context

The analysis of the external context of the three extracurricular sport departments highlighted a) the institutional expectation that the Head of Physical Education act as the 'unofficial' Athletic Director within the extracurricular sport department of his/her school and b) the positive image created through school sport and the associated ability to remain competitive for students.

Expectations of the Head of Physical Education. Changes in the institutional environment of the education system occurred following the 1999 teacher strike and the 2001 work to rule. Specifically, the Head of Physical Education of the Spartan school identified that prior to these occurrences:

We assumed that role [of Athletic Director]. We would have called ourselves the Athletic Director [but] it was never a formal title and it was something that every school may have called themselves something different. There was an assumption from administration and everybody else that this just fell into our department. In the catholic board, our neighbouring catholic board, that is a part of their title. They are actually paid for extracurricular and curriculum positions, whereas we are not. We are only compensated in theory for our curricular responsibilities and we take this on because it is kind of linked to and has traditionally fallen under our umbrella.

Additionally, the Head of Physical Education of the Spartan school explained:

Well traditionally we as department heads, way back before all the work to rule stress and the government changes, we were given a period as a department head...I had a period where it was just administrative, well not administrative but a department head period. Everyone else, the Head of Science, the Head of Math, and the Head
of English used that for departmental responsibilities. My experience and the experience of others like me, we used that period predominantly doing the extracurriculars [because] that was a good opportunity for us to do it. The stress came when they took that away from us and said continue doing it. We didn’t have any time in the day. Even now, my one period which should be my marking period, should be my reporting period on the computer, I spend more of my time doing the extracurricular- making the phone calls for coaching, communicating, setting up schedules [and] drawing schedules.

Following the work to rule of 1999 the Head of Physical Education of the Spartan school explained the responsibilities typically associated with his position as Head of Physical Education were “off loaded to the Principal.” However, he further expanded that:

we are acting as the Principal’s designate. So we are the athletic designate for the Principal. So in effect making all of the responsibility the Principal’s responsibility...But we do act, we are the ones who attend meetings on their behalf, [and] communicate with the Principal regarding issues.

Although the Principal was formally in charge of managing the school’s extracurricular school sport programs, the Head of Physical Education was found to act as a dominant role within the department.

The Principal of the Renegade school also explained some of the environmental changes that have occurred in the education system. He articulated that:

When the [none] government took over in 1996 and they changed the funding formula for schools there is no money now to give to any major head, certainly not the Head of Physical Education to do administrative work. So the Head of Physical Education, who in most cases assumes the role of athletic director...that person now, not only do they not get four thousand dollars a year for a headship, they are down to twenty-two hundred if they are a major head, and in most schools the Head of Physical Education is a minor head, so they are only getting eleven hundred dollars, so not only did they lose a large chunk of remuneration, but they also lost their administrative period.
which they used, even in a semester system, you could at least have one period in a year, in a semester to be able to take off to do those administrative things. Now you are teaching six classes, you are getting less money and oh by the way the job is still there.

The taken for granted beliefs related to the role of the Head of Physical Education within the school continue, even when faced with the changing circumstances of the educational environment.

Additionally, following the work to rule, the Head of Physical Education at the Spartan school indicated that at the board level a school convener’s position was developed in an effort to remove some of the league wide responsibilities from the Head of Physical Education within the school. He indicated that:

Fairly recently... I think it has only been about three or four years. Again we were feeling, we were expected to not only maintain athletics within our building [but] the department heads, we ran the leagues. So we would each alternate turns convening the league, running the [regional] championship. We still run the [regional] championship, but we said this is too much. I mean now the time is taken away so we demanded of our board that we come up with somebody to offload this responsibility. There was a small budget set aside, I mean we pay into that with our fees, our athletic fees, these people don’t get paid a lot, but they have been kind of on a contractual basis assigned as conveners...they are supposed to lighten our load, but there is the added stress when they are confused and they don’t know how to manage and things go wrong...in theory they were supposed to make our life easier because they took that off our plate, now in truth they have muddied up the waters sometimes more than they have cleared it up for us because sometimes they create more problems, partially because they don’t understand.

The creation of the board wide convener’s position has done little to help alleviate the burden experienced by the Heads of Physical Education as a result of their extracurricular school sport department responsibilities. The Head of Physical Education at the Husky school also indicated that “even though we have conveners now for our leagues we are still, you know the
paperwork, we have to get our transfers in, we’ve got to get this in, we’ve got to get that in.”

Although efforts were made at the board level to try and reduce the workload experienced by the Head of Physical Education within schools related to the extracurricular sport department, frustrations by staff occupying this role still remain.

The Head of Physical Education of the Husky school explained:

You look at any other head, and they are not coaching the teams or running the extracurricular activities or anything, and why should the Head of Physical Education do it, just because they teach the physical education program and that’s a big thing, why is the owness always put on the Head of Physical Education to do this? Why can’t we just go home after school, or why can’t we do the debate club instead of running all the athletics?

The institutionalized expectation that the Head of Physical Education is responsible for the management and operation of the extracurricular sport department within the school was also expressed by the Principals interviewed. The Principal of the Spartan school indicated:

A department head in physical education is responsible for program delivery so [Head of Physical Education’s name] will receive the curriculum himself, who does the extracurricular [sports] but I mean the logical choice is, but because of this work to rule mentality that we have gone through the pendulum kind of swung and the staff felt that they were so hard done by, but then again I always say that you have options. If you really don’t like what you are doing...nobody has every walked away from the job and I can give you seventy-thousand good reasons why.

The Principal of the Renegade school also identified that the Head of Physical Education, “assumes the role, if you want to call it, athletic director, but there is no such thing as athletic director in a school, there is no such position, however we do consider the head as the athletic director.” The expectation on the part of the
Principals that the Heads of Physical Education take responsibility for the extracurricular sport department within the school because of logic and tradition indicates the deeply embedded nature of this belief within the educational environment. Thus, in accordance with institutional theory, this belief has "come to take on a rule like status in social thought and action" (Meyer & Rowan, 1977, p. 304) as evidenced by the beliefs and practices articulated by the Principals. Furthermore, because of the history and tradition associated with this belief, it is highly resistant to change (Oliver, 1992).

Interestingly, although the Heads of Physical Education have expressed their frustrations related to being 'unofficially' responsible for the extracurricular sport department, the Head of Physical Education of the Renegade school explained that she would support a mandate requiring teachers to participate in the extracurricular activities of the school. She expressed:

when the government came down and said that they were going to impose so many hours I was all for that and others were like oh that is horrible, how can they do that? But I was like you know what I think it is a part of your job.

The desire to have more support to help her manage and organize the department has likely created these sentiments, because currently the well-being of the department depends on her actions. The Principal of the Renegade school also identified his view related to the responsibility of teachers to volunteer for extracurricular activities in the school. He identified:

I do feel it should be within their job...I think it is part of their job. Can I mandate it? No, I can't because there is nothing in the collective agreement that says you have to stay and do extracurricular activities whatever they are.
Additionally, the Principal of the Husky school expressed that teachers have given up trying to change this belief. He articulated:

we have given up arguing with [parents] or even trying to convert them because it is a no win situation. All the parents see is that the teacher works nine till three and they get forty minutes for lunch and they are going, okay you work nine till three and that five and a half hours, I work eight hours and you get summers off, well yeah you should be coaching.

This quote illustrates the passive strategic response of acquiescence on the part of teachers and the Principal to change the community’s beliefs that extracurricular activities are part of a teacher’s job.

During the period of the strikes and the work to rule the Head of Physical Education of the Spartan school described the negative emotions he experienced:

My feeling was as not only a teacher, but a physical education teacher, persecuted, was the feeling, and was the emotion...the whole coaching threatening that they would make it compulsory. How do you make a volunteer activity compulsory? Do you then get people who don’t want to be there...the nerdy English professor coaching the basketball team because he had to do something? All of those things, there was a feeling of persecution, there was a feeling...and I have often made statements related to...Where you are just constantly being dumped on, and constantly made into the enemy, advertisements on television and conversations with people in the public who don’t know...So that feeling was just kind of weighing down, but as soon as the government changed, there is a feeling perception that there is less pressure, and I think that has kind of helped. I think the people who were most bitter were the teachers that were in it the longest who had never experienced that for twenty to thirty years, and unfortunately through timing that persecution came at the end of their careers, so they were the first to jump off the wagon...Those people I think have all gone. I think they have left so what we have now is people who have realized this is really that we live in. We have no other alternatives at this point, so it is a status quo and we have to do what we have to do...if you have the passion then you are going to do it because that is what you want to do.
This quote demonstrates an acceptance for the current reality of the education system and a sense that the educational environment has stabilized. Additionally, although the Head of Physical Education of the Spartan School indicated a level of acceptance related to the current realities of the education system and their influence on extracurricular school sport, this acceptance may be a result of the high level of turnover that has occurred within the extracurricular sport departments. Essentially, as indicated by Oliver (1992):

new members with backgrounds and experiences that differ from existing members bring different interpretive frameworks and social definitions of behaviour to the organization that act to diminish consensus and unquestioning adherence to taken for granted practices (p. 575).

In this case, the pressures exerted from the new realities of the educational environment led the ‘old’ department members to leave the department, while ‘new’ department members entered with a greater acceptance of the new realities of the institutional environment. Therefore, new and remaining department members have become institutionalized with the new norms of the educational and school sport environment.

*Positive Image Created through School Sport.* Within the external environment of the education system, extracurricular school sport has been used by high schools to create a positive image within the community, as well as to remain competitive for students. The Inside Coach of the Spartan School explained the previous Principal’s support for extracurricular school sports was because of her belief that “we have to have this sport program because it is better for our image”, instead of a genuine belief that “we want sports because it is better for the school.”
Extracurricular school sports have been used as a tool to legitimize the school. Oliver (1992) noted that organizations can experience rewards as a result of their compliance with institutional expectations, such as prestige, stability, legitimacy, social support, and access to resources. In this case, the Principal has recognized the ability to achieve legitimacy and social support through the school’s extracurricular sport department.

The ability to achieve legitimacy and access to resources through the extracurricular sport department of the school was also highlighted by the Principal of the Renegade School. He identified the potential reaction should he decide not to provide athletics within the school as the following:

I can say there is not going to be any athletics in the school [but] my phone would be ringing off the hook, I would have trustees down my throat, I would have senior administration down my throat...I would have kids leaving this building to go the catholic system, I mean that would be the same thing as the guy selling men’s wear or ladies’ wear committing retail suicide.

He also added, “They expect it to be there. The Board of Education expects it to be there.”

The Principal of the Renegade School articulated the importance of complying with the institutional norms related to extracurricular school sport provision within his high school in order to appease a variety of constituents, such as school board administration and students. In order for the school to maintain its legitimacy within the political and cultural environment of the education system extracurricular school sport must be provided. Additionally, through compliance with institutional expectations, the Principal is able to appeal to a greater student body through athletics
and as a result potentially increase the size of the school’s student body, and therefore acquire more funding from the region’s school board.

Associated with the positive image created through school sport was the existence of a competitive environment amongst schools. In explaining the influence that other schools within the region have on the teams offered within the Husky school, the Head of Physical Education explained, “the kids will look at what is being offered after school and they’ll say ‘okay they don’t have hockey and they don’t have lacrosse so I am going to a different school.’” The Inside Coach of the Renegade school expressed the challenges of retaining students when competing with the extracurricular sport programs of other schools within the region. He explained the recruitment tactics that are used by other schools to acquire skilled athletes as:

You are not supposed [to recruit athletes], you are not supposed to but others do. Other schools do. They will talk to them...and say ‘oh it would be great if you came and played here’, so it is good if they come to the school that they are supposed to, and that makes a big difference to a small school if they lose two or three key basketball players from the neighbourhood and they do to a different school then that really hurts your program.

The Principal of the Renegade school also explained the use of the extracurricular sport department to remain competitive with other schools in the region for students when he identified, “I use [the extracurricular sport programs] as a selling point because I know that is what [students] are shopping for.” The Principal of the Renegade school further explained:

despite the fact that we are all a part of a public board of education kids can use excuses to go to other schools and they would probably be validated...so they can use an academic reason for going to one of my competitors...So I am in marketing mode and I have to be able to identify what is the competition doing and I have to try and match
what the competition is doing with less students, which means less staff, which means less money.

The above quotes illustrate not only the existence of a competitive environment, but also the presence of coercive and mimetic pressures experienced by the extracurricular sport departments investigated. Coercive pressures which refers to “the informal and formal pressures exerted on organizations by other organizations upon which they are dependent and by cultural expectation in the society within which organizations function” (DiMaggio & Powell, 1983, p. 150) were found as extracurricular school sports are used within the schools as a method to increase the school’s prestige, legitimacy and enable greater access to resources through the size of the student body. Therefore, because extracurricular school sport is highly valued by students and the education community, schools are able to legitimize and distinguish themselves from each other through extracurricular school sports.

Additionally, mimetic pressures were also visible which reflected the pressures experienced by the extracurricular sport departments to model themselves on other departments within the region. Mimetic pressures occur when organizations faced with uncertainty model themselves on other organizations which they perceive as successful (DiMaggio & Powell, 1983; Slack & Hinings, 1994) however in this case, the Principal identified pressure to model the school’s extracurricular sport department on other departments in order to stay competitive for students. By modeling the extracurricular sport department on other departments within the region the Principal is able to maintain the school’s legitimacy within the environment, as well create the potential to attract a larger student body. By attracting a larger student body the ability to access a greater number of resources is also facilitated, because
with an increased student enrollment the school is provided with more funding and teaching staff. Therefore, compliance with institutional expectations associated with extracurricular school sport is self-serving for the school because of its associated rewards.

In summary, the analysis of the external context within which the extracurricular sport departments exist highlights the institutional pressures that are present within the education environment. Both political and cultural expectations related to the role of extracurricular sport within schools were visible and were subsequently used by the high schools to create legitimacy, prestige and access resources. Moreover, institutional expectations related to the role of the Head of Physical Education for the extracurricular sport department were found. Additionally, interconnections between the institutional environment and organizational actors were visible and as indicated by Oliver (1991) likely reflected the low levels of legitimacy associated with the expectations of teachers and the Head of Physical Education within the institutional environment.

Internal Context

The analysis of the internal context of the three extracurricular sport departments indicated the important role played by organizational members in shaping the context within which the departments exist.

Influence of Organizational Members. The important role played by organizational members in shaping the context within which the extracurricular sport departments exist were found as a result of the changing priorities of teachers following the work to rule of 2001, and the subsequent high levels of burnout
experienced by teachers who continued volunteering within the extracurricular sport departments of their schools. In describing the residual effects of the 1999 strike and 2001 work to rule, the Inside Coach of the Spartan school indicated a change in priorities related to his level of involvement within the extracurricular sport department. He explained:

I used to coach more than one team, and after that point [the 1999 strike, and 2001 work to rule] I said that is it, I am coaching football and I am taking care of myself and that is it. So, if someone asked me for other extracurricular help, or soccer I used to coach, but I said forget it I am not doing it, because I put enough time in it, and I don’t get rewarded for it enough...you know football is a love of mine and I am not going to do anything that is kind of half there.

The decreased willingness on the part of the Inside Coach of the Spartan school to continue coaching to the extent he was prior to the work to rule demonstrates his active response to the institutional environment of the education system. In response to the perceived lack of support from the Ministry of Education he decided to reduce the number of teams he will coach. As indicated by Oliver (1991) organizational actors respond in a variety of ways as a result of the pressures exerted in their institutional environment, and in this case, the Inside Coach was no longer willing to continue abiding to past coaching practices. Therefore, the Inside Coach is using the compromising tactic of pacifying, which as identified by Oliver refers to “partial conformity with the expectations of one or more constituents” (p. 154). By reducing his level of support for the extracurricular sport department of the school, he has not completely removed himself from the department and therefore is still partially conforming to the expectation that he continue to coach. However,
some resistance is visible given the adjustments he has made in relation to his level of involvement within the department.

The Principal of the Spartan school in explaining the level of support for extracurricular activities within the school identified the discord that can exist amongst staff members who do not volunteer for the extracurricular sport department, but are responsible for covering the classes of the teachers who do. He expressed:

We work together and we are within our rights to give on calls to staff because of the collective agreements thirty five per year and we don’t come anywhere close to it. Yeah, there is some begrudging and moaning going on sometimes where they have to cover but it’s an expectation.

A division of feelings among teachers related to supporting the extracurricular sport department was also highlighted by the Principal of the Renegade school when he explained:

What I have is people who didn’t coach before that are saying wait a minute why am I covering your classes because you are out at this tournament...They have no grounds to complain about it [because] it is in the contract...but there is some level of, if I have a spare last period in the day I know I am going to get killed because the hockey team is out, the football team is out, the basketball team is out, gee I hope I have a spare somewhere in period one, two and three because I know I am going to get killed in period four.

The Head of Physical Education of the Spartan school explained the challenges he experiences in recruiting and maintaining inside coaches within the department. He expressed the existence of dissimilar values between teachers from this generation and teachers from the previous generation when he indicated:

I’ll be honest, the in school coaches are not as many as there used to be. I kind of feel like I was born too late, I mean I think I would have fit in really well with the generation ago, the way that those people ran things. We had people in this building for a long period of time. They love the coaching, and they did it every year without hesitations for
twenty to thirty years of their career. In some cases they coached two or three sports and they were consistent, you knew who they were going to be. We have a lot of turnover, we have a lot of young teachers who come in from the faculty who are not prepared to give that extra commitment. They are either selfish, or they are stressed or whatever the issues are, they are not coming in thinking coaching. They are coming in thinking I am happy to get a job. I'll do a little bit of this or a little bit of that, but I am not going to throw myself into that side of things, like they did years ago.

The reluctance on the part of teachers to volunteer their time to coach extracurricular school sports was identified as being reflective of the current generation of teachers.

The decreased level of enthusiasm and readiness on the part of teachers to volunteer their time has created difficulties for the extracurricular sport department to recruit and sustain inside coaches. The Head of Physical Education of the Spartan school indicated:

We have come to the point where maybe we had to fold the team. You know, if there is no coach we can't...maybe there is somebody who sits on staff...I mean there is two dilemmas. I mean there is a coaching problem, but then if it is an outside coach we now have a staff advisor problem. So we not only need a coach, we generally need to get somebody convinced to be a part of that team.

The Principal of the Husky school explained:

we have a lot of young teachers that say 'yeah I'll do that' and they'll do it for one or two years and say 'well that was really hard. I don't think I can continue doing that'. So they'll say they will do something and they'll do it to get the job, but once they find out the commitment that is required a lot of them are looking not to be as committed and I guess that is the disappointing part.

As a result of the changing willingness on the part of the current pool of teachers to continue coaching, the Principal of the Husky school expressed:

Well I think any school is always looking for coaches. That is a big challenge. People have had enough after thirty years of doing it or whatever, or people find other priorities and don't want to stretch it to the other ones, to add the sports to it.
The Head of Physical Education of the Renegade school also expressed, "The problem is our staff is lame and I can’t get people inside the school to coach."

The lack of staff support has also resulted in a greater demand for outside coaches in order to sustain programming. The Outside Coach of the Renegade school explained "there is a blatant lack of coaches and teachers just don’t want to take that extra time." The reluctance of teachers to continue coaching to the same degree as before the work to rule of 1999 has resulted in an increased need for outside coaches to fulfill the personnel needs of the department. Consequently, the Outside Coach of the Renegade school indicated that his coaching position within the department can be attributed to the decreased willingness of school staff to volunteer for extracurricular school sport. He expressed, "that is probably the biggest factor as to the reason why I am even asked to coach."

To compensate for the lack of staff support and the difficulties in recruiting outside coaches, the Head of Physical Education of the Renegade school explained, "Last year I coached four [teams] and [name of male physical education teacher] did five. So between the two of us we did nine sports, which is burn out." Additionally, the Inside Coach explained:

you have the same coaches, same individuals that are coaching everything. It is the same in every school. You are going to have the people that are going to leave at three o’clock and be happy to leave a three o’clock and there is going to be a lot of people who are unhappy with those individuals.

