

**EQUITY, DIVERSITY, AND INCLUSION IN CANADIAN NATIONAL SPORT
ORGANIZATIONS**

ERIKA GRAY

**This thesis has been submitted to the University of Ottawa. This thesis is part of the
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Kinetics.**

**School of Human Kinetics
Faculty of Health Sciences
University of Ottawa**

Abstract

The purpose of this thesis was to assess the Canadian National Sport Organization (NSO) landscape through developing a graph that measures equity, diversity, and inclusion (EDI) engagement and consistency and to further understand how EDI could be embedded within an organization's culture through a Management by Values (MBV) approach. To achieve this purpose, a phased exploratory sequential mixed-methods approach was used. In study one, website and supporting document information from 16 NSOs were gathered and analyzed. NSOs were strategically chosen to ensure a diverse sample. The information was used to graph EDI engagement (e.g., providing an EDI policy and statement) and consistency (e.g., NSOs' presence of EDI engagement on the website and downloadable as supporting documentation). The information was also used to understand how the terms EDI were being used by leaders of NSOs. Results uncovered that the terms EDI were being used to develop human resources management and organizational culture, to create opportunities for diverse participation in sport, and to eliminate barriers. From the graphed EDI engagement and consistency and developed themes, it appeared that NSOs are espousing EDI. However, inconsistencies were found between NSOs' websites and their supporting documentation when EDI engagement and consistency was graphed.

Next, study two was conducted to broaden upon these findings. The Diversity Engagement Survey (DES) was used to determine how engaged and included NSO full-time (FT) paid staff and members of the boards of directors (MOBs) are in their NSO's approach to being equitable diverse, and inclusive. As well, the existence of a leaky pipeline (LP; the process of leaving an organization due to structural and internal barriers, limiting advancement of a sport industry career) in NSOs was investigated. The data from participants who were at risk of the LP

(0-5 years in their role) and the data of their disclosure of equity-owed intersecting identities were analyzed separately in the data analysis process. The Diversity Engagement Survey (DES) was adapted to the sport context and distributed to FT paid staff and MOBs of 64 Canadian NSOs (N = 117 surveys completed). Included in the survey were open-ended questions that were designed to provide additional context to the responses of the DES on the element of belonging being connected to understand the LP in NSOs. To ensure validity and reliability of the DES, an exploratory factor analysis (EFA) was conducted. Men and women agreed on the three factors maintained from the EFA: organization's culture operating diversity, inclusion of employees in strategic direction, and equitable organizational practices. Specifically, this pertains to the ability to work with diverse groups, alignment of the NSO's mission, vision, and values, and the NSO's commitment to equitable organizational practices. Additionally, the open-ended question responses highlighted that NSO FT paid staff and MOBs felt they belonged in their organization when they were connected to the organization, and when the organization's culture was inclusive. Furthermore, findings showed that FT paid staff and MOBs were more likely to leave their position within their NSO due to personal reasons, organizational related processes, and the culture of the organization itself. People who had equity-owed intersecting identities (i.e., participants who identified as women, women of diverse races, and women who experience a disability) also experienced additional barriers that resulted in their intention to leave.

The final study of this thesis was then conducted with the aim to further investigate what FT paid staff and MOBs felt their NSO needed to support underrepresented employees. To accomplish this, 19 interviews were conducted with nine FT paid staff and ten MOBs. Participation from women and people who identified as an underrepresented group was prioritized in this phase while also incorporating people who identified as men. Participants

stated that to support underrepresented employees and develop a culture that incorporates the values of EDI, NSOs require the following: (1) an EDI resource centre, (2) assistance to strategically invest in EDI, and (3) a values-based approach. Differences between FT paid staff and MOBs were also investigated in this study. During the data analysis the only difference found was when participants discussed the NSO's cultures. MOBs did not feel they knew what the culture was like in the day-to-day activities of the NSO. NSO FT paid staff and MOBs called upon additional support and assistance from stakeholders (e.g., Sport Canada) to support underrepresented employees. In this same study, the 4-I Values Framework (4-I VF) was considered. This framework helps to determine how informed leader's practices are by their organization's values. The 4-I VF has four stages (i.e., inactive, intuitive, institutional, and inspirational) that NSOs can work through, and the use of this framework can help determine how strategically leveraged values (i.e., EDI) are in an organization. Through analyzing EDI as values in this thesis, it appears the values of EDI are leadership dependent (intuitive) and not always embedded within the organization's culture (inspirational). Although NSOs display a commitment to EDI through espousing EDI as values on their websites and in supporting documentation, the findings of this thesis suggest that to implement EDI as values within the NSO's culture, further support is needed.

Acknowledgements

The journey of the past four and a half years has been tremendously rewarding. Although the process did come with its challenges where I began the program during the COVID-19 pandemic and moved to a new city in isolation, I believe that everything happens for a reason and am proud of myself for what I have completed while pursuing my doctorate degree over the past four and a half years. I could not have gotten through the past four and a half years without some very important people in my life. I would like to thank them next.

I would like to extend a heartfelt thank you to my supervisor Dr. Eric MacIntosh. I have appreciated your leadership style of knowing when to rein me in and also knowing when to let me run with my say yes and can-do attitude. I value your commitment to your students and your timeliness in turning our projects around. I hope to be as diligent as you when I am a supervisor.

Dr. Lucie Thibault and Dr. Marijke Taks – I would like to thank you both for your time and thoughts throughout my thesis journey. I appreciate how your attention to detail and knowledge has aided in developing my thesis project. Dr. Dawn Trussell and Dr. Ann Pegoraro, thank you for taking the time to be my external reviewers. I am excited to engage in a discussion with you both to further develop my thesis and the contribution I will be able to make from it to the field of sport management.

Dr. Jim Weese, you have never stopped believing in my success and the impact that I can make. I appreciate your continued guidance and support following the completion of my masters' thesis with you.

I would like to thank Dina Bell-Laroche for your mentorship over the past four years. Thank you for taking the time to chat with me when I reached out. I appreciate your time.

I would like to thank the participants who agreed to participate in my thesis. Speaking about equity, diversity, and inclusion can be difficult and I appreciate you all for taking the time to candidly participate in this important research.

To my friends Stacey Woods, Allison Mizzi, Kerri Bodin, and Georgia Teare. Thank you for being my support system over the past four and a half years. I could not have gotten this far without your encouragement and guidance. I look forward to making more memories with you all in the years to come.

Finally, I would like to thank my Mom, Dad, and family for always believing in me and encouraging me to keep going when I faced challenges. I cannot thank you enough for all you have done for me.

Statement of Authorship

As author of this thesis (Erika Louise Gray) I would like to outline the process of getting to this stage of submitting my thesis as part of the fulfillment required for a Doctorate in Philosophy Degree with a concentration in Human Kinetics. As lead researcher on this thesis project, I developed the purpose, research questions, and study design in alignment with my epistemology, theoretical perspective, and methodology. Dr. Eric MacIntosh (my PhD supervisor) played a supervisory role in the development of the thesis project. Dr. MacIntosh provided invaluable support and guidance throughout the thesis milestones. Following data collection, the development of Chapters II, III, and IV took place. During the writing of these chapters, Dr. MacIntosh assumed the role of co-author as the chapters took the shape of a publishable manuscript in peer-reviewed journals. I (Erika) review the status of each chapter as it pertains to publication in the paragraphs to follow.

Chapter II has served as an assessment point for this thesis project. Equity, diversity, and inclusion (EDI) engagement and consistency are graphed along with accompanying themes which were developed to determine how Canadian National Sport Organizations (NSO) are (or are not) engaging with EDI. Dr. MacIntosh provided support and guidance while I developed the manuscript for this study. Dr. MacIntosh and I further refined the manuscript based on Dr. MacIntosh's feedback and suggestions for improvement. As a result, Dr. MacIntosh served as co-author to prepare the paper for submission. A version of Chapter II will be submitted to an academic journal. Chapter II was also presented at the European Association for Sport Management Conference in Innsbruck, Austria in 2022. I developed the presentation and received feedback on the content of the presentation prior to presenting at the conference. I was the sole presenter of the project at the conference. The graphed EDI engagement and consistency

were also presented in poster format to sport organizations at the Sport for Life Summit in Gatineau, QC in January 2025. I was the sole presenter of the project at this conference as well.

Through the development of Chapter III, I sought to involve full-time (FT) paid staff and members of the boards of directors (MOBs) from NSOs to gain their perspective on how included and engaged they are in their NSOs approach to EDI. As well, to gain their thoughts on the leaky pipeline (LP) in NSOs. The process to manuscript readiness was the same as outlined in Chapter II above. A version of Chapter III will be submitted to an academic journal.

Additionally, the quantitative results from Chapter III have been presented at the European Association for Sport Management Conference in Belfast, Ireland in 2023. The results of the open-ended questions that are found in Chapter III have been presented at the North American Society for Sport Management (NASSM) Conference in Minneapolis, Minnesota in 2024. The presentation preparation process for both of these conferences was the same as Chapter II.