The data related to the changing priorities of teachers highlight the decreased willingness on the part of teachers to continue coaching to the same degree as before the work to rule of 1999, and the difficulties in recruiting and maintaining new staff
(i.e., teachers) to volunteer as coaches. These data indicate the emergence of a modified belief system denoting the reduced obligation on the part of teachers to provide support for the extracurricular sport department of the school. The once taken for granted assumption that teachers should be supporting the extracurricular sport programs within the school have begun to erode within the teacher’s community following the frustrations of the work to rule. This erosion as described by Oliver (1992) is the process of deinstitutionalization. Specifically, deinstitutionalization refers to “the process by which legitimacy of an established institutional practice erodes or discontinues” (p. 564). Therefore, the existence of a modified belief system on the part of remaining coaches, as well as new staff (potential coaches) has emerged where the once legitimized belief system that teachers should be providing extracurricular activities as part of their position is questioned. Subsequently, difficulties acquiring and maintaining personnel for the extracurricular sport department within schools have arisen.

Teachers who have withstood the pressures experienced as a result of the new realities in the external context of the education system are experiencing high levels of burnout. In particular, the Heads of Physical Education were found to be burdened by their responsibilities associated with the extracurricular sport departments because of their prominent role in managing and operating the departments. The Head of Physical Education of the Spartan school explained

If I had the responsibility of a period and made sure that I had these responsibilities on an ongoing basis they would get done, but I don't have the time to do that. This is my big concern with the extracurricular.
He further expressed the benefits that would result for the department if he was provided with additional time, in the form of one preparation period per semester. He articulated:

If I was given my salary and I had that one period per semester that I could use strictly for administration that would allow me the kind of time to look at the [regional guidelines] and be more specific per sport, organize a meeting and an agenda for that meetings, organize that manual, or more things that were specific to that manual. Right now, it tends to be on a hit and miss basis.

The Head of Physical Education of the Renegade school also expressed the overwhelming nature of her duties. She explained, "I have so much to do and I literally do not have enough time to do it...Right now I am treading water and I am still above the surface but it's November and my team really hasn't started yet." The Principal of the Renegade school pointed to the burnout that he has witnessed when he explained, "I see a huge burn out in music people and I see a huge burnout in the athletic people, just because the government has not provided the funds to be able to do that."

Additionally, the Head of Physical Education of the Husky school expressed the level of exhaustion she is feeling:

you know I would like to go home...I was in this kind of mood yesterday...I see staff walking out the door at three fifteen, and I though I want to be like that and it kind of ticked me off. You know, I am doing this and they are going home, and I was in that kind of mood yesterday. I am at the point where I think I need a break for a while, just to get myself back up.

The Head of Physical Education within each case, in an effort to alleviate some of the burdens they experience as the 'unofficial' Athletic Director of the extracurricular sport department, have approached the administration (Principal
and/or Vice-Principal) within their school in hopes of ameliorating the situation. The Head of Physical Education at the Renegade school explained how she confronted the Vice-Principal to express the level of burn out she is experiencing. She pointed out that:

I have gone to the Vice Principal this year and said 'I can't do this because I am going to get to the point where [name of physical education teacher] was last year. I am done and that is going to be hard because there is nobody else who is going to pick it up...So we are talking about having another kid and so I am saying to my Vice-Principal all the stuff that I do and I am not going to be here in a year lets say and somebody else is going to have to do it and she is like 'oh my gosh let me make a list of all the stuff that you do'. So she said lets try and take a few things off your plate this year, and I was like great. So she said, I will take over making sure all the scorers and timers are at games...well the last four games there has been nobody at the gym and so what that means is that I am running around trying to find kids to do it and so all it has done is made work harder for me. So I don't know what is going to happen when I am not here...I can't say that is not a factor in why we won't have more kids. Like if I am away for a year how is it going to work?

The Head of Physical Education at the Husky school also approached her Principal explaining her frustrations with the workload and indicated her desire to quit. She explained:

Last year I was very upset at a whole bunch of things...and I was so livid one day I said 'look [Principal's name] it has come the point where next year I am just going to be in charge of my curriculum and I am not going to be worried about any teams or any coaching or nothing'.

In explaining what occurred following this outburst, she explained:

he realizes what I do and he is very supportive of what I do and I think he just let me cool off a bit and not push the issue because he knew he would be in a lot of trouble. He knew, he knows everything that I do and he knows what would have to get done and if I didn't do it would all be on his shoulders.
Furthermore, “he tried to…make things more manageable for me, and in my teaching schedule without telling me I think my compensation is that.” Therefore, no real changes occurred, but instead she felt she was compensated in the classroom somehow.

The Head of Physical Education of the Spartan school described his reaction to the limited support he receives as the ‘Athletic Director’ of the extracurricular sport department in the school. He explained:

If we make the system work with less cost, the government kind of wins because they get more for less, and we defeat ourselves, you know. Maybe having one person who gets really stressed and who maybe doesn’t get as many things done, and the system isn’t as good, it is better in the long run than if the system is working ticky boo because everyone’s pulling their weight.

This quote illustrates the strategic response of challenge. Organizations that challenge institutional pressures as described by Oliver (1991) “go on the offensive in defiance of these pressures and may indeed be a virtue of their insurrection” (p. 156).

He also expressed that “if we do a great job on a shoe string…the government never has impetus to change.” Therefore, instead of continuing to work effectively and efficiently within the circumstances of the current educational environment, the Head of Physical Education is illustrating his defiance by ceasing to facilitate the smooth and effective operation of his department. Furthermore, this act of defiance indicates the potential desire on his part to deinstitutionalize the traditional expectation of the duties associated with his position.

Interestingly however, a state of compliance, which refers to a “conscious obedience to or incorporation of vales, norms, or institutional requirements” (Oliver,
1991, p. 152) was also visible in the sentiments described by the Head of Physical Education of the Spartan school when he explained:

I think what we have now is people who have realized this is the reality that we live in. We have no other alternative at this point, so its status quo and we have to do what we have to do... because we have passion for it.

Although the Head of Physical Education has expressed dissatisfaction with how the extracurricular sport department operates within the current education system a conscious decision has been made to continue completing his unofficial duties as Head of Physical Education related to the extracurricular sport department. This compliance is likely a result of the obligation that he feels for the student athletes of the school.

In summary, the analysis of the context within which the extracurricular sport departments operate illustrates that organizational actors, as suggested by Oliver (1992; 1991) are not simply passive respondents to their environment, but instead can respond in a variety of ways. As a result of the interplay that was found to exist between the external and internal context, it is evident that people in organizations enact their environments.

Additionally, the interconnections between agency and environment that were visible within the data illustrated that both the organizational elite and organizational actors in general are influenced by pressures within the institutional environment and therefore, have the ability to exercise a variety of strategic responses. In particular, the administrative level, and the coaching level were found to be influenced by the institutional environment, as well as influence the environment as a result of their strategic actions. Consequently, a bridging between institutional theory and strategic
theory was visible given the interconnections found between the data associated with the external and internal contexts. Therefore, future research should continue to explore the intricacies of internal and external contexts when investigating issues associated with organizational design.
CHAPTER 5
DESIGN FINDINGS

Introduction

The second research question identified within this study—what is the organizational design of each case—will be explored within this section. The design of each case will be explored by investigating the structure, systems, and values of the extracurricular sport department within the Husky school, Renegade school, and Spartan school. A discussion of the design configurations that emerged from the analysis of the three cases will also be presented.

Case One: Design of Extracurricular Sport Department of Husky School

Refer to Table 3 for an overview of the characteristics of each design dimension of the extracurricular sport department of the Husky school.

Organizational Structure

Specialization. Specialization within the extracurricular sport department of the Husky school was explored by investigating the level of differentiation of roles and tasks within the department. The variety of influential members within the extracurricular sport department was found to include, the Principal, the Vice-Principal, the Head of Physical Education, Inside and Outside Coaches, and Staff Advisors. All members who assist in supporting the extracurricular sport department are volunteers and no training or certification is required to occupy a position within the department. When explaining the knowledge inherent in the volunteers the Principal identified,
### Table 3

Dimensions of Design: Extracurricular Sport Department of Husky School

| **School Characteristics**                | - Student body population approx. 400  
|                                           | - 'A' OFSAA classification  
|                                           | - 27 teams offered  
|                                           | - 25 Coaches  
| **Organizational Structure:**             | 
| **Specialization**                        | **Administrative level:**  
|                                           | **Principal**- supply the budget, gives approval for outside coaches, may act as supply teacher to cover for inside coach, helps Head of Physical Education when needed (i.e. coaching recruitment), has delegated extracurricular school sport department responsibilities to Head of Physical Education  
|                                           | **Vice-Principal**- assists Head of Physical Education and Principal in making department decisions, may act as supply teacher to cover for inside coach  
|                                           | **Head of Physical Education**- plays dominant role within department, in charge of management and operations of all extracurricular sport programs  
|                                           | **Coaching level**- the tasks performed by the roles listed below can vary depending on experience with the department, and the willingness of the individual  
|                                           | **Inside Coach**- all logistical and managerial tasks for team, and team based functions (practices and games)  
|                                           | **Staff Advisor**- all logistical and managerial tasks for team (paper work), liaison between department and outside coach  
|                                           | **Outside Coach**- team based functions (practices and games)  
| **Standardization**                       | Low standardization and formalization  
|                                           | 1) Department governed by constitution of provincial and regional athletic associations  
|                                           | 2) Coaches' manual- inside and outside coaches unaware of its existence, and investigator unable to obtain a copy- existence is questionable; its contents have never been verbally explained  
|                                           | 3) Eligibility policy- differences in practice are found based on team and coaches' philosophies  
| **Centralization**                        | Department-based decisions centralized to Administrative members (Principal, Vice-Principal and Head of Physical Education), input from concerned members are valued; Team-based decisions decentralized to coaches  
| **Organizational Systems:**               | 
| **Governance**                            | Use of limited and informal policies and procedures to manage and organize department; Reactive in
<table>
<thead>
<tr>
<th>O</th>
<th>Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Compensation systems - remove fundraising responsibilities from coaches; nothing else mentioned</td>
<td></td>
</tr>
<tr>
<td>2) Coaching recruitment - Principal asks general question of desired extracurricular involvement to potential teachers; sign up sheets used for inside staff; word of mouth and who you know in community</td>
<td></td>
</tr>
<tr>
<td>3) Resource allocation - sponsors, tournaments for fundraising, broken down based on funding provided to school on per student basis</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>r</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low levels of direct supervision and monitoring, informal monitoring from parents and students - reflects voluntary nature of coaching position; Coaches possess high levels of independence; Power issue between internal and external department members - reflected in overruling of athlete of the year decision</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>g</th>
<th>Organizational Values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Domain, Orientation, and Criteria of Effectiveness</td>
</tr>
<tr>
<td>Participation driven, participation for all; focus on student enjoyment and development; lack of identified goals or criteria of success</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>n</th>
<th>Principles of Organizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal and flexible reporting relationships - various paths can be taken depending on individual preferences; minimal coordination amongst members (Inside Coach and Staff Advisors can informally communicate with Head of Physical Education daily, while Outside Coach was unfamiliar with who the Head of Physical Education is; independent team functioning</td>
<td></td>
</tr>
</tbody>
</table>
“There is really no specific training…it is based on informal knowledge.”

Furthermore, the Inside Coach when questioned about any training or certification requirements needed as a coach, she explained, “not for volleyball. For rowing we have to have a level one coaching certificate, but nothing so much for volleyball or anything else that I am aware of.” Low vertical and horizontal specialization was found to exist within the extracurricular sport department of the Husky school. Although, each member occupying one of the above mentioned position titles was found to contribute uniquely to the extracurricular sport department, an overlap in the variety of tasks completed by some of the members was also found to exist.

First, as the primary administrator of the school, the Principal is responsible for overseeing all curricular and extra-curricular activities, however his role in relation to the extracurricular sport department was found to be minimal because the majority of the extracurricular sport department responsibilities have been delegated to the Head of Physical Education. The Principal in explaining his influence and role within the extracurricular sport department of the school identified his two main responsibilities:

I supply the budget, I vet the outside coaches, because not everybody and anybody can volunteer, because they still have to have a police check, they still have to be acceptable to the school. So, you have to have the background check and the police check to make sure there are no issues that would come up and hinder their participation. Invariably, in the end once the [Head of Physical Education] gets frustrated trying to look for coaches, then we sort of put the word out to see if we can get coaches, or advisors, or volunteers to do various things.
Additionally, the Principal acts as a supporter for the Head of Physical Education when she experiences any challenges that require additional assistance. The above description of his responsibilities also demonstrates the hands off approach taken by the Principal in relation to the daily occurrences of the department.

Second, the Head of Physical Education occupies the primary role related to the extracurricular sport department of the ‘Husky’ school. The extent of her responsibilities was evident when she explained the pressure she feels to continue in her unofficial position title of ‘athletics coordinator’ because of her concern that the program would not run or “wouldn’t run well”. The daily operations and logistical duties related to the extracurricular sport department are held by the Head of Physical Education. When explaining the extent of her duties she identified that her responsibilities included:

[Getting] the coaches, to make sure that every team has coaches and then if I can’t then I will go to my Principal and say that I need a coach for whatever and we both kind of work at it to get the coaching covered. So, I make sure that the uniforms go out to the teams, the teams get the correct schedules, I make sure all the coaches get their coaches package. I have to put a coach’s package together so that I am not always running for referee money or anything else. So gym bookings...we have to book after school hours through the board office...What else do I do? Okay, so collection of uniforms, making sure there is a game ball, making sure that there is someone scoring the gaming, or lining...Transportation...and also I represent the school at our Niagara regional zone meetings...and also we have to submit our teams too. So, if we say we are going to have a swim team this year...we have to declare our teams, which teams we are going to have this year. So that is about it [sigh].

The responsibilities of the Head of Physical Education for the extracurricular sport department are extensive. As the self-described ‘Athletics Coordinator’ of the school, all aspects related to the management and organization of the extracurricular sport
department is contingent upon her position. If challenges or problems arise however, she identified the Principal’s role in assisting her in managing the department. She stated that “If I have a problem and I can’t get a coach or something then I will ask [Principal’s name].” She also described how the extent of her responsibilities can depend upon the level of experience related to the department. She described cases where:

There are some coaches who just know how to do everything so I don’t really have to bother as much. [Coach’s name], he’s our boys’ basketball person and he gets his own score keepers and everything else and he only bugs me for money.

This quote demonstrates differences in the tasks undertaken by individual coaches within the department, thus leading to the simplification of the tasks required of the Head of Physical Education when managing particular teams within the department.

The Vice-Principal of the school was also identified as occupying a supporting role in relation to the extracurricular sport department. As an administrator of the school, the Vice-Principal assists the Principal and the Head of Physical Education in making decisions related to the extracurricular sport department. Furthermore, the Vice-Principal will act as a supply teacher for an inside coach should no one else in the school be available. Therefore, the role of the Vice-Principal within the extracurricular sport department is unspecified and varies depending upon need.

The Head of Physical Education, the Principal, and the Vice-Principal represent the administrative hierarchy within the extracurricular sport department due to their departmental wide decision making authority. Although some distinctions between the tasks associated with each position are visible, the job descriptions and
responsibilities associated with each of these positions are dependent upon situational circumstances, such as the need for assistance in finding coaches, and the willingness and experience of department wide members to engage in a variety of tasks, such as a coach taking the managerial responsibilities of the team.

The second hierarchical level found within the extracurricular sport department was found to be occupied by inside and outside coaches, as well as staff advisors. A differentiation of the responsibilities held by these three members was also found to exist. In instances where an Outside Coach is used for a team, a Staff Advisor is appointed. The Staff Advisor acts as the liaison between the Outside Coach and the school. All logistical and managerial requirements associated with the team are also the responsibility of the Staff Advisor. The Outside Coach identified that the Staff Advisor acts as the team’s general manager. He explained that the Staff Advisor “gets the buses, they make sure the uniforms are ordered, they make sure the numbers on them, gets the announcements put in, that sort of internal function.” Although, the Outside Coach identified the managerial role of the Staff Advisor, he also pointed out that the extent of his/her involvement can vary. He stated, “[The Staff Advisor] could walk in, see who’s there, take attendance and then leave. They are not actually participating in enrichment, education, [and] learning a sport.” Therefore, the variety of tasks undertaken by Staff Advisors may be inconsistent.

The Outside Coach’s responsibilities as identified by the Outside Coach are predominantly associated to “teaching the sport and running practices and games.” Whereas, the responsibilities and tasks associated with the position of an Inside Coach reflect the combined responsibilities of an Outside Coach and a Staff Advisor.
However, as indicated by the Head of Physical Education the tasks and responsibilities of inside coaches can vary depending on their experience within the department, as well as their interest in being actively involved in all aspects of the team they coach. Therefore, the varying degrees of responsibilities associated with the position of Inside Coach, also indicates a low level of job specialization.

As mentioned, all members within the extracurricular sport department are volunteers, and as such their commitment to the department is dependent upon personal interest and passion for extracurricular school sport. This is also reflected in the lack of specialized job descriptions and the variety of tasks performed by individuals in the department. Although general roles were identifiable within each position described, clear job descriptions unique to the extracurricular sport department members were lacking. Within the department little emphasis is placed on establishing formal rules and roles to guide the behaviour of its members. Instead, interest and desire drive the behaviour and responsibilities taken by the volunteers.

Centralization. The centralization or decentralization within the extracurricular sport department is reflected by the hierarchical level within the department where decisions are made, as well as the number of individuals who take part in the decisions. Decisions related to the extracurricular sport department were divided into two categories- department-wide and team-based. First, a department-wide decision, such as the addition of a new team or sport, was described by the Principal as being made by the individuals who the decisions would most impact. He explained:

Usually between the head of physical education and the Principal and Vice-Principal you make the final decision, because invariably those
are the people that are going to carry the load if this things falls flat or whatever, basically it comes down to who is going to ultimately be responsible for the issues and the funding etc. in terms of what happens.

Ultimately, however, the Head of Physical Education identified that the addition of a new team, “Well that would go through [Principal’s name] because basically he’ll have to see if we have funding for it.”

Although, department-wide decisions are centralized to the administrative hierarchical level within the department, input from coaches related to the suitability of department-wide decisions are considered. In relation to a decision to add a new team, the Principal explained:

usually [coaches] will just provide input if they don’t think that we should be doing something this year or we should try to reintroduce something [and]...based upon the input from the staff we’ll decide that yes this isn’t a team for us.

Decisions related to the department are analyzed and decided by the individuals that would be most impacted by its outcome, with limited decision making authority provided to other departmental members.

Second, team-based decisions were found to be decentralized to the Coach(es) of the team. As identified by the Head of Physical Education, coaches within the extracurricular sport department are provided with the flexibility and authority to run their teams in the manner they desire. She explained, “They only coordinate with me if they need extra gym time, if somebody forgot their uniform, [or] if they want an extra tournament and need extra money.” When the Inside Coach was questioned about the level of authority she feels she has in relation to her team, she explained “I am very independent. I can do whatever I want pretty much and [Head of Physical
Education's name] would definitely support pretty much anything.” The Outside Coach also felt the high levels of authority he experiences in relation to his team when questioned on his decision making authority.

Department-wide decisions that are made are highly centralized to administrative members, with team-based decisions being decentralized to the coaching level. Therefore, administrative members, such as the Principal, Head of Physical Education and the Vice-Principal are in charge of department wide decisions, while, coaches are provided with the authority and flexibility to make team based decisions on their own.