Chapter IV was developed to further assess the perspectives of FT paid staff and MOBs as it related to what they felt their NSO needed to support underrepresented¹ people in their NSO. As well, to determine how this support could develop a culture that fosters EDI. The process to submit this manuscript was the same as outlined in Chapter II and III above. A version of Chapter IV will be submitted to an academic journal. A version of this manuscript will be presented at the NASSM Conference in San Diego, California in May 2025.

To conclude, all material presented in this thesis that includes ideas, quotations, and materials that are not my own have been cited by adhering to the guidelines of APA 7th. I used the free version of Grammarly to assist me with alternative ways to word sentences that were unclear. I also used the free version of Grammarly to assist me with the use of for example

¹ The use of this term is outlined in Chapter I of this thesis on page one.

commas, semi-colons, and possessive apostrophes. I also used ChatGPT to help me understand when to use possessive apostrophes and to help reword sentences that were overly wordy. The “Capitalize my Title” website² was also used to double check capitalization that aligned with APA 7th guidelines. I (Erika Louise Gray) declare that this thesis is an original and true copy and has only been submitted to the University of Ottawa for the fulfillment of a Doctorate in Philosophy in Human Kinetics.

² Website link for title capitalization: <https://capitalizemytitle.com/style/APA/>

Positionality Statement³

Positionality statements are encouraged to be part of the research process within social science fields such as women's studies and sociology (Vadeboncoeur et al., 2020). Reflecting on positionality allows the researcher to understand their perspectives, intentions, and motivations which will inform the work that they do (McCorkel & Myers, 2003). Sport scholars have utilized positionality statements to explain how their experiences inform their work (e.g., Hill et al., 2024; Trussell et al., 2019; Turelli et al., 2023). Within sport management research, Frisby (2005) encouraged the use of positionality and reflexivity. Also, within the sport management context, Watson (2018) stated that positionality is informed by reflexivity and critical thinking. Vadeboncoeur and colleagues (2020) further this call to question whether reflexive approaches to research are enough. The authors encouraged sport management scholars who are white and researching equity-owed populations to consider further how their privilege affects the research process. They encourage active exploration regarding how a researcher's position affects the hierarchical power relations present in the participant-researcher relationship (Vadeboncoeur et al., 2020). As such, I felt as though it was important to reflect on my positionality and how it has impacted my time as a doctoral student.

Throughout the last four and a half years of my doctoral program, I have been conducting research within the equity, diversity, and inclusion space. During the research I conduct, I frequently interact with people who have equity-owed intersecting identities. I engaged in critical thinking and reflexive practices through being inspired by feminist methodologies, being curious about intersecting identities, and engaging in reflexive thematic analysis throughout my thesis.

³ Please note that the references from my positionality statement can be found at the end of Chapter I in the references section.

However, it is important to reflect on how my positionality has impacted the work that has been developed in my thesis.

I am an avid sports fan, triathlete, heterosexual, non-disabled white settler, cis-gender female, who identifies as a woman, and I use the pronouns she/her. I recognize that these intersecting identities have afforded me with considerable privilege while living on the land we now know as Canada. I grew up with access to many sport experiences as a result of my privilege and I recognize that many people who reside in this country do not have the same access. I am committed to conducting research within the sport context that promotes equitable, diverse, and inclusive practices. Therefore, the experiences I have engaged in have affected my research practices.

My lived experiences within and outside of sport and academia as well as my intersecting identities have affected how I conceptualized, conducted, and wrote my thesis. I engaged in reflection throughout my doctoral program by keeping a notebook to write down thoughts and processes while engaging with my thesis. I was also inspired by feminist methodologies throughout my doctoral research due to my passion for inclusion and investigating how intersecting identities and equity-owed intersecting identities affect people's lived experiences in national sport organizations. My passion for leadership and making a difference in sport has influenced the outcome of my thesis. I hope to contribute to making social change and challenge systems of oppression.

I recognize that my thesis is a starting point for the research that I will conduct as a scholar, and thus, I am on a continual learning journey. Attending the 2024 North American Society for the Sociology of Sport Conference in Chicago, Illinois allowed me to engage in meaningful conversations with scholars in the sociology of sport field. I look forward to

continuing these conversations and further reflecting on how sociology can inform my work in sport management and the implications of my research. I acknowledge how much I have learned over the past four and a half years and look forward to continuing to engage in reflexive and critical thinking practices as a result of my positionality while I continue to build my research program.

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List of Acronyms

Acronym	Meaning
4-I EDI VF	4-I Equity, Diversity, and Inclusion Values Framework
4-I VF	4-I Values Framework
BIPOC	Black, Indigenous, and People of Colour
CBPR	Community based participatory research
CEO	Chief Executive Officer
CSP	Canadian Sport Policy
DES	Diversity Engagement Survey
DM	Diversity Management
EDI	Equity, diversity, and inclusion
EFA	Exploratory factor analysis
EOP	Equitable organizational practices
FM	Feminist Methodologies
FT	Full-time
IE	Inclusion of employees in strategic direction
LP	Leaky Pipeline
MBV	Management by Values
MOB	Members of the board of directors
MOBs	Members of the boards of directors
NCAA	National College Athletic Association
NSO	National Sport Organizations
OCoD	Organization's culture operating diversity
SIRC	Sport Information Resource Centre
SSP	Sport Support Program

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Chapter I

Introduction

Gender equity is a priority for National Sport Organizations (NSOs), due to the underrepresentation⁴ of women in NSOs (Canadian Women & Sport, 2023). As a result, NSOs have made progress on the aspect of gender, with 51% of senior staff positions being held by women. However, underrepresentation persists with 40% of national board chair and 42% of CEO senior staff positions being held by women (Canadian Women & Sport, 2023). In addition to continual underrepresentation of women, people of the Black, Indigenous, and People of Colour (BIPOC⁵) community, hold fewer senior positions, for a total of 14%. Barriers that continue to exist for people of the BIPOC community could be perpetuating the underrepresentation of the BIPOC community in sport leadership positions. However, we know that some people who identify as women and with the BIPOC community are making their way to leadership positions in sport, but not in equal proportions to men (Gray & Weese, 2021).

Reasons for continued underrepresentation of women in sport leadership positions have been attributed to structural and individual barriers faced (Burton et al., 2012; Kamphoff, 2010; Mazerolle et al., 2015; Mazerolle & Eason, 2016). Women continue to leave the sport industry as a result of the barriers they face, before they can be considered for leadership positions (e.g.,

⁴ I recognize that there is an important conversation around the term underrepresented and that this term may not be the correct term used today to refer to people who are historically marginalized or equity owed. I consulted with scholars in sport management and feel that the use of the term you decide to go with depends on the context of your study and how the term is consistently used throughout your study. Therefore, I felt that the term “underrepresented” was appropriate for use in my thesis as I justify the rationale for these studies based on the statistics that exist to showcase underrepresentation in NSOs.

⁵ I understand that using the term “BIPOC” can further marginalize people of the Black, Indigenous, and People of Colour community by aggregating their experiences. However, at the time that this study was conceptualized, specifically surrounding the statistics used to justify the rationale of the study, BIPOC was the term that was used in the statistics of this thesis (cf. Canadian Women & Sport, 2023). Therefore, I decided to use it in my study. In future studies I will further consider the use of BIPOC and the impact that using this term has on the study, the participants, and the implications.

manager, director, vice president, president, executive director, chief executive officer; Gray & Weese, 2023). This phenomenon has been termed the leaky pipeline (LP; Aman et al., 2018; Helfat et al., 2006; Pell, 1996; Ragins et al., 1998; White, 2004). The LP could be a barrier for women and people of the BIPOC community yet, it is unclear if an LP continues to persist for women and if it exists for people of the BIPOC community in Canadian NSOs. Generally, within the management context, intention to leave has been associated with employees not feeling like they belong and are not connected to the values of the organization for which they work (Filstad et al., 2019; Van Dick et al., 2004). The LP should be investigated further by assessing what makes women and people of the BIPOC community feel like they belong in their NSO and what would be reasons for them to leave their NSO. Gray and Weese (2023) stated that barriers continue to persist for women and people of the BIPOC community in sport leadership, and more needs to be done in organizations to incorporate equity, diversity, and inclusion (EDI⁶) to improve diverse representation at leadership levels in sport. Definitions of the terms EDI as they pertain to this study are provided in Table 1.1 (Government of Canada, 2023; 2024).