Standardization. Standardization within the extracurricular sport department was analyzed by assessing the existence of clearly established rules, policies and procedures, as well as the extent to which these rules, policies and procedures are written. The existence of standardized and formalized rules, policies and procedures were found to exist at regional and provincial levels as governed by athletic associations, however, within the extracurricular sport department of the school few rules and policies were found. The Principal identified that all schools are “governed by [provincial and regional] constitutions and you can’t really stray beyond that.” He also identified the expansive nature of the constitution when he indicated:

There are a whole bunch of guidelines [in the constitution]. You have eligibility guidelines, you have your play guidelines, their code of behaviour guidelines and so there's a whole series of guidelines that you have to abide by, and then we throw in our code of conduct at the school level. But they very much drive the behaviour in how the league is run.
Therefore, a regional wide constitution has been established for schools in order to create consistency and equity of play amongst competing schools. Conversely, when explaining the existence of standardized and formalized procedures and practices within the extracurricular sport department, the Principal identified that “it is fairly informal, and it is fairly individualized to each school and a lot of that we just rely on whoever the Head of [Physical Education] is.”

The Head of Physical Education identified that she had created a coach’s manual in an effort to ensure that all coaches are aware of their responsibilities as coach and that they are familiar with departmental procedures, as well as league wide rules and policies. She explained, “I have to put a coach’s package together so that I am not always running for referee money or anything else.” The contents of the manual were described as consisting of:

- Things you need to do before a game, okay, and that they have their medical forms, all the athletes have their medical forms in, that they have their uniforms, that they have their schedule, that the school knows that you have to get out early because you have an outside game, and things like that so, so basic business sort of things.

Although the Head of Physical Education indicated the existence of a coach’s manual, both the Inside Coach and Outside Coach indicated that they were unaware that a manual existed. When questioned if she follows the guidelines and policies outlined within the coach’s manual the Inside Coach identified, “I have [received one] at other schools, but I haven’t seen it here. I have had very formal manuals at others schools, but I haven’t seen it here actually.” Although the Inside Coach acknowledged that she has never received a coach’s manual she felt that its existence within the extracurricular sport department is not necessary because “I see the [Head
of Physical Education's Name], the Head of [Physical Education] all the time. If I had a question or a problem she is right there to ask."

The Outside Coach also indicated that he had never received the coach’s manual. He explained:

I have never received anything from the school, on paper anyway. I mean we talked about students, and how to act with certain students, and got feedback, or background I guess on certain students about some issues...you are on your own almost, so there are not set guidelines.

Unlike the inside coach who felt she could easily ascertain any needed information from the Head of Physical Education, the Outside Coach identified a sense of individual responsibility in establishing the guidelines that he would adhere to when coaching his team.

Although the Head of Physical Education identified the existence of a coach's manual, it is evident that any policies, rules or guidelines outlined within the manual are not being communicated to the coaches and thus cannot be adhered to in practice. Furthermore, as the researcher within this study, I question the authenticity of the manual because of my inability to acquire a copy. The Head of Physical Education explained her inability to supply me with one, because of her inability to locate its whereabouts.

The informality of the practices associated with the extracurricular sport department was also visible when the Principal described how a new coach is introduced to the extracurricular sport department operations in the school. He explained, "Basically, it is an informal walk around, 'these are the things you need to know and this is how we operate'.” Additionally, the Inside Coach identified a lack
of standardized practices within the extracurricular sport department when explaining how athlete attendance and eligibility issues are dealt with in the Husky school. She explained:

I think that this school and other schools that I have been at they are lacking consistency depending on what the sport is and who the person is. Our football team is pretty small in numbers, and there was an issue last week when somebody really shouldn’t have been allowed to play, but he was allowed to play. I have an issue personally with that. It needs to be, if you are not in school, or if you are not passing you shouldn’t be allowed to play, but it is not always followed through.

Although low standardization was found to exist, the Head of Physical Education identified her belief in the level of organization that exists within the department related to the procedural formality needed to ensure departmental efficiency. She exclaimed:

I think we are organized. I don’t think we could do it without guidelines because there are so many things that need to be done here. For example, gym bookings, if you miss your time it is gone because there is too many other things going on, and if you want a tournament we book it in our school book…so I think we are pretty organized and we have to be because we have to get practices you know scheduling wise.

The existence of general practices, therefore exist in order to ensure the needs of each team are met.

A co-instructional brochure was developed by the Husky school detailing all extracurricular opportunities available to students. Within the brochure, information related to the extracurricular sport department was detailed. Specifically, the brochure outlined the school’s OFSAA ranking, the age requirements to participate on junior and senior teams, athlete eligibility certification requirements, and profiled all teams and sports offered. The co-instructional brochure is a promotional tool used
by the school to demonstrate the variety of opportunities available to students within the school. Other than the development of a co-instructional brochure, few documents exist related to the extracurricular sport department. The primary form of documentation kept was a list of teams and sports that are offered within each season.

Organizational Systems

Governance. Questions surrounding compensation systems, volunteer/coaching recruitment systems and resource allocation systems were posed to gain a greater understanding of how the extracurricular sport department is governed. First, no formal compensation systems were found within the department. As described by the Principal, any member who assists in the extracurricular sport department of the school is a volunteer and therefore does not receive any financial compensation for his/her assistance. When questioned whether any support systems have been developed to compensate teachers who volunteer as coaches, the Principal explained:

Ah that doesn’t happen. Union contracts say that you can’t do that. Do you cut them a little bit more slack? Yeah sometimes you do and so they might have to go some place or leave early so you cover a class or something like that, but there really is not a total trade off. The other thing that we try to do is not make it a fundraising activity. I guess that is the toughest part even outside of coaching, you always got to you know, you need money for new uniforms, you want to go to a tournament you know you are raising money to go to a tournament. So you try to make it a little easier, rather than you have to coach, and you have to be a fundraiser too.

This demonstrates that the Principal is cognizant of the effort and time involved in coaching and therefore, does what he can to reduce additional responsibilities associated with the coaching position.
Second, an informal coaching recruitment system was found to exist. The Principal explained his role in staffing the school with interested coaches and support staff for the extracurricular department. He identified that when interviewing potential teachers for the school, “the question is what will you do outside the classroom...so what are you going to do other than just come in and say I’m here to teach.” The system used to acquire coaches from inside the school was described by the Inside Coach:

What happens here...[the Principal] didn’t...I have had that happen at other schools, but at this school, they basically passed around a form at the beginning of the year saying this is what is open, this is what people coached last year, and if they don’t want to coach anymore then they can take their name off that list, and then you can put your name on. But I have worked at schools where they have said to you, ‘what are you coaching here?’

The recruitment system used depends upon the willingness of school staff to come forward and volunteer their time. Should internal staff members be unwilling to coach, the Head of Physical Education indicated that outside coaches will be recruited and interviewed “to see if they are appropriate for the school.”

The Outside Coach when questioned about the process involved in acquiring the position of coach explained the informality of the process. He indicated that “there was no police check, or formality to the asking, they required people, they always do.” Thus, due to the high demand for coaches, the willingness of someone to volunteer his/her time may be all that is needed to acquire the position. An approval process was therefore, unnecessary in the case of the Outside Coach interviewed.
Finally, the resource allocation system used for the extracurricular sport department was found to be unsystematic. Instead, the dispersion of funding for the extracurricular sport department was described by the Principal as:

A budget is a budget. [The school board] give you money for various things but a bottom line is a bottom line. So you commit X number of dollars for referees fees, X number of dollars for transportation, X number of dollars for uniforms...you are usually limited to one tournament a year or two tournaments because tournaments are $250 or $300 bucks a tournament. You could go poor going to tournaments. Here the [Head of Physical Education] runs tournaments in order to generate funds. There’s...some sponsors that give us money to defray the cost...another one of our teachers runs an erg regatta which generates seven or ten thousand dollars on one day, so we tend to do the one day type of thing, and then sometimes if it is something extra ordinary then the parents will get involved and they will take on the fundraising.

The amount of funding available to each team can depend upon a variety of funding sources; however individual teams can take an active role in the amount of funding available to them by fundraising initiatives.

Control. The dimension of control was investigated by examining the level of direct supervision and span of control found within the extracurricular sport department. Few monitoring or control mechanisms were found to be in place. Instead, members within the extracurricular sport department identified the autonomous nature of their position as coach. The low levels of supervision as explained by the Principal reflect the voluntary nature of the coaching position. He identified, “when somebody is volunteering it is not like you have hired them to be a coach.” Instead, he identified the likelihood of informal monitoring on the part of parents attending games and from students on the team. Therefore, any monitoring
that takes place is reactive in nature and is dependent upon the willingness of students or parents to come forth with any concerns.

A difference in the level of control held by Inside Coaches and Staff Advisors versus Outside Coaches was found to exist within the department. The Outside Coach experienced difficulty in acquiring information related to his team because the Internal Staff Advisor received all team based information. The Outside Coach explained:

With internal people...It has become more of an issue up until this year because that person who was in charge up until this year had more family commitments so his ability to come out to practices diminished to zero and contacted us less and less and less, so we weren’t getting information about meetings, the governance meeting and we never went because we never got the information passed on. He wasn’t checking the football slot at the school to forward it to us or tell us about it.

Although the role of the Staff Advisor is to act as a liaison between the extracurricular sport department and the Outside Coach, the Staff Advisor was not passing along required information needed by the Outside Coach. The communication channels were closed due to disinterest on the part of the Staff Advisor. However, in an effort to remain well informed of team and league information the Outside Coach explained:

I went directly to the convener and said here’s my phone, here’s my fax, here’s my email and the internal persons at [school’s name] got very upset about that because I was overshadowing him because he was getting all the information and now he is not going to be getting it anymore.

A power struggle was also found to exist when a false sense of decision making authority was given to the Outside Coach. When a department-wide vote for athlete of the year took place in the previous year, the Outside Coach stated:
they changed what we had written, so that was an interesting thing, so I got a little excited about that, and the internal coach said ‘well we talked about that’ and I said ‘well, no you said that, and the other two coaches and myself had agreed to these people, and we can sit down and talk about it, but we believe you can’t just change it because you think so. We can talk about it if you feel strongly about it’.

Although the Outside Coach was asked to vote for athlete of the year, his opinion was overruled and undervalued because it was not shared by others within the school. The power held by inside staff members over decisions related to the extracurricular sport department was found to supersede that of outside coaches.

*Decision making process.* The decision making approach of the extracurricular sport department was investigated by examining the types of decisions made by different members within the department. First, decisions associated with individual sports or teams were found to be made by the coaches of the teams. As identified by the Head of Physical Education, coaches have the decision making authority to manage and operate their teams using their own discretion and only “if they need extra gym time, if somebody forgot their uniform [or] if they want an extra tournament and need extra money” do they coordinate with the Head of Physical Education.

Second, department-wide decisions were found to be made by administrative members, such as the Principal, Vice-Principal and Head of Physical Education. Such decisions were mainly focused on which teams and sports are to be offered within each season. The Principal identified the inclusion of the individuals listed above because any department wide-decision would most impact these individuals. Additionally, the Principal indicated that the Head of Physical Education is included
in any major decisions, when asked to describe the type of decisions she makes, the Head of Physical Education experienced difficulties in identifying any decisions and instead articulated the types of operational responsibilities she holds. When questioned she pondered, "um...what decisions do I make...nothing [giggles]...well I just make sure that it is all running, that the coaches are there, that the uniforms are there, that I have made my [team and sport] declarations. You know it keeps snowballing every year."

The inability to pin point the types of decisions she makes as the Head of Physical Education could be indicative that few decisions are regularly made for the extracurricular sport department or it could be a reflection of the lack of decision making authority she feels she possesses at a department level. Moreover, when questioned whether she would participate in making a decision to add a new team or sport, she exclaimed "Well that would go through [Principal’s name] because basically he’ll have to see if we have funding for it." Thus, she minimized her role in the decision to add a new sport or team because of the weight that funding plays in the ability to offer sports and funding decisions are made by the Principal.

Organizational Values

The Husky School’s co-instructional activity brochure states the philosophy of the co-instructional program as ‘a healthy mind in a sound body leads to success’ (p.1). The extracurricular school sport programs and activities represent one element of the co-instructional opportunities available to students. The value associated with the extracurricular sport programs provided within the school was emphasized by the Inside Coach:
The kids here, they need it. Like I said before, they are not really enjoying class, but they come out for...you know I have kids that will skip class and show up for the volleyball game, right, so they aren’t as good in the academic part of school but they want the extracurricular stuff.

Extracurricular school sport programs, for academically and non-academically motivated students provide opportunities to further enrich and develop students.

Extracurricular school sport also provides an opportunity for teachers to impact the lives of students. The Principal explained:

I would say that no matter what type of school, public, catholic, private whatever, the teams that are more successful are the ones with inside coaches, staff coaches or whatever, simply because with an outside coach the kid knows that I can skip practice and it could be tougher for coach to track me down, but with an inside coach the student may have more of a relationship, plus they might be in the person’s class, they are going to run into them in the hall anyways. I think when you look at programs, if you look at football teams, the ones that are usually successful on a regularly basis have a fairly stable coaching staff from with inside the school, probably complimented from outside the school. Around here, basketball teams- guys and girls, people within the school being a major part of it, being one or both coaches with some assistance from the community probably have been more successful than teams with outside coaches only.

Orientation, domain and criteria of effectiveness. The orientation of the extracurricular sport department is participation focused. The Principal indicated that the school’s extracurricular sport programs are geared towards student enrichment through participation. He explained:

Well basically you are looking for kids to participate. You are looking for kids to have fun and you are looking for kids to grow both personally and as a member of the team.... Any program that comes up and tells the kids that you are going to win, you are doomed to failure because there is no guarantee in high school sport about what is going to happen.
Student enjoyment and enrichment are thus emphasized with little weight placed on winning. The advantage of placing greater significance on the development and enrichment of students was evident when the Principal described:

Well if you are successful it has a positive impact. If you are long term unsuccessful it probably has a negative impact and you can be successful in certain things and you become noted for certain things and then we all go through cycles and you have to rebuild...and then it will be negative.

The Head of Physical Education also stressed the emphasis given to participation versus winning in the extracurricular sport department. When questioned about the values associated with the direction taken by the extracurricular sport department, she identified that:

A lot is on participation. So we will run the teams even if we lose every game. We still have kids who want to play and so we offer the teams. We don’t say, no you guys are going to lose every game and so we aren’t going to have a team. We offer every team that we can.

The importance of providing as many opportunities for students to participate in athletics represents the underlying mindset of the direction of the extracurricular sport department. Adherence to this philosophy by coaches within the extracurricular sport department was evident. The Principal highlighted that:

We do not have any win at all costs coaches, we don’t have any in your face it is your fault type of coach, because what good does that do. Sometimes, we’ll start like that, or a coach will lose it, but one of the other people will take him aside and say ‘that is not appropriate’, sixteen year old kids do make mistakes.

The importance of student enjoyment and development through athletics was also visible in the philosophies held by the coaches interviewed. The Inside Coach explained the flexibility of her team’s orientation given the direction desired by the members of the team. She explained:
I always talk to the kids at the beginning of the year and say, 'okay what is your goal here? What is your priority? Do you want everyone to play or do you want to win?' and I go by that. So I let them tell me what they want, and this year they want to win. But you know I have had other teams where they've said, no we want to have a good time, and so that is what we have done. So, I let them decide...If they want it to be kind of intramuralish then that's what I'll go with, but if they want it to be competitive then I will take that approach.

By providing the athletes with the ability to establish the desired orientation of the team, a prescribed team philosophy is avoided and instead students are better able to direct how they will benefit from participating on the team. In addition, the philosophy directing the orientation of the Outside Coach's team reflects the small size of the student population at the Husky school. His orientation reflected the desire to retain students by "hoping that everybody has a lot more fun."

It is evident that the extracurricular sport department values creating an atmosphere of fun and enrichment for student athletes and this is reflected by the lack of importance that is placed on winning. All members within the department were found to exhibit similar beliefs related to the department and their individual teams. Adherence to the dominant philosophy of participation is also evident in the type of athletes that compose the variety of teams offered within the department. The Principal identified:

Well in a small school your chances of starting and playing a lot are better than at a large school...you have a better chance to play at a small school. [Essentially] you get athletes that come here because they know they'll get a chance to play or be on the team, or others come here because they know they'll get a chance to start, so you may not have the depth of talent that you would have on some other teams.

Within the extracurricular sport department a lack of clearly defined goals and objectives were found to exist and therefore, specific criteria used to identify the
effectiveness of the department were not developed. Instead, when the Principal was questioned about the existence of departmental goals and the criteria used to indicate success, he explained that there are “none that we are really out there pushing.” This signifies the lack of direction related to the extracurricular sport department and thus without clearly established goals, the ability to assess and make any necessary changes to the department is limited. Although the driving philosophy of the extracurricular sport department is grounded by participation, little emphasis has been given to establishing other criteria of success.

*Principles of organizing.* The values regarding the proper roles, rules and reporting relationships found within the extracurricular sport department were found to be informal and flexible. The informality of reporting relationships and a general lack of coordination between the members of the extracurricular sport department reflected the independence provided to the coaches and their ability to operate their teams without the need to coordinate with others in the department. First, the flexibility of reporting relationships was identified by the Principal when he was questioned about how problems related to the extracurricular sport department are dealt with. He explained:

> Usually they will start with who they are most comfortable with, so it might be a [Physical Education] teacher, or it might be a teacher, and they are just using it as a sounding board, and invariably they will come and talk to the Principal or Vice-Principal and then you go talk to the coach and see what is going on.

Although problems or issues will ultimately come to the Principal or Vice-Principal of the school, various paths may be taken by the individuals involved before reaching the administrative level. The independent nature of each team that operates in the
extracurricular sport department was expressed by the Inside Coach when she explained, “Basically I have control of the team, but she gives me money for referees and if I need anything else I can contact her for that. You know it is pretty independent.”

A lack of coordination between the members of the extracurricular sport department was also visible in the experiences described by the Outside Coach. When questioning the Outside Coach about his relationship with the head of physical education he indicated that he was unaware of the Head of Physical Education’s name. He explained this oversight as reflecting the fact that “I never deal with her right.” This lack of knowledge indicates the disconnection that exists between members of the extracurricular sport department. Interestingly, the disconnection that was found exists between a key member of the extracurricular sport department and an Outside Coach.

**Case Two: Design of Extracurricular Sport Department of Renegade School**

Refer to Table 4 for an overview of the characteristics of each design dimension of the extracurricular sport department of the Renegade school.

*Organizational Structure*

*Specialization.* Specialization within the extracurricular sport department of the Renegade school was explored by investigating the level of differentiation of roles and tasks within the department. The variety of influential members within the extracurricular sport department was found to include, the Principal, the Vice-Principal, the Head of Physical Education, Inside and Outside Coaches, and Staff Advisors. All members who assist in supporting the extracurricular sport programs
Table 4
Dimensions of Design: Extracurricular Sport Department of Renegade School

| School Characteristics               | - Student body population approx. 500  
|                                    | - 'A' OFSAA classification               
|                                    | - 18 teams offered                      
|                                    | - 39 Coaches                            
| Organizational Structure:          | Administrative level-                  
|                                    | Principal- program promotion, finances, staff support, helps Head of Physical Education when needed  
|                                    | (i.e. coaching recruitment), has delegated extracurricular school sport department responsibilities to  
|                                    | Head of Physical Education               
|                                    | Vice-Principal- sits on player eligibility committee                                 
|                                    | Head of Physical Education- dominant role in department; responsible for the management and  
|                                    | operation of all extracurricular sport programs                                      
|                                    | Coaching level- the tasks performed by the roles listed below can vary depending the level of  
|                                    | experience with the department; Head of Physical Education was found to play role of internal  
|                                    | staff advisor for many teams             
|                                    | Inside Coach- logistical and management requirements for team, team based functions (games and  
|                                    | practices)                              
|                                    | Staff Advisor- logistical and management requirements of team (paperwork)                
|                                    | Outside Coach - team based functions (games and practices)                             
| Standardization                  | Low standardization and formalization    
|                                    | 1) Department governed by constitution of provincial and regional athletic associations  
|                                    | 2) Coaches' manual (8 pages), guidelines and policies stated but not practiced           
|                                    | 3) Eligibility policy- not always followed, depends on coach but administration tries to monitor its  
|                                    | practice                                 
| Centralization                   | Department based decision centralized to Administrative members (Principal and Head of Physical  
|                                    | Education), use of student athlete eligibility committee (Vice-Principal, Head of Physical Education and  
|                                    | other interested school staff); Team based decision decentralized to individual coaches  
| Organizational Systems:           |                                           

| Governance                                                                 | Use of limited and informal policies and procedures to manage and organize department; Reactive in nature;  
| 1) Compensation systems - receive t-shirt and an invitation to athletic banquet; intrinsic rewards  
| 2) Coaching recruitment - Principal considers coaching interest by potential teachers; word of mouth, letters and phone calls to University  
| 3) Resource allocation - physical education budget, fundraising activities, student registration and athletic fees; Principal is highly involved in the breakdown of available funding; dispersion of funds to individual teams rotates on a year to year basis (use of cycle to ensure all teams acquire needed resources) |
| Decision Making                                                          | Principal - strategic and administrative decisions, such as funding, types of sports offered and the removal of any sports  
| Head of Physical Education - administrative and operational decisions (department wide) such as creating practice schedules, and choosing coaches  
| Coaches (inside, outside and staff advisor) - administrative and operational (team based) such as player selection, philosophy of team and tournament attendance; vary depending on experience in department, and if outside coach, vary depending on level of involvement from staff advisor |
| Control                                                                  | Low levels of direct supervision and monitoring - informal monitoring by Head of Physical Education when attending games out of interest, if problem use referee reports are referred to; Coaches possess high levels of independence and flexibility to manage and direct their teams as they see fit; open channels of communication |
| Organizational Values:                                                   |                                                                       |
| Orientation, Domain, and Criteria of Effectiveness                      | Dual focus of participation and winning; playing the best; consistent operation of traditional sports; attainment of competitive success |
| Principles of Organizing                                                 | Informal reporting relationships and minimal coordination amongst department members - largely because of pre-existing familiarity with department and ability to communicate informally with Head of Physical Education on a daily basis; independent team functioning |
provided in the department are volunteers and no training or certification is required, nevertheless general knowledge and experience (in the form of previous coaching or playing experiences) of the game/sport are strongly desired. The vertical specialization found within the extracurricular sport department of the Renegade school was low. The department was found to be divided into two hierarchical levels- administration and coaches. The administrative level was comprised of the Principal, the Vice-Principal and the Head of Physical Education as they were found to manage and direct the operations of the department as a whole, whereas the coaching level was composed of the Inside and Outside Coaches, as well as the Staff Advisors.

Within the administrative level, the Principal, as the primary administrator of the school is responsible for overseeing all curricular and extra-curricular activities, and as such described three main tasks for which he is responsible- promotion, finances, and volunteer support. The Principal in describing his role within the department explained:

My role is to try and hold [the Head of Physical Education and other teacher coaches] up in their roles and do whatever public relations I can and perhaps maybe try and take a little of the burden off of them so that I don’t lose them...So you asked me what my role in athletics...it’s promotion, it’s somehow trying to find the finances for it, and it’s somehow trying to stroke, support, pat on the back and all the rest of those things so that I don’t have burned out teachers that say ‘I am not doing this anymore’.

The Principal’s unique role within the department is delegating the budget to the extracurricular sport department, however he described that he may perform a variety of other tasks in an effort to assist others in the department, specifically the Head of Physical Education. For example, the Principal acts to assist the Head of
Physical Education in recruiting coaches. The majority of departmental responsibilities however reside with the Head of Physical Education, who performs the tasks of the extracurricular sport department’s unofficial ‘Athletic Director’. The extensive nature of the responsibilities associated with the role of Head of Physical Education extends far beyond curricular requirements. The Head of Physical Education explained:

As a Department Head, I really don’t have any other role except make sure that my teachers have what they need to provide the curriculum to the kids. So, I get paid to do that, everything else that I do, not part of my job. The problem is though, it is a larger part of my job than the curriculum side of it, a huge role.

The Head of Physical Education is not ‘officially’ responsible for the management and operation of the extracurricular sport department, but due to the extracurricular sport expectations associated with her headship position, the bulk of her time is spent completing her ‘unofficial’ responsibilities.

Additionally, the Head of Physical Education indicated the frustrations associated with the expectation that the operation and management of the extracurricular sport department is her obligation, especially because extracurricular school sport:

falls under [Principal’s name] umbrella, if you talk to [Principal’s name], as Principal he is responsible for scheduling the gym, he is responsible for uniforms, he is responsible for...it is not a part of my job, but nobody else does it. It has always been the [Head of Physical Education] who did it.

The Principal however, viewed such responsibilities to reside with the Head of Physical Education. In explaining the absence of an Athletic Director position within the school, the Principal indicated:
The [Head of Physical Education], who in most cases assumes the role, if you want to call it, Athletic Director, but there is no such thing as Athletic Director in a school, there is no such position, however we do consider the head as the Athletic Director, the person that does the gym schedules, makes sure the uniforms are out, makes sure the first aid box is out for coaches and so on and so forth.

In combination with the efforts of the Principal and the Head of Physical Education to manage and organize the extracurricular sport department, the school's Vice-Principal was found to assist in the decision making associated with player eligibility and academic standing. As a member of the newly founded athlete eligibility committee, the Vice-Principal votes on individual cases of student eligibility with other members of the committee, such as the Head of Physical Education. Besides the role on this committee, he also plays a limited role within the department.

The administrative level of the extracurricular sport department includes few members who perform a variety of management and operations based functions at the departmental level. Although each administrative member was found to contribute uniquely to the extracurricular sport department, the potential for variations in the responsibilities held by individual members was also present. As a result, horizontal specialization was found to be relatively low.

The second hierarchical level found to exist within the department included Coaches (internal and external) and Staff Advisors. A differentiation of the responsibilities held by these three members was found to exist. However, the level of differentiation between outside coaches and staff advisors was found to vary as a result of past experiences with the extracurricular sport department. In instances where an Outside Coach is used, an Internal Staff Advisor is appointed to act as the
liaison between the Outside Coach and the school. The tasks and responsibilities associated with the position of Staff Advisor also include the completion of operational and administrative requirements associated with the team. Conversely, the tasks and responsibilities associated with the position of Outside Coach were found to be team based, such as the preparation for games and practices. Specifically, the Outside Coach explained:

I am basically responsible for all game preparations, all practices, making sure you are going to have enough players that are going to be there. Outside of really the specific team and how the team plays not too much. I mean I don’t have any of the administration. I do take some of the stuff on my own as far as having to make sure that results are forwarded on to the school board and stuff like that, but if I...again I am very fortunate because the school does quite a bit. If I even say, ‘hey listen I can’t make most of my practices. I need someone to step in and help with that’, they would still, they would have whether it be [the Head of Physical Education’s name] or someone else would step in, an assistant or someone like that. I do a little bit of the administration, but not too much.

The majority of administrative functions are the responsibility of the appointed Staff Advisor. The role of the Staff Advisor, as indicated by the Outside Coach:

Is almost like they would be the assistant coach or almost like a manager where they are taking care of pretty much everything that is not related to the thirty by twenty lines on the floor. So everything that goes on there I take care of and everything that goes on off of that it is kept internally within the school.

Although the Outside Coach expressed the significant role played by an Internal Staff Advisor in managing the team, he later expressed that he was unaware of who his Internal Staff Advisor was and assumed it to be the Head of Physical Education.
In explaining the breadth of responsibilities associated with her position as ‘Athletic Director’, the Head of Physical Education was found to play a pivotal role in completing the administrative paper work for Outside Coaches. She indicated:

I have to attend meetings about the sports, because a lot of our coaches are outside coaches so they don’t necessarily know when they are supposed to go, making sure that the teams have uniforms, and collecting the uniforms, because most of the outside coaches are gone at the time when the kids start bringing them back, so collecting them falls to me as well. Once the coaches get up and running, if they are outside coaches then it usually falls to me to do their announcements, their booking of taxis or buses, if they need it to go to games. Then if we have home games, it is my responsibility to make sure that the referee is paid. To make sure we have liners, scorers, timers to minor officiate the game. It is my job to make sure that all the equipment is pretty much ready to go, like if the outside coach is late getting there or whatever. So that kind of takes care of home games and things like that. Then, once the score sheets are done, outside coaches don’t send the score sheets in because it goes through internal courier, so that gets left to me, so in the mornings I have to phone the scores in and send the score sheets off to the conveners. Once the outside coaches get on email, then that kind of by passes me, but if not the convener sends me all the information about the game change so then I have to pass that off to outside coaches. So the more outside coaches I have the more work it is for me. The problem is our staff is lame and I can’t get people inside the school to coach.

As a result of the needed use of Outside Coaches, the responsibilities of the Head of Physical Education increase, especially in the absence of a separate position given to Staff Advisors.

The level of assistance and the extent of responsibilities undertaken by Outside Coaches can also be influenced by their level of experience and familiarity with the operations of the department. The Head of Physical Education indicated instances where she is less involved in the team’s operations because it was unnecessary given the Outside Coach’s knowledge of required team functions. She indicated:
The guy that coaches both girls basketball teams is a retired [Vice-Principal] from this school, so he knows what he is doing...the guy that coaches the other basketball team, well the guy that actually started with me four years ago as an assistant coach got to know what he was doing and then took over a team on his own...for the last coach was a guy that started out and learned what he had to do and now he is doing it on his own.

As a member of the school, an Inside Coach is required to take on all responsibilities associated with his/her team, including administrative tasks. The Inside Coach explained,

I start off every year, I coach football. So extracurricular wise, we usually have a number of coaches meetings and stuff like that in the summertime and then once the school year starts it is every night. The end of our school day is two forty, we practice from three o’clock till about five thirty’ish and by the time the kids get out it is about six o’clock. So by the time that I leave it is about six o’clock. We run that every night from September usually through till the middle of November for football. Along with that then you are giving up lunches and preps to suit kids up, get them in the equipment...yeah practicing when we need to at lunches and paperwork, getting all your eligibility sheets and transfers for kids that have transferred over the past year and that is football alone.

The horizontal specialization within the coaching level of the department is low given that many of the team based responsibilities are not unique to a specific person or position. Additionally, in the case of Outside Coaches the number of tasks and responsibilities undertaken can reflect their level of experience and knowledge related to required team operations.

*Standardization.* Standardization within the extracurricular sport department was analyzed by assessing the existence of clearly established rules, policies and procedures, as well as the extent to which these rules, policies and procedures are written. The existence of standardized and formalized rules, policies and procedures were found to exist at regional and provincial levels as governed by athletic
associations. However, within the extracurricular sport department moderate-low levels of standardized rules and policies were found to exist. Although efforts have been made to standardize and formalize the department through the establishment of a detailed coach’s manual, consistency of practice was inhibited due to a lack of awareness.

A constitution has been established by provincial and regional athletic associations to govern the behaviour of school sports. The ability of schools to compete within the leagues is contingent upon their adherence to the established rules and policies outlined within the constitution. The importance of adhering to the constitution was identified by the Head of Physical Education who indicated, “there is a constitution and everybody has to abide by the rules and if not you are dealt with accordingly.”

The standardization and formalization found with the extracurricular sport department was largely reflected by the existence of a coach’s manual. A well developed eight page coach’s manual which details valuable information related to a variety of areas, such as codes of behaviour, responsibilities of all coaches, and emergency action plans has been created. Essentially, as described by the Head of Physical Education, the coach’s manual was developed to ensure that as a coach “you know what you are doing”.

Although the manual has been developed, its effective implementation was found to be hampered because of a lack of awareness related to its contents or a preference to overlook its contents. First, a general lack of awareness related to the
existence of any rules, policies or guidelines that have been developed for the department was identified by the Outside Coach. He explained:

there was no real official...you know when I first got the position I was told general rules of thumb. You know, obviously you are teaching students you have to deal with them as, you know you have teenagers not adults.

The Head of Physical Education, when describing the existence of any policies within the department, was reminded of the need to provide a new coach with a manual. She expressed, “oh yeah, I’ve got [a coach’s package], I just haven’t thought to give it to him yet because I have too many other things to do.” Thus, work overload has inhibited the ability of the Head of Physical Education to ensure that members of the department are aware of department and team based expectations.

Second, when the Inside Coach was questioned about his adherence to the coach’s manual that has been supplied to him by the Head of Physical Education he explained:

Yeah, I really don’t follow a booklet of any sort. We talk, myself and [the Head of Physical Education] all the time, like everyday. That is the advantage of having a small department because it is just the two of us that we talk all the time about things that are going on with different athletes and stuff like that. But no, I really don’t follow anything but my own rules, my own rules I think are a little more strict than that, what the book is.

Given the accessibility of the Head of Physical Education to deal with any team specific issues, and as a result of the development of individual rules specific to his team, the Inside Coach devalues the importance of the contents of the manual. Thus, the coach’s manual was found to be ineffectively utilized by both the Outside and Inside Coach.
Additionally, the Inside Coach discussed the existence of a code of eligibility and academic standing policy for student athletes. The Inside Coach explained:

They cannot play, right. If they skip then they don’t play. We had one of those this year where a kid skipped a class, missed a test and he didn’t go on the football bus. We have others where, if a kid is failing classes and it is more along the lines of not meeting the goals. There are some kids that are not going to do well in school but they are trying and that is different from kids that should be eighty percent students but are failing. If a kid is not obtaining their goals, up to the standards that they should meet then we talk to them right away...there are coaches that don’t adhere to those kinds of policies and then administration does get upset.

Although these policies have been put in place, consistency of practice by coaches is low. Subsequently, administration acts to create coaching accountability and as a result the priority given to academic standing is enforced.

Centralization. The centralization within the extracurricular sport department is reflected by the hierarchical level within the department where decisions are made, as well as the number of individuals who take part in the decisions. Decisions related to the extracurricular sport department were divided into two categories- department-wide and team-based. The majority of department-based decision making was centralized to the Principal and the Head of Physical Education, while team-based decision making was decentralized to individual coaches. The greater part of decisions associated with operating and managing the extracurricular sport department fall to the Head of Physical Education, such as coaching placement decisions, and scheduling decisions. While, the Principal acts to ultimately “approve all extracurricular athletics in the school.”
The Outside Coach expressed the level of decision making authority he feels he possesses when explaining how supportive administration would be when faced with a potentially controversial decision he could make. He explained:

if I was to say I want to bring the entire junior team up to be my extended bench they wouldn’t like it, but they would pretty much do...they trust that I am not going to make a silly decision that is going to embarrass the school.

Decisions were therefore, found to be reached by few people, without the need to seek advice or approval from others within the department or school.

Within the department however, the recent formation of an athletic eligibility committee represents an increased desire to involve a greater number of school staff in department based decisions. Interested school staff members, the Vice-Principal and the Head of Physical Education all work together in reaching eligibility decisions based on the individual circumstances associated with each student. The Head of Physical Education explained that the committee’s formation reflects the need for student eligibility issues to be “decided on a case by case basis.” The athlete eligibility committee is one way to increase the involvement of not only extracurricular school sport members in decisions associated with the department, but also school staff members who are concerned about such issues as student athlete eligibility.

Organizational Systems

Governance. Questions surrounding compensation systems, volunteer/coaching recruitment systems and resource allocation systems were posed to gain a greater understanding of how the extracurricular sport department is governed. First, no formal compensation systems were found to exist within the
extracurricular sport department, but instead the compensation as described by the
Head of Physical Education should be the internal gratification felt by Coaches. She
indicated:

You know what it shouldn’t be about the recognition. If I have a
crappy day at school it makes my life happy after spending a couple of
hours with my kids in the gym. So I don’t know why...like to me I
would ask them, why you are coaching then...like you want a free t-
shirt? I’ll give you a coach’s shirt, now you are happy, are you going
to coach again? So why are you in it? I am in it because I have fun
and I enjoy doing it. So the people that we lost because ‘I am not
getting rewarded for it’ well you know what being with the kids and
having fun is reward enough.

In addition to the t-shirt received, Coaches are also invited to the department’s annual
athletic banquet, thus small gestures are made by the department to demonstrate their
appreciation.

Second, informal coaching recruitment systems were also found to exist, as
word of mouth was found to be the dominant form of recruitment used. The Principal
explained what he takes into consideration when hiring a new teacher for the school.
He explained:

First and foremost I look for what are their qualifications, what is their
teaching record and are they a good teacher, because that is what they
are here for... If I had two teachers that were of equal caliber and we
went through the interview and I said gee I don’t know whether I
should pick this one or this one at this particular point I would be
giving a preference to a basketball coach because that is what I need in
a big way in this school.

The Principal is therefore, cognizant of the extracurricular sport department needs
when hiring new teachers and he attempts to satisfy those needs when possible.

When explaining the process that is used to recruit needed coaches, the Head
of Physical Education described the informality of the process. She indicated:
‘Okay do you know anybody’. You know ‘who do you know’. And so people are like well I can call this guy and he might know this guy and sometimes that works. Sometimes we have called Brock and put flyers up in the [physical education] classes that say hey we need a coach and we try and only do that with the junior teams because we want some older people that are going to run the senior guys just to kind of keep them in line. So sometimes we have had some [University students] come down. Like fluke of fluke we’ve had people walk in and go hey I used to play national soccer.

This demonstrates the variety of tactics that are used in order to ensure that coaching positions are filled to keep the teams and sports running. Once potential coaches have been recruited she explained that a meeting with the coach is set where “you sit down and try to get a feel of the person.”

The Outside Coach explained the lack of formality associated with how he obtained the position as Coach within the extracurricular sport department. He explained:

You know what, it is just due to the nature of my job. I deal with high schools on a daily basis and I’m from this area and so I played high school volleyball here and then I also played at Brock and then I lived in Florida for a couple of years. When I moved back, just with work, I just ran into a lot of athletic directors, or [Heads of Physical Education] and so there is just a real need for quality coaches in general, and volleyball in particular. So there was, as soon as there is someone who comes around that has any kind of volleyball experience, so there was probably about three or four schools that were looking at having me come on as coach. Not that I am any spectacular coach, it is just a matter of there is a real shortage of high school volleyball coaches...I had a meeting with the former [Head of Physical Education] just regarding some other school activities and they had said, ‘oh we didn’t know that you were back in town, would you be interested in volunteering to help coach?’

Due to the high demand for coaches, the willingness of someone to volunteer his/her time may be all that is needed to acquire the position.
[Yes, it's the same page as the last one. It's a blank page, just a white sheet with some shadow or reflection on it. There's nothing written on it, not even a signature or a date.]
Finally, the funding for the extracurricular sport department was found to come from a variety of sources, including the school’s budget, fundraising activities, and student registration and athletic fees. Efforts are made by the Principal and the Head of Physical Education to equally support the sports provided by the extracurricular sport department by annually rotating the support provided to specific teams.

The allotment of funds for the extracurricular sport department within the school is determined by the Principal and the challenges associated with providing for the department was identified by the Principal who explained, “so you asked me what my role in athletics...it’s promotion, it’s somehow trying to find the finances for it”.

The role of the Ministry of Education in supplying a budget for the school and its activities was also elaborated by the Principal. He identified:

The Ministry does nothing. The Ministry gives the Board of Education a certain number of dollars based on the full time equivalent enrollment in the school in an average of what the October 31st full time enrollment is and the March 31st enrollment...but there is no money from the Ministry of Education to a school board for athletics or anything like that. So this big pot of money comes to the school board and then the school board [divides] that up and then it is up to them to decide and yeah I get some money from the school board and out of my money that comes to the school, they say well you’ve got transportation of athletes and you’ve got this and you’ve got that and you’ve got the other and that is a formula by which we get the money as a school, but then it is up to the individual principal as to what they do with that money.

Once a general sum has been segregated for the extracurricular sport department, the Principal is actively involved in dividing up available funding to specific areas of the department. As a result of the Principal’s control over the division of funding for the department, the Head of Physical Education experiences
less funding related stress. She highlighted that the Principal, “is like here’s your five thousand for this, and here’s your…he’s very conceptualized which is great for me because I don’t have to worry about…like he does the budget and here is what you need”. Included in the funding structure that has been established for the department, a systematic cycle of sport specific funding support has been established by the Head of Physical Education where annually, three or four sports are selected to receive funding for their needs, such as through the provision of new uniforms and equipment. The following year, a different group of sports are selected and this cycle of sport specific funding continues in an effort to equally provide for all sports in the department. In describing how the system functions, the Head of Physical Education explained, “so every year [the Principal] gives me three thousand dollars to spend on lets say three or four teams that need new uniforms and then the next year something else.”

*Decision making process.* The decision making approach of the extracurricular sport department was investigated by examining the types of decisions made by different members within the department. First, decisions associated with individual sports or teams were found to be made by the coaches of the teams. Both the Inside Coach and Outside Coach interviewed felt they hold complete decision making authority for their teams. The Outside Coach explained the importance of having control over all aspects of his team and identified the high level of support he feels from the school in making decisions. He explained:

I want to be able to run the program the way that I do and they are behind me one hundred percent. If I was to say, I want to bring the entire junior up to be my extended bench they wouldn’t like it, but
they would pretty much do... they trust that I am not going to make a
silly decision that is going to embarrass the school.

The ability to manage and operate the team using his discretion is evident, which in
turn demonstrates the decision making authority provided to coaches.

Department based decisions are predominantly made by the Principal and the
Head of Physical Education. As the primary administrator of the school, the Principal
is in charge of the school's budget and therefore, possesses high levels of authority in
making strategic decisions related to the level of funding support that is received for
various activities provided in the school, such as extracurricular school sport. A
Principal’s ability to disperse the funding in a manner that is consistent with his/her
priorities for the school was expressed by the Principal interviewed who explained,
“It’s up to the individual Principal as to what they do with that money.” Therefore,
the level of funding support for the extracurricular sport department may be a
reflection of the sport values held by the Principal.

Second, the types of sports that are offered within the school are ultimately
decided by the Principal. The Principal, when identifying his role in relation to the
extracurricular sport department stated, “number one, I have to approve all
extracurricular athletics in the school.” The head of physical education explained a
decision that the Principal had made in the previous year related to the removal of a
team that was offered. She identified that “He had to make a really tough decision
last year. He cancelled our [team name and type] last year. That was hard and I
actually kind of applaud him for being brave enough, stand-upish enough to say okay
this is what is going to happen.”
The Head of Physical Education also possess high levels of decision making authority related to the extracurricular sport department. As expressed by the Principal who indicated “yes, [the Head of Physical Education] is provided with a lot of decision making responsibility.” An example of the type of decision regularly made by Head of Physical Education relates to her ability to decide the most appropriate coaches for the department. In explaining how decisions are reached when interviewing potential coaches, the Head of Physical Education stated that the Principal “is like you know, you meet him and if you think he is good then it’s okay with me.”

Although department-based decisions are primarily made by the Principal and the Head of Physical Education, the student athlete eligibility committee that was recently formed was established to involve a variety of interested school staff members in eligibility decisions. Before the development of this committee, eligibility decisions were made by the school’s administration. The Inside Coach explained that although he may discuss with the student possible courses of action:

when it all comes down to it though, it is your administration that makes the final ruling on whether or not they play...I can’t decide whether or not a kid is going to play. I can say whether or not a kid is on the team, but when it all comes down to marks, then that is administration, not coaching.

However, the changing decision making process related to eligibility was described by the Head of Physical Education:

We are actually starting a committee at the school, because it has come up and I keep saying it and I keep saying it, so we are starting up another committee which I have to be on to decide whether kids get to play or not. So far right now, we have said it is going to be the VP, myself, and probably [name of male physical education teacher] and
then any other interested parties, which will be any inside coaches that feel they have something to contribute.

This quote demonstrates the school's effort to involve a variety of school based staff members in reaching student eligibility decisions, and therefore a more inclusive decision making process exists for issues related student athlete eligibility within the school.

*Control.* Few monitoring or control mechanisms were found to be in place and instead, members within the extracurricular sport department identified the independent and self-sufficient nature of their position as coach. The Head of Physical Education identified that although formal monitoring or supervisory mechanisms are not in place, she often attends games out of interest in the team's performance and in doing so she may witness some unacceptable activities. She explained:

I can't say that I go in with the thought, okay today I am evaluating you, cause I like to go and watch our kids play...but we have had a few times where we have had people come back and say 'hey I am ready to coach' and its like 'sorry, you know what we have already got somebody else to coach that team', cause it has been bad.

Additionally, the Principal refers back to referee reports to ensure that coaches are not behaving inappropriately. He indicated, “I will get the referees report...and I will take a look at the referee report and that will be the official record.” Thus, some informal measures have been established to ensure that coaches adhere to proper standards of behaviour.

In explaining the level of freedom and flexibility held by the Inside Coach in relation to his team, he identified the active role he takes in resolving issues before administration is contacted:
Luckily administration understands how strict I am with my athletes that they really don’t get on me about any of them because they know if something is coming down, before they even hear about it I am going to hear about it and then I am going to have some sort of resolution to whatever the problem is.

Control and flexibility were also identified by the Outside Coach as being high. He explained:

As an outside coach I have quite a bit of flexibility to do things the way that I like...There are certain schools that dictate these are the practices that you get and you kind of take it or leave it... if I am going to take time out of my schedule then I want to be able to run the program the way that I do and they are behind me one hundred percent.

This support and trust experienced by the Outside Coach was also evident when he explained:

Again with Mr. [Principal’s name] and [Head of Physical Education’s name] they, I think there’s, I have been doing it enough years that there is a trust factor there that they don’t really have to, in a sense I treated almost like staff so I am going to represent the school well and if there was an issue that came up I am going to handle it probably in the same way as a teacher would.

The Outside Coach also expressed his ability to control the information that is available to him as an outside coach. Because he is not a member of the school and does not have daily contact with other members of the extracurricular sport department, the Outside Coach established a method to remain actively aware of information. He expressed:

This year I specifically asked if information that gets sent in from other schools, from tournaments, or results that that be forwarded directly to me...whereas in the past it has always been sent directly to the [physical education] department or my advisor who would then give it to me...so if it is very important information maybe I don’t get it...in time.
The support and decision making authority experienced by the Outside Coach at this school has been high. Additionally, open channels of communication are provided to coaches through their ability to access information directly without having to depend on a variety of sources, thus avoiding the existence of any power struggles within the department.

**Organizational Values**

Within the Renegade school, extracurricular school sports provide an excellent means to develop a student's character, while also providing a positive way to promote the school. The Principal explained:

You are building character through athletics and that is what we are all about here... Do I want winning teams, yeah I do want winning teams because that is what hits the paper, that's what the parents see, that is what the kids see and that is the kids that will say 'oh I wasn’t to come here because I can be on this team', but you are still building character.

Additionally, the Principal identified that although athletic success is beneficial for the school, the first priority of students must be academics. He explained:

We are here for education. We are here for kids getting credits and it is kind of nice to do all those extra things and we like to be able to see kids happy in their athletics, and for some of those kids that is the only reason why they come to school. But on the other hand, that is the only reason they are here, while they will attend class they don’t hand in any work, they don’t put in any effort and they are here just to be able to take a sit until the end of football season, or hockey season, or whatever the season happens to be. So one of the other things that I have to do is that I have to come down fairly hard, and our code of eligibility says that you are required to be making every effort to be maintaining a fifty percent average.

**Orientation, domain, and criteria of effectiveness.** The orientation of the extracurricular sport department is dually focused on participation, and winning. The Head of Physical Education identified the Principal’s driving philosophy related to
the extracurricular sport department. She explained that “his attitude is if there are enough kids it will go.” Additionally, the ability of coaches to establish the dominant philosophies directing the orientation of their team was identified by the Head of Physical Education who explained, “If you are going to be the coach it is going to be up to you to mold your team how you want...you can’t, and we get so few people offering to coach that I don’t care what your philosophy is.” The important element is not similar philosophies but instead how receptive the students are to the coach. She stated that “if we had a coach that was doing a good job and the kids loved them and played for them, good on them.”

The emphasis placed on winning however, was personally important for the teams coached by the Head of Physical Education. She expressed, “You know some people believe that everybody should play. Not me, I want to win.” She further explained, “I guess this is a bad thing to say but I would have trouble coaching a team that didn’t win because that is just not me. It would be frustrating and it would be hard.” Whilst, winning is valued by the Head of Physical Education, a variety of orientations are acceptable. Conversely, the Principal expressed that a win at all costs orientation will not be tolerated by any of the coaches within the extracurricular sport department. Instead, a consistent philosophy geared towards character building, while enabling a winning atmosphere is desired by the Principal. In explaining a current situation, the Principal indicated, “I know I have a guy who is paying lip service and I am making sure that I put things into place to make sure that his coaching philosophy of win at all costs will not happen.”
The importance of ethical behaviour was also expressed by the Outside Coach as being a prominent concern within the extracurricular sport department. He explained that although winning is desired fair play and ethical behaviour supersedes this desire. He explained a player eligibility situation that arose this season:

I know that when some players approached me to come to [school’s name] to play and I kind of passed the message on to administration, their thought was, well is it possible to do, is it feasible to do, and then they started looking at what kind of a student is it. You know we are not going to bring in a troubled student just for the sake of being able to better a team or program...they went through that and they go through all the necessary steps...They are not going to side step anything or cut any corners, they want to make sure that it is going to be all above board... they are not going to sacrifice any kind of integrity to get to what they need to get to. And that is probably another reason why I enjoy coaching there, because most of the coaches have that same mentality.

Additionally, the importance of creating rewarding experiences for student athletes was found. In explaining the orientation of the team, the Outside Coach explained his desire to create a positive and appealing sporting atmosphere by enabling the students to direct the team’s orientation. The Outside Coach indicated:

It’s a matter of do you want to just have a fun year and mess around and we won’t have any practices and we will just go on tournaments and we will just go away and it will be a good fun time. Or, last year we were fortunate enough to finish fifth at OFSAA so do you want to go back and try and repeat that.

The orientations held by various members of the extracurricular sport department, although not identical adhere to the general philosophy of providing students with extracurricular opportunities that are rewarding, while enhancing their life skills.

The domain of the extracurricular sport department was reflected by the desire to have the best players on the team. The Inside Coach explained:
I tell them if we are in a game where we are up by a lot or down by a lot than everyone plays and everyone is going to play even time, but when the game is on the line then the best player is going to play. I think the kids, well the kids know that right away. I have explained to them that the best player is going to play. When it really comes down to it the best player is going to play.

This belief is consistent with that of the Outside Coach who explained, “I did have a couple of kids that came out but it just wasn’t, they hadn’t played before and so you are not going to take players for the sake of taking players.” The Head of Physical Education however, explained the Principal’s belief that “every kid should get a chance to play.” Therefore, inconsistencies in the most appropriate domain for the department were found. However, if taking into consideration, the emphasis that the Principal places on the strong athletic reputation of the school, soliciting athletically skilled players from within the school would likely result in the school’s ability to attain a stronger sport reputation.

The criteria of effectiveness that were found to exist within the extracurricular sport department are department and team based. First, the main criteria of effectiveness reflected the Principal’s desire to “to make sure that all of our sports run every year, especially the traditional ones.” The Head of Physical Education identified her simple desire to keep the department running, as currently, she is not making the department work well or efficiently, “but [she] is making it work.”

Second, team based criteria of effectiveness for the Inside Coach reflects tangible goals of attaining a certain level of competition. He identified that:

I don’t think you have to set out and say that you are going to win a championship every year, but you have to see some progress. You couldn’t just have a generic goal where you are saying we are just going to get better. I think you have to put something to it. I think you have got to make it quantitative rather than qualitative in
expressing, we need to get better skill wise but we also need to win three games and we need to do this and you can express both of those.

The criteria of effectiveness achieved by his team each year is also dependent upon the composition of the team. The Inside Coach explained:

So you have to evaluate what you are working with. I knew walking into this year that if we won two games then that would be good, but you want to get what’s best out of the kids, and you have an idea of who you can beat and who you can’t beat. The games you should win and the games you hopefully win.

As identified by the Outside Coach, team based goals are dependent on the desires and goals of the student athletes. He explained, “it depends on...usually depending on the team that’s there we usually sit down at the very start of the year and we look at what we want to get through.” Taking into the consideration the caliber of athletes on the team was also identified by the Head of Physical Education to direct what goals are developed for the season. She explained, “It is kind of one of those things as a coach where you step back and think okay these are the girls that I have now, and what can we do?”

*Principles of organizing.* The values regarding the proper roles, rules and reporting relationships found within the extracurricular sport department were found to be informal and flexible. The informality of reporting relationships and a general lack of coordination between the members of the extracurricular sport department reflected the value for independence provided to the coaches and their ability to operate their teams without the need to coordinate with others in the department. The need for formal channels of communication, such as departmental meetings for members of the extracurricular sport department was viewed as unnecessary by the Head of Physical Education. She explained:
There really isn’t a need for it I guess, just because... in the fall there is boys volleyball, girls basketball and football, so five coaches, and of that [physical education teacher’s name] is the football coach and he is in school so he knows what he is doing. The guy that coaches both girls basketball teams is a retired [Vice-Principal] from this school, so he knows what he is doing and the people coaching volleyball, one is an in school, who has just come back to school, but she knew what she was doing, the guy that coaches the other basketball team, well the guy that actually started with me four years ago as an assistant coach got to know what he was doing and then took over a team on his own... for the last coach was a guy that started out and learned what he had to do and now he is doing it on his own.

The Inside Coach indicated the ease of accessibility of the Head of Physical Education resulting in the diminished need to establish formal channels of communication. The informal reporting relationships within the extracurricular sport department were evident when the Inside Coach explained:

We talk, myself and [Head of Physical Education’s name] all the time, like everyday. That is the advantage of having a small department because it is just the two of us that we talk all the time about things that are going on with different athletes and stuff like that.

The Head of Physical Education also indicated that communication between herself and members of the department occurs informally when needed by phone, email, or if at the school in the hallway.

Variations in the reporting relationships used to deal with issues within the extracurricular sport department were found. The reporting channels used depended upon the issue and the circumstances at hand, and therefore, illustrated the flexibility of reporting relationships that exist within the department. If an issue was to arise at a game, the Inside Coach explained the reporting system he uses to resolve his team based issues. He explained:

If I hear from the ref that something has happened, then it would go straight to me first and then I would... like if someone was ejected
from a game for some behaviour what would happen is I would get the information from the ref and then I would take it to [Principal] and tell him what the scenario is...I never leave anything or just omit something from happening, so I would take it him and he would give me what his ideas would be and I'd give him what mine would be...Like if it is something like a kid is swearing at fans or whatever else more than just the two of us would be involved.

The Inside Coach actively involves himself early in the resolution process. Other issues however may go directly to the Principal before the Inside Coach is made aware. He indicated that if one of his athletes was failing a class, a teacher may report this issue directly to him, or decide to take it to the Principal first. He explained, “most of the time teachers will come to me first if they know it is one of my athletes, but it could even be if someone is failing a class they would go to [Principal’s name] first before they would come to me.” In summary, the values associated with the principles of organizing within the department highlight the informal and flexible reporting relationships that exist, as well as the limited need for coordination amongst department members as a result of the independent functioning of teams.

Case Three: Design of Extracurricular Sport Department of Spartan School

Refer to Table 5 for an overview of the characteristics of each design dimension of the extracurricular sport department of the Spartan school.

Organizational Structure

Specialization. The specialization within the extracurricular sport department of the Spartan school was explored by investigating the level of differentiation of roles and tasks within the department. The variety of influential members within the extracurricular sport department was found to include, the Principal, the Head of
Table 5

Dimensions of Design: Extracurricular Sport Department of Spartan School

| School Characteristics | - Student body population approx. 800  
|                       | - 'AAA' OFSAA classification  
|                       | - 29 teams offered  
|                       | - 49 Coaches  
| Organizational Structure: |  
| Specialization | Administrative level-  
|                | Principal- budget, tournament approval, may help recruit coaches, takes active involvement in knowing what goes on within the department, has delegated the extracurricular sport department responsibilities to Head of Physical Education  
|                | Head of Physical Education- dominant role within department, management and operations of all extracurricular sport programs  
|                | Coaching level- the tasks performed by the roles listed below vary depending on experience of outside coach and the willingness of staff advisor  
|                | Inside Coach- logistical and managerial requirements for team (paper work) and team based functions (games and practices)  
|                | Staff Advisor- logistical and managerial requirements of team (paper work), liaison between department and outside coach  
|                | Outside Coach- team based functions (games and practices)  
| Standardization | Low standardization and formalization  
|                | 1) Governed by provincial and regional constitution  
|                | 2) Coaches’ manual (3.5 pages), guidelines and policies stated but not practiced; created to appease administration and create coaching accountability  
|                | 3) Code of eligibility- inconsistently practiced; although policy is outlined in co-instructional brochure individual coaches often decide  
|                | 4) Athletic fee policy, ‘wishy washy’ policy- not always adhered to  
| Centralization | Department based decision centralized to Administrative members (Principal and Head of Physical Education); Team based decision decentralized to individual coaches  
| Organizational Systems: |  

| Governance | Use of limited and informal policies and procedures to manage and organize department; Reactive in nature  
1) Compensation systems- informal get together, gift provided to coaches; intrinsic rewards  
2) Coaching recruitment- word of mouth, letter to University; prohibited to hire teachers based on coaching interests  
3) Resource allocation- auxiliary athletic fund, physical education budget, sponsorship and student fees; dispersion of funds found to reflect potential success of teams |
| Decision Making | Principal- strategic and administrative decisions such as, funding, student eligibility, making facility improvements, giving permission to teacher coaches to attend games and to attend tournaments, any department mandates (i.e. equity of opportunities)  
Head of Physical Education- administrative and operational (department wide) such as, which teams run, tournament selection, coach selection  
Coaches- administrative and logistical (team based); vary depending on experience in department, and if outside coach, vary depending on level of involvement from staff advisor- student eligibility decisions, practice schedules, player selection |
| Control | Low levels of direct supervision and monitoring- informally monitor to ensure no 'Maverick' coaches; Coaches possess high levels of independence; open channels of communication created through open door policy and 'mail slot' system developed by Head of Physical Education |
| Organizational Values: | |
| Orientation, Domain, and Criteria of Effectiveness | Participation, but emphasis on winning; playing the best; creation and maintenance of elitist program |
| Principles of Organizing | Informal and flexible reporting relationships (outside coach goes to anyone he can get a hold of first, and inside coach goes straight to Principal to reduce the number of people he needs to go through) and minimal coordination amongst department members; independent team functioning |
Physical Education, Inside and Outside Coaches, and Staff Advisors. All members who assist in supporting the extracurricular sport programs provided in the department are volunteers and no training or certification is required. Instead, volunteer positions are acquired based on interest. Additionally, although formal training is not mandatory for coaches, the department strongly encourages attendance to coaching development programs. As indicated in the coach’s manual, the department advocates that coaches “strive to seek personal development in your coaching repertoire. Whenever possible, attend coaching clinics, read appropriate material regarding your sport, and obtain certification under the National Coaching Certification Program” (p. 4). The desire to obtain coaches with a certain level of expertise and knowledge appropriately coincides with the value given to winning by members within the department.

Low vertical and horizontal specialization was found to exist within the extracurricular sport department of the Spartan school. Clear distinctions between the responsibilities and roles of each member were lacking, as members within the department were found to perform a variety of tasks. First, the Principal and the Head of Physical Education occupied the administrative positions within the extracurricular sport department. The Principal however, was found to be less actively involved in the logistics of managing and operating the department. Instead, the Head of Physical Education, who occupies the role of Principal’s designate for the extracurricular sport department of the school, was found to perform the majority of department based responsibilities.
The Principal, as the primary administrator of the school, was found to be responsible for overseeing:

all aspects of what happens here in this building. Responsible for students, responsible for staff, responsible for all programs from curriculum to co-curricular to extracurricular... I do it all and so everything that happens in this building I am responsible for.

The Principal is the dominant authority within the school, and as result it was found that he puts forth great effort to ensure that he remains aware of what is occurring within the department. The Principal has an open door policy in place to create an atmosphere of openness and receptiveness related to all issues of the extracurricular sport department. Additionally, the Principal is also actively involved in establishing the direction of the extracurricular sport department. This was visible in his mandate to develop equity of opportunities for boys' and girls' athletics in the department. He explained, “when I first got here, I wanted to make sure that the girls... extracurricular opportunities there was some equity on part with the boys.”

The responsibilities of the Principal related to the extracurricular sport department also included establishing the budget, giving approval for tournament attendance, teacher coach attendance approval, and coaching recruitment if needed. While, the Principal was found to possess high levels of authority related to the department, the Head of Physical Education was also found to hold high levels of authority as the Principal’s designate. The Head of Physical Education has traditionally occupied the prominent position within the extracurricular sport department of the school, and has therefore, been in charge of all activities associated with the management and operation of all extracurricular sport programs. However, as a result of the changes that occurred following the work to rule of 2001, the
number of responsibilities formally expected of the Head of Physical Education were reduced. The Head of Physical Education explained:

we are the athletic designate for the Principal. So in effect making all of the responsibility the Principal’s responsibility....they are the one’s that are responsible for this area of the school. But we do act, we are the ones who attend meetings on their behalf, [and] communicate with Principals regarding issues.

The Principal however, continues to view the Head of Physical Education as occupying the position of ‘Athletic Director’ of the extracurricular sport department. The continued expectation that the Head of Physical Education occupy the role of ‘Athletic Director’ was visible when the Principal explained that the creation of a coach’s manual is part of “his responsibility as athletic director”. Furthermore, although the Principal acknowledged that a formal ‘Athletic Director’ position does not exist within the school, he explained that:

A department head in physical education is responsible for program delivery. So [Head of Physical Education’s name] will receive the curriculum himself, who does the extracurriculars, but I mean the logical choice is.

Even though responsibilities associated with the extracurricular sport department of the school no longer formally reside with the Head of Physical Education, the Head of Physical Education is still regarded as the ‘Athletic Director’ and therefore continues to hold the majority of responsibilities associated with the department’s operation and management. Although some distinctions are visible between the tasks performed by the Principal and the Head of Physical Education, departmental authority and control predominantly resides with both these members.

A second level of hierarchy visible within the department was found to be occupied by Inside and Outside Coaches, and Staff Advisors. Low specialization was
also found to exist between the Coaches and Staff Advisors. In instances where an
Outside Coach is used for a team, an Internal Staff Advisor is appointed. Normally,
the Internal Staff Advisor acts as the liaison between the Outside Coach and the
School, and all logistical and managerial requirements associated with the team are
performed by the Internal Staff Advisor. Whereas, the responsibilities and tasks
associated with the position of Inside Coach reflect the combined responsibilities of
an Outside Coach and an Internal Staff Advisor.

Some distinctions between the tasks and responsibilities performed by the
Outside Coaches were found and they reflected the level of experience and
knowledge of the department possessed by the Coach, as well as the interest held by
the Internal Staff Advisor to be actively involved. The differences were visible in the
experiences described by the Outside Coach, and the Head of Physical Education.
The Outside Coach indicated the minimal role played by the Internal Staff Advisor on
his team when he explained:

She helped us as much as she could at the beginning, which really
wasn’t very much. We ended up doing everything...Everything from
normal coaching duties, i.e. practices and games, the on court stuff, but
we ended up arranging for our own managers and score keepers...we
did everything.

The Outside Coach, in this instance possessed a high number of responsibilities that
would have normally been conducted by the Internal Staff Advisor. The Head of
Physical Education described the active involvement of a new Staff Advisor. He
identified:

this fellow is new to our school, and he is extremely conscientious as a
Staff Advisor. Well he is coming to me, ‘what about this’ and that is
exactly what I want. Most people, if I don’t go to them then I never
hear from them... I don’t have to worry when I have a conscientious person saying, ‘okay I have covered this’.

The varying degrees of responsibilities associated with the positions of Inside Coach, Outside Coach and Internal Staff Advisor indicates low job specialization. The responsibilities associated with the general role of coach have been identified in the coach’s manual and therefore, attempts have been made to establish formal rules and roles to help guide the behaviour of its members. Unfortunately, the coaches interviewed had not received the coach’s manual, thus hindering the ability to standardize the roles and responsibilities of coaches.

*Standardization.* The existence of rules, policies and procedures within the extracurricular sport department was found to be low. Although, efforts have been made to standardize and formalize the rules, policies and procedures that do exist, a lack of awareness and accountability have resulted in the diminishment of their practice. A constitution has been established by provincial and regional athletic associations to govern the behaviour of school sports. The importance of adhering to this constitution was identified by the Inside Coach because “if we want to compete with them, we follow their regulations”.

The standardization and formalization found with the extracurricular sport department was largely reflected by the existence of a coach’s manual. The contents of the coach’s manual were described by the Head of Physical Education, who explained the manual as:

more of a checklist and a guideline for coaches. There is a pre-season component, there is sort of a training camp component, and there is a team evaluation and a season component, also things that they should be thinking about doing.
The extensiveness of the manual’s details is limited because as explained by the Head of Physical Education, "the history is if it is too long, it is not going to get thoroughly looked at, so I have made it, I had it three pages, and I think I extended it to four." As explained in the manual, the information detailed "is to be used as a checklist for ensuring that consistency exists regarding procedures and expectations for all interscholastic athletic team at [school name]" (p. 1). Furthermore, the development of the manual reflects the need to create greater awareness of the increased responsibilities on the part of the coaches given the changes that have occurred in the responsibilities once held by the Head of Physical Education. As indicated in the manual:

Many of the following responsibilities have been, in the past, managed by the school’s Department Head of Physical Education, however due to recent change in the structure of the school teaching day, and the loss of headship responsibility time and compensation, these responsibilities can no longer be carried out as before, and must now become the responsibility of the individual coaches or team staff advisors (p. 1).

The manual was developed in reaction to the concerns of administration. The Head of Physical Education explained, "the Vice-Principal approached me, there was an issue, 'do we have a policy manual', you know, in years past there has been booklets...So I have made it."

Although guidelines have been established, the Head of Physical Education expressed:

I'll be honest, this year I was negligent in getting it out to the coaches sort of at the right time...I will copy it and make sure that the second season coaches get it prior to the season starting, but I missed the first part.
The ability to practice the formalized guidelines established for coaches is impeded because of the lack of awareness that exists related to any policies or procedures that are in place. The Outside Coach when questioned whether he has been provided with a coach’s manual or if he had received any formal instructions explaining how the department runs and/or how teams within the department should operate, he explained, “No I have never seen [a coach’s manual]. If there is one I have never had one. I have never seen or heard of one.” Although some department guidelines have been formalized through the creation of a coach’s manual, the ability to enhance consistency and effective practice through the use of a manual is eliminated as a result of the lack of awareness that exists.

An athletic fee policy, as well as a student athlete eligibility policy was also found to exist within the department, however their practice were found to be inconsistent. First, in describing the adherence to the athletic fee policy that has been developed for the department, the Head of Physical Education explained:

Yes and no...yes there is [a policy in place], no it is not strictly enforced. I would like it to be more strictly enforced but with different coaches, different histories, whether I again have the time, and again this is one of my complaints, to go around and ensure that not only is everybody aware of it, and contributes to it, collects...what we do is sort of our policy, this is sort of a wishy washy policy.

Although a policy has been established, it is not being practiced and the coaches are not being made accountable for their inactions because the Head of Physical Education does not have the time to enforce the policy. Differences are present between what has been formalized and what is practiced.

Second, the school has established a code of student athlete eligibility which provides the standards that students must meet in order to be able to participate in any
extracurricular sport activities. The Principal indicated that the eligibility policy is clearly outlined in the student agenda, as well as in the co-curricular program brochure. The brochure identified that in order for students to be able to participate in athletics, each student must:

- be attending school on a regular and consistent basis. A student who is absent on the day of a game, is deemed ineligible to play that day;
- be maintaining a passing average;
- be attempting to pass all of their courses; and
- be a good citizen of [school name] (p. 7).

When speaking with the Principal regarding the school’s eligibility policy, he expressed the weight that is given to a student’s effort and not necessarily to the obtained mark:

So, if a kid in the past has shown that they have the ability to do well in a program and they start missing classes and if you miss, we like to say if you miss a day, if you miss a class then you can’t participate in the practice or in the game.

Students are made accountable for the effort they put forth in academics, and it is their lack of effort that will ultimately disqualify them from being eligible to participate in extracurricular sports.

The existence of the eligibility policy, although typically practiced has recently become more difficult to apply. The Principal expressed:

- it is getting harder and harder to monitor [eligibility] and so we rely on our coaches to make some of those decisions and we have teachers go directly to the coaches saying ‘so and so is not doing well in my class’.

Interestingly, within the coaches’ manual, the eligibility policy is not outlined, and therefore, the consistency of its practice may be hindered because of a lack of awareness.
Policies, rules and procedures were found to exist in the extracurricular sport department, albeit only a few. The practice of the few policies, rules and procedures were limited given the lack of awareness that exists in relation to their existence. Additionally, there was little to no accountability on the part of coaches to ensure that the policies were both understood and adhered to.

**Centralization.** Centralization or decentralization within the extracurricular sport department is reflected by the hierarchical level within the department where decisions are made, as well as the number of individuals who take part in the decisions. The decision making structure found within the extracurricular sport department was found to depend on the type of decisions to be made. Department-based decision making was centralized to the Principal and the Head of Physical Education, while team-based decision making was decentralized to individual coaches. First, department-wide decisions were made by the Principal and/or the Head of Physical Education without consulting the pool of coaches within the extracurricular sport department. The Inside Coach explained how a department-wide decision, such as the addition of a new team would be reached by indicating that:

I have never been consulted as part of the coaches, like we don’t have a coaches group that makes decisions. Basically, the [Head of Physical Education] will make the decision...I suppose the first step would be to approach the [Head of Physical Education] and then the Principal.

Few people are involved in department-wide decisions, such as the addition of a new team, because administration (i.e. the Principal and the Head of Physical Education) holds the authority to decide.
Second, the self-sufficient nature of each team has created the ability of coaches to act as the decision maker for the team. As expressed by both the Inside and Outside Coaches, high levels of authority have been provided to them, which in turn has created less of a need to receive administrative approval. The Inside Coach expressed, “I decide everything that is good for the football team...and I don’t have to pass by decisions to [the Principal].” The sentiments articulated by the Inside Coach were also echoed when the Outside Coach indicated that as a member of the extracurricular sport department he has been given “the green light with [the Principal’s and the Head of Physical Education’s] stamp of approval on it”. Thus, there is little coordination amongst administration and coaches when reaching team based decisions.

Organizational Systems

Governance. Questions surrounding compensation systems, volunteer/coaching recruitment systems and resource allocation systems were posed to gain a greater understanding of how the extracurricular sport department operates. First, no formal compensation systems were found to exist within the extracurricular sport department. Instead, the Principal identified the existence of an informal get together that occurs for members of the extracurricular sport department where the school’s appreciation for their time and effort is shown. He explained:

I have a coaches recognition get together and we will be doing that on Monday December 13th and so they will be receiving, I have given watches in the past, last year we gave these little radios with [school’s name] logo on them. We’ve got shelves jackets with [school’s name] on it, we are just getting some hoodies made and some t-shirts made and so we find ways to recognize them.
Although small momentous are provided to the coaches, the Principal also spoke of the intrinsic reward that coaches should be experiencing as a result of their position. He expressed, “There’s a lot of inherent gratification in coaching and it is something obviously the benefits of seeing kids outside the classroom and opportunities to work with them and see them grow, learn and develop”. He also identified that some teachers may view “a break from the ordinary” as a reward. Even in the absence of formal compensation systems, the Principal argued that within a coaching position there are many inherent rewards that should be gratifying enough and if this is not the case he questioned, “Why do you give up your time?”

The Inside Coach also explained that “there is nothing given to me because I am a coach”, but expressed the gratification that comes from working with the students. However, he also identified that:

I am giving up two or three hours a night of my time for free, and you know you don’t receive much back from it...so its, you get to a point where it is why am I doing this. Right, and I am sacrificing my family time and my own time.

The desire to receive some form of compensation, likely monetary was present from Teacher Coaches. The existence of this desire from the Outside Coach however was not found to exist.

Second, informal coaching recruitment systems were also found to exist, as word of mouth was found to be the dominant form of recruitment used. The Principal explained the process as:

There are different levels and different steps. Again, it is one of the responsibilities of [Head of Physical Education’s name] in the department. They have the feelers out there. They know who is around and who is available and who’s been helping out in the past and you know we shake the trees and try to get people out and just
encourage them to help out and they are good for the most part. When that doesn’t happen, then it is like who do we know and they come to me and I come from this town and so my networking is there.

The Head of Physical Education also identified instances where “we have got to the point where we have sent letters out to [Universities and Colleges close by], ‘do you have anybody?’.”

Although extracurricular school sports are expected to be provided within the schools, the ability of Principal’s to hire teachers based on their interest in volunteering as a coach is prohibited. As expressed by the Principal, the school is not formally permitted to recruit/hire teachers because of extracurricular interests, but instead the Principal explained that when interviewing teachers “the last question is what are you willing to do to contribute to the life and spirit of the school?” Some consideration is given to the interest level of potential staff in supporting the extracurricular activities provided within the school however, the attainment of a position within the school is not dependent on the teacher’s interest to volunteer. The recruitment system of word of mouth relies on the interest and willingness of teachers and the community to come forth to volunteer.

Finally, funding for the extracurricular sport department was found to come from a variety of sources, however as indicated by the Principal:

there is no money that we get from the Ontario provincial government because it is a provincial formula, so we don’t raise taxes any more, so there is absolutely no money that comes to us directly for our athletic programs outside the classroom.

Although no specific funding is provided for the extracurricular sport department, the Principal highlighted that funding for their programs are “quite healthy” as a result of their auxiliary athletic fund. The physical education budget, a sponsorship deal and
student fees are all used to create the needed infrastructure for the extracurricular sport department.

Furthermore, although differences in the funding provided to various teams and sports were not identified in the interview process, the coach’s manual indicated that the anticipated success of a team may dictate the number of tournaments that will be funded for the team. The manual indicated that the number of tournaments attended will depend on the coach’s expectation of success, meaning “the better the team the more tournaments arranged” (p. 2). In a situation where the coach wants to attend more tournaments than what is traditionally provided for, fundraising initiatives must be used to supplement the cost.

A systematic process of resource allocation for the variety of teams and sports within the extracurricular sport department has not been established. Instead, the dispersion of funds was found to depend on the potential successes of teams. The dispersion of funds may also take into consideration needed facility improvements, such as the refurbishment of the football field and improvements to the gym’s lighting system. The Principal indicated the high expense of making these provisions, however liability and safety issues must be considered and therefore, the costs to the department are worthwhile.

Control. Members of the extracurricular sport department were found to operate with a lot of autonomy. First, the Head of Physical Education indicated that he does not monitor or supervise the coaches, but instead explained the autonomy they possess. The level of coaching independence may also reflect the coach’s
experience with the department. The Head of Physical Education expressed his
desire to have self-sufficient coaches within the department, but explained:

We tend to do a lot of things in a relatively consistent manner, but a lot
of it is left up to the independent discretion of the coaches. If it is a
coach who is a long time coach who has been through the loop in
terms of scheduling and meetings and how to do this, and who to
contact I don’t have very much need to contact them. If it is a person
who is doing it for the first time, maybe I am on them a little bit more.

The Inside Coach expressed the autonomous nature of his team when
indicating “I am basically a separate entity” and “any concerns that I have related to
football I deal with…basically I run without disturbing the [Head of Physical
Education] or vice versa.” High levels of control were also found to be given to the
Outside Coach who expressed that:

we have a green light on everything...we are given all the access to all
the change rooms, all the coaches rooms, all the [physical education] offices, storage rooms, equipment rooms, whatever we need it is
available for us. So it is making it a lot easier for an external coach to help.

The dependence of Outside Coaches on Internal Staff has diminished by reducing the
inherent barriers associated with being an outsider.

Although, the coaches’ are provided with high levels of independence, the
Head of Physical Education and/or the Principal informally monitor the philosophies
held by the coaches to ensure that vastly different philosophies from those held within
the department are not present. He explained, “If there is a maverick that is so
different than our philosophy, then it is addressed. There is no question about it…and
you know you will never assign that coach to that team again, or any responsibility.”
The department also operates using open channels of communication developed through a mail box system established by the Head of Physical Education. The Head of Physical Education explained this system:

I put up a folder and if I have news for them I put it in there, and if they have something for me they put it in there. So I’ll see stuff addressed to me and I’ll give stuff addressed to them and that is kind of consistent way of communicating. If it is either a teacher who’s a strong staff advisor or a coach in the school I will use the mail slot to communicate that way.

By using a mail slot, necessary information is more easily and consistently communicated to the needed parties.

Decision making process. Two types of decision making authority were found to exist within the extracurricular sport department- department and team based. The types of decision making authority possessed by different departmental members reflected where within the department’s hierarchy the member resided- Administration or Coaching. The administrative level which includes the Principal and the Head of Physical Education make strategic and administrative decisions. For example, any decisions related to the direction adopted by the extracurricular sport department, such as equity of opportunities are decided by the Principal. When starting his position at the school, the Principal expressed:

I will be selfish and say that it was one of my focuses when I first got here. I wanted to make sure that the girls...extracurricular opportunities, there was some equity on part with the boys.

The Principal indicated the high level of decision making authority that he feels the Head of Physical Education possesses when explaining the types of decisions the Head of Physical Education is able to make versus what he, as the Principal makes. He highlighted that:
If there is an issue and they want to go on this tournament or they don’t want to go on that tournament, and all of that, he has full authority to make decisions about the types of experiences and all of that, but for the team to go I have to basically give permission through eligibility and for him to take the day off to take a team or anybody has to come through me.

Encompassed within the type of experiences available to students through the extracurricular sport department, are also decisions related to the number of opportunities available. The difficulties experienced in deciding if a team should fold because of the inability to acquire needed coaches were expressed by the Head of Physical Education when he explained:

Now do I make the decision to fold the team, in which case, I am the bad guy. Here I am a basketball person thinking that the perception will be that he only cares about the boys, and not the girls. So, I made a decision that actually created more sacrifices from family time... but I felt an obligation as a department head and as a basketball person to fill that need.

The Principal and the Head of Physical Education were found to work together when making some decisions, such as how to deal with problem coaches. The Head of Physical Education identified, “if we had a coach who has got some problems, you know I could discuss with [the Principal], he could discuss with me, we can address it either together or one or the other, informally, or more formally”. This indicates the flexibility of decision making authority given the circumstances that are confronted.

The coaches are provided with the authority to make decisions related to their team, which includes some administrative decisions, such as student athlete eligibility decisions and all operational decisions, such as practice schedules. The Outside Coach expressed the decision making authority he holds in relation to his team
null
because of the “green light” he has been given to make his team’s decisions autonomously. The Inside Coach also expressed high levels of decision making authority related to his team. He indicated, “I decide everything that is good for the football team and if I need to I okay it with the Principal. But he doesn’t oversee and I don’t have to pass by decisions to him.” Therefore, individual coaches were found to possess high levels of decision making authority, with little need for approval from administration.

Organizational Values

The philosophy of the co-curricular program at the Spartan school as identified in the school’s co-curricular program brochure is, ‘participation and support are the keys to YOUR high school life’ (p. 1). Extracurricular school sport represents one element of the co-curricular programs provided at the Spartan school and this is visible in the description provided by the Inside Coach. He explained where extracurricular school sport fits into the school’s culture by indicating:

It’s an addition to the academic excellence that we have. Academics for us is the focus and then extracurriculars are like a bonus that you get with school. We are proud of how we have done, and the recognition that we get. It becomes a big deal for us and a big deal for the school in general, but I think it only represents a quarter or maybe a third of the school of people that actually participate, so you know for the athletic community in this school it is a huge deal. I mean this school makes it important, but it doesn’t make it more important than school.

He further expanded by expressing that:

it is an academic school, sports are important but they are not more important, but it doesn’t become more important in the culture of the school. I think the culture of the school is generally academic and academic success.
The Principal also indicated the use of extracurricular activities, such as school sport as representing “an extension of what happens in the classroom.” He explained that school sport “is an opportunity for kids to learn, develop, grow, to learn leadership skills, [and] to develop other kinds of skills as well.” The importance given to achieving academic success was also identified by the Principal when he explained:

our priority is always their academics first and they know that and they hear that all the time and then to participate in the extracurricular program is a privilege that we control, not them...It is one of those things again, this is one phase in the total development of kids.

A dominant philosophy that was found to direct the type and quality of opportunities provided within the extracurricular sport department was reflected by the Principal’s mandate of establishing equal opportunities for girls’ and boys’ athletics. When entering the school, the Principal found that a greater priority was given to boys’ athletics and he sought to develop programs that are “totally inclusionary in the quality of opportunity and equity of outcome.” He further explained:

You have to look at the finances, but you also have to look at the gym space and if the boys are getting the prime time and all that kind of stuff and if cheerleading, which is considered non-athletic, but they are at every game, they train every day, basically a full year and nobody else does that...so why not give them their just dues? Why not give them space in the gym once and a while...you know instead of one team being the focus.

Ensuring more equitable practices through funding provision and practice schedules were two ways in which the Principal has tried to modify the value system associated with the importance given to specific teams.
Orientation, domain, and criteria of effectiveness. The driving orientation of the extracurricular sport department as identified by the Principal is geared towards providing opportunities for student participation, with a greater emphasis being given to the importance of winning. He identified:

- different coaches have different philosophies. You know my philosophy is participation, and providing good opportunities for kids...opportunities for kids to play but we play to win and that is what we do. If you want to be successful you have to adjust. That is why we have intramurals and we have other kinds of opportunities for kids to participate and for fun.

The types of extracurricular sport opportunities provided reflect the desire to win and those with less competitive desires are able to participate through intramural opportunities.

The combined goals of student growth and development, and winning in the extracurricular sport department were also identified by the Outside Coach. When questioned about the dominant philosophies driving the extracurricular sport department and his team, the outside coach explained:

- our goal is ultimately to make us better people...and to do this in the best atmosphere that we can. So, we won’t, it is not win at all costs. So, our goal is to win, but not win at all costs. It is win within the boundaries of the game.

Additionally, he explained the competitive nature innate in school sport and how this guides the direction and focus taken for his team:

Well, I think ultimately when you get into a competitive league it becomes about wins and losses. It is not house league, so you play the best and you attempt to win. I think that teams around here, I mean it is not a school where we are going to win at all costs and we are going to cut corners, but I mean the goal is to win. So, it is not, we are going to play everyone because we feel like it and this is what we are going
to do. I mean I have a different philosophy when I coach my ten year olds, but when it comes to this one, this one is about winning.

The Head of Physical Education’s extracurricular sport philosophies echoes the philosophies described by the Inside Coach and Principal. The Head of Physical Education indicated “well first and for most if you are going to participating in an interscholastic sport at our school you are doing it for the purpose of winning. This is not house league.” Although winning is clearly valued, the Head of Physical Education highlighted the difference between fostering a winning focused culture, versus a culture aspiring to competitive success while maintaining integrity and ethics. He indicated:

I think the values are in the experience of the opportunity to participate in a competitive setting. The level of commitment that is involved and the values around hard work, team work, you know coordinating the structure of the team so that it can be successful. All of the ethics that goes around good sportsmanship...you know we would never cheat to win, because if winning was all that mattered we would be developing a culture of people who are constantly looking to break the rules....the culture is to follow the Olympic ideal- bigger, faster, stronger, and that’s our motivation but we do it within the values of good sportsmanship, hard work, dedication to the team.

The importance of teaching student athletes life skills through athletics, while aspiring to competitive success was also the dominant philosophy followed by the Outside Coach. He articulated:

I mean we are not there to just have fun, but we are not there just to win. I think there are those values in the middle that are much more important, like the integrity, the team work concept, the compassion, the list goes on and on...the life skills and all that stuff and I can assure you that that goes with winning, but not necessarily in the order of winning first.
The dominant philosophy of the extracurricular sport department reflects the desire to win through fair play and integrity and as a result of participation students develop life skills and lessons.

In accordance with the ideals of winning, the desire to attract and enable athletically talented students to participate is emphasized. When questioning the Inside Coach about what type of student athletes the department seeks, and more specifically the type of athlete that he desires for his team he identified an elitist ideal, indicating “the best players play and that is the way that it is...so you play the best and you attempt to win.” Additionally, as previously indicated by the Principal, the department is geared towards elitism because a variety of opportunities for different skill levels, such as intramurals are available for students outside of programs offered within the extracurricular sport department.

In exploring the criteria of effectiveness and success of the extracurricular sport department, the Head of Physical Education explained:

we want to represent [school name], we want to show the community that [school name] is an elite athletic program, so we are going to do the best that we can and I think everyone kind of buys into that.

In addition to wanting to demonstrate the quality of the programs to the community through success, the importance of having a positive reputation created through ethics and integrity is also an indicator of success. The Head of Physical Education indicated that:

I like to hear that the team competed hard. Whether they win or lose is not the fact...I like people to come back and say, ‘man, I really appreciated those kids because they were really nice in the hotel, and when they had to travel to OFSAA they were nice to the officials’. You know if the officials come back and say ‘you know I really
enjoyed watching your kids play, they really kicked butt'...you know those are the things for me that make a program a success.

Furthermore, the Head of Physical Education also identified the importance of satisfying the student athletes with the quality of experiences they received as a result of the coaching staff. Although, the win/loss records of the coaches are not assessed:

if we want a coach to come back the next year, we are going to look at were the kids happy to have that person, were they miserable because they were worked too hard to be competitive, or they didn’t work enough because it was too social.

Achieving student athlete satisfaction is also important when establishing the effectiveness of the extracurricular sport department and individual team success.

**Principles of organizing.** The values regarding the proper roles, rules and reporting relationships found within the extracurricular sport department were found to be informal and flexible. The informality of reporting relationships and a general lack of coordination between the members of the extracurricular sport department reflected the value for independence provided to the coaches and their ability to operate their teams without the need to coordinate with others in the department. The Head of Physical Education indicated that although members of the extracurricular sport department do not get together in a formal meeting setting, “it would be a good goal to work towards. We just haven’t gotten to that point.”

The existence of flexible chains of command was visible when communicating with the Inside Coach. He explained that when dealing with any problems or issues related to his team, instead of dealing with:

[Head of Physical Education], who is the Head of Physical Education, he usually takes care of all those areas, but since I am inside as a staff
[member] and a department head myself, I go directly to the Principal. We almost work as a separate entity in football because of that I take care of my own budget and my own things, and we try to take care of ourselves.

He further expressed:

well I find it easier...myself to deal with it that way rather than going through two or three people to get to the boss...I go to the boss and we've had success. I mean we don't have problems or anything else so it works.

The Inside Coach prefers to bypass the Head of Physical Education and deal directly with the Principal of the school to quickly resolve issues.

An open door communication policy between administrative members and coaches was also found to be valued by members within the department. The Outside Coach explained:

[Principal's name] and [Head of Physical Education's name] are very close to us and keep us informed as far as the future is concerned. There are some plans now for next year, already that are already in place...They've asked us for next year to look at the senior group and possibly move the core of our team up to seniors. So yeah, they are really involved with us and they really want us to help them build the programs, and very upfront, very...it's like I said before, it is basically a green light with their stamp of approval on it.

The Outside Coach also indicated that because of the open door policy that exists between the administration and the coaches, the department is able to function well. Although a formal meeting does not take place between the various members of the department, the Outside Coach felt that there was no need for one because of the strong communications system that exists within the school. He expressed that:

If they weren't strong people, strong communicators things would fall a part very quickly, but because they are strong in communicating and the open door policies, the phone calls, you name it, it doesn't matter it is there...it can possibly work without those formal meetings because I
think the formal meetings themselves would be a challenge, especially with the amount of outside coaches.

When using Outside Coaches, the Principal identified the important role played by the Internal Staff Advisor in communicating information to administration. The Principal expressed that the Staff Advisor acts as the conduit of information and highlighted that:

Well the Staff Advisor is always someone inside...that is where the connection is important, not only for just the paper work and all that, eligibility forms, and liability, but it is the conduit. The information flows through them, to say [Head of Physical Education’s name] in the athletic program and then again it comes to me because I sign the eligibility forms and I check them to make sure the students are in good standing.

With the use of Outside Coaches, an Internal Staff Advisor is deemed necessary to maintain the open channels of communication required for administrative processes, such as eligibility forms.

**Design Discussion**

Comparisons of the three cases pointed to the existence of two general design configurations- KT1 and KT2. While, KT1 and KT2 do not represent each case specifically they represent design archetypes generated from the data. In comparing the descriptions of the two design configurations outlined (See Table 6), a number of similarities across design dimensions are evident, and therefore the characteristics of Design KT1 and KT2 are not vastly different, but do represent enough of a significant difference to justify the two designs from each other. These distinctions center on the design dimension of values. The important role played by organizational values in distinguishing organizational designs was expressed by Kikulis et al. (1992) when identifying that “current research in organizational studies emphasizes organizational
<table>
<thead>
<tr>
<th><strong>Organizational Structure</strong></th>
<th><strong>Design KT1</strong></th>
<th><strong>Design KT2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization</td>
<td>Low; Overlapping of tasks; Interest driven</td>
<td>Low; Overlapping of tasks; Interest driven and *coaching training and certification encouraged</td>
</tr>
<tr>
<td>Standardization</td>
<td>Low; No manual</td>
<td>Low; *Manual- no consistency</td>
</tr>
<tr>
<td>Centralization</td>
<td>High- Department-based; Low- Team-based</td>
<td>High- Department-based; Low- Team-based</td>
</tr>
<tr>
<td><strong>Organizational Systems</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td>Limited and informal policies and procedures</td>
<td>Limited and informal policies and procedures</td>
</tr>
<tr>
<td>Decision-Making</td>
<td>Strategic-Centralized, informal; Administrative- Vague, driven by who has interest and is there, experience allows shift between centralized and decentralized decision making mechanisms; Operational-Decentralized, informal</td>
<td>Strategic- Centralized, informal; Administrative- Vague, driven by who has interest and is there, experience allows shift between centralized and decentralized decision making mechanisms; Operational- Decentralized, informal</td>
</tr>
<tr>
<td>Control</td>
<td>Low levels of monitoring and supervision; Coaches retain high levels of independence, control and flexibility</td>
<td>Low levels of monitoring and supervision; Coaches retain high levels of independence, control and flexibility; Open channels of communication</td>
</tr>
<tr>
<td><strong>Organizational Values</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation, Domain and Criteria of Effectiveness</td>
<td>*Participation driven, focus on student enjoyment and development; *participation for all; *lack of identified goals or criteria of success</td>
<td>*Emphasis on winning; *playing the best; *maintain strong reputation through competitive success,</td>
</tr>
<tr>
<td>Principles of Organizing</td>
<td>Informal and flexible reporting relationships; minimal coordination, independent team functioning</td>
<td>Informal and flexible reporting relationships; minimal coordination, independent team functioning</td>
</tr>
</tbody>
</table>
values as key features of organizational coherence and change” (p. 350).

Additionally, as suggested by Hinings and Greenwood (1988):

Patterns of organizational design, i.e., design archetypes are to be identified by isolating the distinctive ideas, values and meanings that are pervasively reflected in and reproduced by clusters of structures and systems. An organizational archetype, in this sense, is a particular composition of ideas, beliefs and values connected with structural and system attributes (p. 18).

Therefore, the organizational values within an organization have the capacity to influence the design configuration for which it most closely resembles through design adherence or non-adherence.

First, the predominant organizational values underpinning the extracurricular sport department designs KT1 and KT2 are dissimilar due to a difference of beliefs composing organizational values that characterize Design KT1, the orientation of the extracurricular sport department emphasized the importance of using extracurricular school sport to create opportunities for student enjoyment and enrichment. As such, the department is focused on maximizing student participation and therefore operates under a ‘participation for all’ domain. Additionally, the department operates with a lack of identified goals or criteria that would indicate the department’s level of success.

In the case of the organizational values that characterize Design KT2, greater significance has been given to the importance of winning and as such greater preference is given to playing only the best athletes. Moreover, the criteria established to indicate the departments’ level of success and effectiveness centers around the desire to maintain a strong extracurricular sport reputation within the community, while also attaining competitive success. The contrasting values of
orientation, domain, and criteria of effectiveness found between Design KT1 and Design KT2 are pronounced and therefore highlight a powerful distinction between the cases explored. As suggested by Hinings and Greenwood (1988) designs are held in place by values and therefore any change in organizational design would require a change in the underlying values directing the organization. Thus, contrasting organizational values reflect differences in design types.

The significant role played by values in establishing organizational design is largely due to the value-structure connection identified by Hinings and Greenwood (1988) as they expressed that "any set of structures is an expression of a set of values and ideas about the organizations" (p. 23). Therefore, "design arrangements, can be understood only in terms of the ideas, beliefs and values contained within them" (p. 22). The value-structure connection is visible when looking at Design KT1 and Design KT2. First, in looking at Design KT2, the importance of winning is also reflected in the structural dimension of specialization. In relation to a greater concern for competitive success, the desire to recruit coaches with higher levels of coaching experience and training was found. Conversely, Design KT1 with a focus on participation identified that the department's primary concern is simply the ability to recruit enough coaches for all the teams, and therefore the ability to be selective based on training and experience is absent.

Additionally, the values associated with winning and the desire to maintain a strong extracurricular sport reputation identifiable in Design KT2 can also be coupled with the level of standardization that exists within this design. Specifically, within Design KT2 a coach's manual had been developed in an effort to create consistency
of practice among department members. The ability to achieve this consistency was
hindered however, because of a general lack of awareness by department members
related to the existence of any policies, procedures, or guidelines within the
department. Nonetheless, the existence of a coach’s manual points to the level of
concern related to the effective functioning of the extracurricular sport department
and therefore also speaks to the time and effort taken in constructing the manual.
Consequently, the existence of a coach’s manual acts as a reflection of the goals
guiding Design KT2, which is the maintenance of a strong extracurricular sport
reputation. In combination with the attainment of competitive success, the ability to
achieve a strong extracurricular sport reputation could be a reflection of the behaviour
of departmental members, such as in a game situation, and consequently clearly
established guidelines in the form of a coach’s manual could help achieve this goal.

Accordingly, as suggested by Hinings and Greenwood (1988) the prevailing
values constituting the designs of the extracurricular sport departments investigated
point to the interaction of values and structure. The interaction of values and
structure was noticeably apparent within Design KT2 where the dominant value of
winning was given meaning and substance through practices associated with
specialization and standardization. As a result, the contrasting values of student
participation and winning visible within Design KT1 and Design KT2 and their
relation to the structures adopted by the extracurricular sport departments investigated
substantiates the existence of two design configurations across the three cases
investigated.
Having identified and explored the differences between Design KT1 and Design KT2, it is important to integrate the two general design patterns identified from the cases in this study into the larger literature regarding archetypes within the Canadian amateur sport sector. Within sport management research, a number of studies have explored the change process of national sport organizations (NSOs) in Canada through investigations of design archetypes transitions (Amis et al., 2004; Kikulis et al., 1995a, 1995b). Most notably however is the work of Kikulis et al. (1992) who identified the existence of three archetypes within the Canadian amateur sport sector- Kitchen Table, Boardroom, and Executive Office. These archetypes provided the design framework used by other researchers within the field to explore the process of organizational change in national sport organizations (Amis et al., 2004; Stevens, In Press). As expressed by Kikulis et al. (1992) the design archetypes of Kitchen Table, Boardroom, and Executive Office “are models or patterns of structure-value relationships that are ‘ideal type’ representations of NSOs [and therefore]...no single NSO may mirror exactly the structure and values of the archetypes to which they aspire” (p. 363). Therefore, the design archetypes established by Kikulis et al. (1992) provide the skeletal framework for which NSOs may adhere to.

Moreover, as expressed by Kikulis et al. (1995b) design archetypes are pitched at a highly general level, which enables the possibility of variety and diversity of design from empirical work. Therefore, in light of the ‘highly general level’ of the three design archetypes established by Kikulis et al., the potential for additional archetypes exists. In fact, Stevens (In Press) expanded the scope of design archetypes
representing organizations within the amateur sport sector with the addition of the Amateur Sport Enterprise (ASE) archetype. Stevens argued that:

existing archetype research for this institutional sector no longer accurately reflects the design of all organizations operating in the Canadian amateur sport sphere [and therefore]…Further analysis of the Amateur Sport Enterprise archetype is needed in order to compare current Canadian NSO designs to the ASE configuration (p. 33).

Additionally, in the work of Hinings and Greenwood (1988) it is suggested that “organizations are often between types” and therefore they argue that “the whole question of being between types persistently requires more attention” (p. 205).

Accordingly, when investigating the change process of NSOs, Kikulis et al. (1995b) highlighted that few organizations actually adhered to the design archetypes established. Consequently, a number of organizations were identified as ‘between type’ organizations taking the form of embryonic or schizoid archetypes. Hinings and Greenwood (1988) defined the non-coherent archetype position of embryonic to represent organizations where “the structures and processes nearly consistently reflect the ideals and values of an interpretive scheme” (emphasis added, p. 28). Whereas, schizoid incoherence represent organizations where the structures and process reflect the tensions of two contradictory set of ideas and values (emphasis added, Hinings & Greenwood, 1988). Subsequently, in light of the low levels of NSO design coherence found in the work of Hinings and Greenwood (1988) and Kikulis et al. (1995b), questions surrounding the ability to further refine the number of designs that exist in between the prescribed archetypes of Kitchen Table, Boardroom, Executive Office and Amateur Sport Enterprise should be explored. It is important that further
research examines whether new coherent designs exist or whether the designs are simply in a stage of embryonic or schizoid coherence.

In fact, although the design archetypes established for NSOs are institutionally specific to the Canadian amateur sport sector, the transferability of these designs archetypes to the sub-sector of extracurricular school sports is visible given the design similarities of the Kitchen Table archetype and the extracurricular sport departments investigated. Consequently, the ability to refine and develop a better understanding of the Kitchen Table design archetype given its existence in the sub-sector of extracurricular school sport is facilitated. Specifically, the Kitchen Table archetype described by Kikulis et al. (1992) refers to organizations that lack professionalization and bureaucratization where “the legitimate mode of operation...is one in which organizations are operated in the spare time of volunteers around the kitchen table of their homes” (p. 356). Additionally, the archetype places “little emphasis on establishing formal rules and specialized roles to guide behaviour [and therefore]...volunteers with loyalty, desire, and commitment to the organization undertake a variety of tasks rather than having specialized roles” (p. 356).

Connections between the characteristics of the Kitchen Table archetype and the two designs identified in this study, Design KT1 and Design KT2 representing the extracurricular sport departments investigated are visible. In fact, Design KT1 and Design KT2 illustrate the potential expansion of the Kitchen Table design archetype into two new designs (See Figure 1). Similar to the design characteristics of the Kitchen Table archetype, extracurricular sport departments adhering to Design KT1 and Design KT2 are configured based on a simple structure with few specialized
Figure 1
Amateur Sport Organization Design Archetypes

Amateur Sport Organization Design Archetypes

KT (Kikulis et al., 1992)
KT1
KT2
BR (Kikulis et al., 1992)
EO (Kikulis et al., 1992)
ASE (Stevens, In Press)
roles, and informal systems with few rules, policies and procedures to guide the management and operation of the departments. Additionally, the operations of the extracurricular sport departments are contingent upon the contributions of volunteers, such as teachers and community members with no direct funding support provided by the Ministry of Education to support extracurricular school sport programs. Also, in relation with the “underlying belief [of NSOs] with respect to principles of organizing [establishing] that a person with interest and/or seniority in the organization has the competence to coach, judge, and/or administer the sport” (Kikulis et al., 1992, p. 356), within the extracurricular sport departments explored positions were also found to be filled based on an individual’s interest and his/her experience within the department helped dictate the level of assistance that may be required from the Head of Physical Education and/or a Staff Advisor in the case of an Outside Coach.

Furthermore, although the extracurricular sport department values of participation or winning are specific to the values directing the sport sub-sector of extracurricular high school sport, a fit between the values of the Kitchen Table design archetype and those of Design KT1 and Design KT2 still remains. The suitability of these values within the Kitchen Table archetype design is a result of the ability of both the Kitchen Table NSOs and the extracurricular sport departments with Design KT1 and Design KT2 to develop and implement their own activities independently based on the interests and beliefs of organizational members. Additionally, inherent within sport is the desire for competitive success and although not formally expressed within the Kitchen Table archetype or Design KT1, it is unlikely that competitive success is unwelcome, but instead the weight of winning is trivial in comparison to
the predominant values underpinning the designs visible, such as providing opportunities for participation.

In summary, the existence of two designs for the extracurricular sport departments investigated reflected the visible variations in organizational values, while also illustrating the interconnections of this value-structure relationship. Additionally, the characteristics of the Kitchen Table archetype were transferable to the sub-sector of extracurricular school sport, visible by the configurations of Design KT1 and Design KT2. Therefore, the division of the Kitchen Table design archetype into two Kitchen Table sub-types, KT1 and KT2 illustrates a refined understanding of the Kitchen Table design archetype as it applies to the sub-sector of extracurricular school sport. Moreover, future research can now build upon the design archetypes of KT1, KT2, Boardroom (BR), Executive Office (EO), and Amateur Sport Enterprise (ASE).
CHAPTER 6

CONCLUSION

This study has investigated the extracurricular sport department designs within three Ontario high schools, and explored the context within which they exist. A holistic view of organizational design, which views organizations as being tightly composed of interdependent and mutually supportive elements was adopted in order to understand the design configurations of the extracurricular sport departments investigated (Miller & Friesen, 1984 as cited in Hinings & Greenwood, 1988). Specifically, the dimensions of structure, systems, and values were used to assess the design of the extracurricular sport departments in three high schools. Moreover, the premises underlying institutional theory, strategic choice theory and the integrated approach were used in order to gain a greater understanding of the external and internal context within which the extracurricular sport departments exist. The major findings of this study answer the two research questions posed in the introduction and therefore, the results will be summarized based on these questions.

First, what is the organizational design of the extracurricular sport departments investigated? Two general design archetypes emerged for the three cases investigated, KT1 and KT2. Design KT1 represents extracurricular sport departments that are configured based on a simple structure with two levels of hierarchy- Administration and Coaches, and few specialized roles. Positions within the extracurricular sport department were interest driven and required no training or certification. The standardization within the department was low and no coach’s manual was found to exist. The department was governed by limited and informal
policies and procedures. Although, some rules, policies and procedures were developed to assist in the management and operation of the department, inconsistent practice of the established policies, procedures and rules were prevalent given a general lack of awareness by members in the Coaching level.

The decision making process was informal and flexible and reflected the type of decisions to be made. Where department-based decisions were centralized and made by a few Administrative members and team-based decisions were decentralized and made by a few Coaching members. Additionally, strategic decisions made within the department were centralized to the Administrative level, operational decisions were decentralized to the Coaching level, and shifts between centralized and decentralized decision making mechanisms were found for administrative decisions. The vagueness of where and how administrative decisions took place within the department was a reflection of experience within the department, who had interest, and was there to take part in administrative decisions.

Low levels of monitoring and supervision were found within Design KT1 and reflected the high levels of independence provided to those within the department. The self-sufficient nature of many within the department was also visible by the lack of coordination amongst departmental members and the informal reporting relationships that were found. Most importantly within Design KT1, the dominant values guiding the direction of the extracurricular sport department's orientation, domain, and criteria of effectiveness were grounded by the desire to provide opportunities for student development and enrichment, with a priority being given to
participation for all. Moreover, within this design there was a lack of identified goals or criteria which indicate success.

Similar to Design KT1, Design KT2 represents extracurricular sport departments that are configured based on a simple structure with two levels of hierarchy: Administration and Coaching, and few specialized roles. Positions within this design were not only interest driven, but training and certification were also strongly encouraged. The standardization within this design was also found to be low; however efforts to formalize the policies, procedures, and guidelines that exist were found as a result of the development of a coach’s manual. The department was governed by limited and informal policies and procedures. Although some rules, policies and guidelines were developed to assist in the management and operation of the department, inconsistent practice of the established policies, procedures and rules were prevalent given a general lack of awareness by members in the coaching level.

Within Design KT2, the decision making process was informal and flexible and reflected the type of decisions to be made. Department-based decisions were centralized and made by a few Administrative department members and team-based decisions were decentralized and made by a few Coaching members. Additionally, strategic decisions made within the department were centralized to the Administrative level, operational decisions were decentralized to the Coaching level, and shifts between centralized and decentralized decision making mechanisms were found for administrative decisions. The vagueness of where and how administrative decisions took place within the department was a reflection of experience within the department, who had interest, and was there to take part in administrative decisions.
Low levels of monitoring and supervision were also found within Design KT2 and reflected the high levels of independence provided to those within the department. The self-sufficient nature of many within the department was also visible by the lack of coordination amongst departmental members and the informal reporting relationships that were found. Most importantly within Design KT2, the dominant values guiding the direction of the extracurricular sport department’s orientation, domain, and criteria of effectiveness emphasized the importance of winning, playing the best athletes, and maintaining a strong extracurricular sport reputation through competitive success.

As supported by the descriptions above, differences in the characteristics of design archetype KT1 and KT2 centered on the design dimension of values, and therefore this study identified that contrasting organizational values reflect differences in design types. Moreover, interactions between the dimensions of values and structure were also found, which supported the value-structure relationship in organizational design identified by Hinings and Greenwood (1988). For example, the value-structure relationship was visible in Design KT2 where the importance of winning (value dimension of orientation) was also reflected in the structural dimension of specialization. In relation to a greater concern for competitive success, the desire to recruit coaches with higher levels of coaching experience and training was found.

Additionally, connections between the Kitchen Table archetype, and the two designs identified in this study, KT1 and KT2 were found, therefore illustrating the potential expansion of the Kitchen Table archetype into two new designs. Given that
the characteristics of the Kitchen Table archetype were found to be transferable to the sub-sector of extracurricular school sport, this study provides a springboard for further research in organizational design within other sport sub-sectors. The addition of the design archetypes KT1 and KT2 have expanded the design archetype research from national sport organizations to the local level of extracurricular high school sport departments, therefore extending the scope of the field in which sport design archetypes have been examined. Furthermore, the extension of design archetype research from governing sport federations to the education sector increases the explanation potential of the current design archetypes, KT1, KT2, Boardroom, Executive Office, and Amateur Sport Enterprise to sport organizations across fields.

The context within which the extracurricular sport departments exist was also explored by looking specifically at the internal and external environments. The analysis of the external context highlighted the institutional pressures that extracurricular sport departments face as a result of their place within the education system. Deeply embedded values and beliefs associated with the role of extracurricular sport within schools were found to exist within the institutional environment. These pressures were interpreted by key organizational actors (i.e. the Principal) as an opportunity to legitimize the high school, as well as gain prestige and to access resources.

The analysis of the internal context pointed to the significance of organizational actors in interpreting and strategically responding to the institutional environment was visible. The changing priorities of teachers as a result of the 'new realities' within the education system were visible given their reluctance to volunteer
as a member of their school’s extracurricular sport department. Additionally, the Administrative level and the Coaching level were found to be influenced by the institutional environment, as well as influence the environment as a result of their strategic actions, and therefore speak to the value of adopting an integrated approach to better understand the context within which organizations exist.

The importance of this study is evident not only in its contribution to organizational theory, but the findings of this study can also help extracurricular school sport by creating awareness amongst the community, the school board and the Ministry of Education. An increased awareness of design and contextual issues can act as a mechanism capable of increasing the support provided to schools and the members who devote their time and energy to the extracurricular sport departments within their community. Although the institutional environment of the education sector is more stabilized than in recent years, decisions need to be made by the Ministry of Education and the school boards related to the significance of extracurricular school sport within education and subsequently support needs to be provided to schools that will demonstrate its significance.

Consideration should be given to the addition of a paid ‘Athletic Director’ position within each school that is separate from the curricular position of Head of Physical Education. Currently, the future of extracurricular sport within schools may be in jeopardy because of the burden being experienced by the Heads of Physical Education in dually managing their curricular and extracurricular duties. Although a board level convener position for extracurricular school sport has been created to alleviate the work load of the Heads of Physical Education, the need for the addition
of an Athletic Director position within each school was articulated by the interview participants. As previously indicated, school sport provides many benefits to students, such as higher grade point averages, better attendance records and lower drop out rates (Donnelly et al., 2000; Holland & Andre, 1987) and therefore the continuation of its provision within schools should not be taken for granted.

The qualitative case study design used in this study proved to be a valuable and enjoyable design when looking to better understand the previously unexplored area of high school extracurricular sport departments. By adopting this research design the ability to look in-depth at the extracurricular sport departments investigated and the context within which they exist was facilitated. The use of interviews, observations and documents as data sources enabled a comprehensive understanding of the departments investigated. Specifically, the interviews conducted proved to be a valuable data collection source because of the ability to probe for greater detail and explanation related to the dimensions of design, as well as engage in enlightening conversations related to the context within which extracurricular sport departments exist. Many of the interview participants appeared to enjoy the ability to dialogue with the researcher about their passions for extracurricular school sport and/or their frustrations and concerns related to its current operation within schools. The data collected through observations and documents also assisted in corroborating the information discussed in interviews and/or led to the addition of more probing questions during the interviews conducted.

The limitation of this study was the small sample size of three cases which limits its generalizability to the larger population of extracurricular high school sport
departments. However, because few studies have explored high school sport from an organizational perspective, the case study design represents an appropriate design to commence research in this area. As a result, the design and context findings that emerged from this study, although specific to the three cases provide the framework from which future paths of inquiry can develop.

In the future, more studies are needed to explore extracurricular school sport from an organizational perspective and this study acts as a catalyst from which future research can develop. First, in order to gauge the generalizability of the design archetypes found within this study, future studies should extend the number of cases investigated. By increasing the sample size, future studies would be able to extend beyond the particularization of each case and explore the transferability of the designs found within this study to other studies.

Second, future research should also broaden the type of high schools investigated by including catholic high schools. As indicated by the Head of Physical Education of the Renegade School, the catholic school board within the region under investigation financially compensates its Heads of Physical Education, as well as provides them with administrative time to complete their extracurricular sport duties. Therefore, studies exploring the impact of such differences, and their potential influence on the transferability of what was found for public high schools would add to our understanding of design as it relates to the extracurricular sport departments of high schools in general.

Finally, future studies can further explore the internal context issue of the changing priorities of teachers. Within the data differences between the reactions of
the ‘old’ generation of teachers and the ‘new’ generation of teachers to the ‘new realities’ of the education system within which extracurricular school sport operates emerged. On the one hand the ‘old’ generation teacher reacted by reducing or withdrawing from participating in extracurricular school sport, or continued participating and as a result has become burnt out from the demands of his/her participation. On the other hand, the ‘new’ generation teacher gave less priority and commitment to volunteering for extracurricular sport within the school. Future studies should explore these differences and their resulting influence on the extracurricular sport department within high schools. As the ‘old’ generation of teachers continue to retire what will this mean for the future of extracurricular sport within schools?

Overall, this study provides an avenue from which future organizational design research in the area of high school sport can develop. Organizational design as an area of research within sport management has largely focused on Canadian national sport organizations and this study has extended this area of research to local level extracurricular high school sport departments. The emergence of Design KT1 and KT2 within this study is a preparatory step to extending our understanding of design archetype research into the education sector. Future research will enhance our conceptualization of extracurricular sport department designs in Ontario high schools.
References


null


Appendix A

Framework for Sources of Documentation

Popular Press and Media Related Documents

1) Have any newspaper or magazine articles been published related to the school’s extracurricular sport department? (number of articles, frequency, where published)

2) What type of information has been visible in the popular press (i.e., tournament success, coaching acknowledgements etc.)

Organizational Based Documentation

1) What types of documents are kept within the school related to the school’s extracurricular sport department? (i.e., extracurricular sport manual, formal mission statement, organizational chart, job descriptions, lists of teams and sports offered, number of students participating etc.)

2) How comprehensive are these documents? (e.g., are they updated frequently? What gaps are apparent?)

3) Is there a school sport manual that is available to the public outlining the extracurricular sport department’s mission, goals, and yearly teams, as well as their successes?

4) Are minutes from any of the meetings related to school sport kept?

5) What issues were presented during these minutes?

6) Have any changes been made, as is evidenced in the documents from suggestions made in the past?
Appendix B

Interview Guide

Section A: Structured Interview Questions (Focused on design dimensions of structure and systems)

Note: Questions in italicized text will not be asked multiple times within each case

1) What is your position in the school?
2) What is your role within the extracurricular sport department of the school?
a. Could you please describe what you do as a (insert position name) and your background in this position? (i.e., do you occupy a variety of roles or perform a range of activities in your position)
3) Are there any academic, experiential requirements or skills that are needed (or deemed important) in order to occupy your position as a [Coach, Administrator/PE Head in the school sport context]?
4) What is the school’s student population?
5) What is the school’s OFSAA classification?
6) In total, how many people are members within the extracurricular sport department of the school?
a. What are the different positions within the sport department of the school (i.e. sport coordinator, secretary, coaches etc.)? If so, what are they, and what is their role within the extracurricular sport department (ask for job descriptions in written form if available)?
b. Are the majority of members faculty within the school or outsiders within the community?
c. Do you have very many new/young staff members within the school? What impact does this have on the extracurricular sport department?

7) Is the organization run purely by volunteers or are there some paid staff members?

a. Is there a sport coordinator that over sees the extracurricular sport department at the Board?

8) How many individual and team sports do you offer? (documentation?)

9) Because of a teacher-coach's time investment, what sort of support does the school provide to the teachers to facilitate their role as a teacher-coach?

10) How have the majority of the individual and team sports ranked in the most recent season? Please identify and explain any tournament successes

a. Is this a fair indication of normal performance levels?

11) Does the extracurricular sport department have policies/rules/procedures and guidelines in place?

a. Are these policies, rules, procedures and guidelines written or are they simply verbally understood to be the case? (Can I obtain the documentation?)

b. To what extent are they written?

c. When considering the extent of clearly established policies, rules, and procedures (also referred to as standardization), how would you describe the level of standardization within the extracurricular sport department- highly standardized, moderately standardized, or a low level of standardization?
12) Do organizational members habitually operate under these policies, rules, and procedures, or do organizational members operate more informally day to day? Please provide an example

13) From what sources is funding acquired for the extracurricular sport department (Athletic Budget, P.E budget, student fees, fundraising etc.)?

14) How does the extracurricular sport department deal with recruiting people to fill needed positions? Please describe.
   a. Is there a recruitment process for needed positions?
   b. Is a committee used? If so, who is a part of the hiring committee and how are decisions reached? (i.e. a vote, autocratically)?

15) In looking at the levels of job performance of members within the extracurricular sport department, are any appraisal systems in place to ensure adequate levels of job performance? If so, please describe the format used and who within the organization is in charge of appraisal?

16) In thinking about the level of supervision within the extracurricular sport department, are the activities and people within the department monitored... by members in the school, school board, Ministry of Education? If so, by whom?

17) Who is the person(s) that people go to with any questions, concerns, or problems they may have related to the extracurricular sport department?

18) Where within the school and by who are the majority of decisions made for the extracurricular sport department? Could you describe the type of decisions that are made (i.e. provide an example)?
   a. Do all the decisions need to go through this person or group?
null
b. What channels of communication are used to reach decisions (i.e. formal meetings, informal conversations, memos etc.)?

c. How are these decisions communicated to others within the organization (i.e. formally vs. informally)?

19) Do you possess any decision making power? If so, what types of decisions do you regularly make? Please provide an example

a. Are there other organizational members involved in the decisions that you make?

If so, what role do they occupy within the extracurricular sport department?

20) Overall, would you describe the decision making process within the extracurricular sport department as centralized- where decisions are made by organizational elite, or one person? Or, would you describe it as decentralized, where decision making is dispersed among a variety of individuals?

Section B: Semi-Structured Interview Questions

1) What are the dominant philosophies shaping your school’s extracurricular sport department?

2) Who has been involved in creating the dominant philosophies?

3) Does the extracurricular sport department operate under a mission statement?

If so, what is it?

a. What role does the mission statement have in guiding how the extracurricular sport department operates?

4) What are the current goals or objectives of the extracurricular sport department (i.e., high number of teams, variety of teams, equality, win/loss records etc.)?
a. How does the extracurricular sport department measure its level of success (i.e. win/loss records, number and diversity of teams, quality of organizational members, school spirit, fundraising success, equality, community support, school’s reputation)? Please explain

b. Do your goals for the extracurricular sport department differ from the department’s goals? If so, please explain by providing examples

5) Could you please describe the role of extracurricular sport in shaping your school’s culture/atmosphere?

6) In general, what pressures or challenges do the school’s sport department currently face (can be issues within the school- i.e., teacher coach recruitment difficulties, or outside the school- i.e., funding support from the government)?

7) How have these pressures influenced the extracurricular sport department, particularly the design of the extracurricular sport department?

a. How have you reacted to these pressures (i.e., as an administrator, school sport coordinator, or coach)?

b. How have others within the extracurricular sport department reacted?

8) Do any of the previous pressures experienced by the extracurricular sport department influence how you/the department responds to pressures that are currently being faced? (i.e., same people, same responses)

9) Who within the extracurricular sport community plays a strong role in shaping the direction and guiding principles of the school’s extracurricular sport department (i.e. Ministry of Education, School Boards, OFSAA, other schools, club sport)?
1. What role do they have in shaping the extracurricular sport department?

10) Is there flexibility in how the extracurricular sport department is designed (i.e., members within the department have some discretion/power)?

11) What influence do you think your extracurricular sport department has on the school sport departments of other schools within the area (i.e. fundraising activities, level of sport enthusiasm within the school etc.)? Please provide examples?

a. Do you regularly communicate with members of other high school sport departments? If so, how do these conversations influence the design of the extracurricular sport department?

12) What (type of) relationship does the extracurricular sport department have with the organizational environment, such as the Ministry of Education, and other schools (i.e. leader, follower, mutually supportive)?

13) How does the educational environment and your school’s extracurricular sport department influence each other? Provide examples of this relationship (i.e. changing laws, constitution).

14) Where within the extracurricular sport department is the relationship between the educational environment and extracurricular sport department members visible? Examples.

15) Under what conditions is the interconnection most prevalent (i.e., times of uncertainty, the department changes, new government, new coaches, introduction of new mandates etc.)?

Questions to ask under time restrictions:
1) How would you describe the design of the extracurricular sport department: highly structured and organized with clearly established policies/guidelines/driving principles OR operates day to day with little standardization, few guidelines/policies/driving principles?

2) What pressures does the extracurricular sport department face and how are these pressures responded to?
Appendix C

Sensitizing Framework for Field Observations

1) When approaching the school, what is visible (i.e. football field, track, school mural etc.)?

2) Are there any school sport banners or game promotions visible within the school’s hallways, or displayed on the signage at the front of the school? (describe size, number, and placement)

3) Are sport related trophies and awards visible within the school?
   a. Where are they displayed
   b. Describe how the trophies/awards are visually displayed (neatly vs. scattered; well kept or left collecting dust; hung on walls or in a cabinet)
   c. Approximately how many trophies/awards are visible?
   d. Are the trophies/awards from a range of sport and age groups within the school?
   e. Are the trophies/awards recent?

4) What type of art work is visible in the school (murals, sculptures etc.)?
   a. What is their context?

5) Attendance at a team game:
   a. Approximately how many people are in attendance?
   b. What is the level of excitement?