Table 1.1

Definitions of Equity, Diversity, and Inclusion Used in this Thesis

Equity	Diversity	Inclusion
When accessing the resources and opportunities available to people, their unique experiences and situations are considered (Government of Canada, 2023; 2024).	Within a group, organization, or society, there are numerous identities that may exist. Examples can include, culture, ethnicity, religion, sex, gender, sexual orientation, age, language, education, family status,	Ensuring all people have the opportunities and resources they need to succeed. This can be done by removing barriers using a proactive approach to ensure people have equal access in environments. Characteristics

⁶ I recognize that there are a variety of sources that can be cited when defining the terms equity, diversity, and inclusion. I felt that the definitions of EDI from the Government of Canada (Canadian Heritage, that oversees Sport Canada) was important given the context of my study is within National Sport Organizations. I felt that funded National Sport Organizations would defer to their funder to define the terms EDI and would therefore use those definitions in their practice. In future studies, I will consider EDI definitions that are rooted in the social sciences.

ability, and socioeconomic status (Government of Canada, 2023; 2024).

of these environments are, welcoming and respectful. Additionally, the people of these environments will feel like they belong, are engaged, and are valued (Government of Canada, 2023; 2024).

Social movements (e.g., Black Lives Matter, MeToo Movement, and maltreatment in sport) have increased a call to action for equal representation in sport organizations (Patil & Doherty, 2023; Peers et al., 2023). Importantly, EDI statements have been released by many sport organizations in response to this issue (e.g., Basketball Canada, USPORT, Maple Leaf Sports and Entertainment). However, inconsistencies (e.g., mis-defining of definitions) have been found in EDI statements (Tamtik & Guenter, 2019), and EDI policies (Peers et al., 2023). In addition to inconsistencies, EDI policies have also been found to be exclusionary to people whom the policies are to be supporting (Peers et al., 2023).

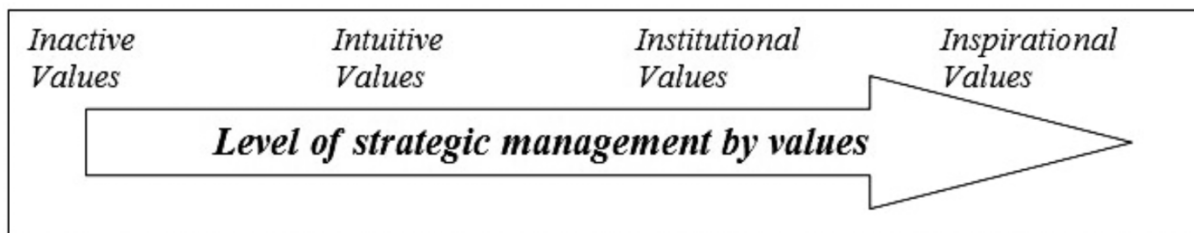
Incorporating EDI as values could help to reduce the barriers faced by women and the BIPOC community and improve an organization's culture (Tamtik & Guenter, 2019). These values can be leveraged through a Management by Values (MBV) approach (cf. Dolan & Garcia, 2002). MBV is a leadership approach that can be used by managers of organizations to strengthen the organization's culture and bring the organization towards a strategic vision with the use of values (Dolan & Garcia, 2006). MBV is used to give meaning to peoples' tasks and actions while at work and inspire their commitment to the organization (Dolan & Garcia, 2006). The values should be incorporated within the organization's mission, vision, programming, and day-to-day conversations (Kerwin et al., 2014). Specifically, within the Canadian sport context, at the NSO level, a values-based approach is encouraged to obtain funding from Sport Canada (Canadian Sport Policy, 2012). Diversity management (DM) can be used as strategies that aid in

the development of inclusive policies, business environments, and organizational systems (Fink & Pastore, 1999; Cunningham & Fink, 2006). DM strategies have been criticized for being too vague (Fink & Pastore, 1999). Consequently, an MBV approach which focuses on implementing the values of EDI could be used to strengthen an organization's approach to DM.

At this time, it is unclear to what extent NSOs are addressing EDI concerns. To assess an NSO's approach, this thesis considered the 4-I Values Framework (4-I VF) and can be found in Figure 1.1 (cf. Bell-Laroche et al., 2014). The 4-I VF was developed to determine how informed a leader's practices were by values and was utilized to assess a manager's willingness to manage by values (Bell-Laroche et al., 2014). The 4-I VF is a continuum of four stages (i.e., inactive, intuitive, institutional, inspirational) to determine how values are being strategically leveraged. Further investigation using this framework is needed within NSOs to assess whether NSOs are addressing EDI. However, if the values of EDI are not translated at the employee level, they cannot be leveraged in the organization's culture (Kerwin et al., 2014). Therefore, opinions of full time (FT) paid staff and members of the boards of directors (MOBs) should be sought for more information on how their NSOs are addressing EDI.

Figure 1.1

4-I Values Framework



The Diversity Engagement Survey (DES) can be utilized to further assess how employees are engaged and included in their NSO's approach to EDI. The DES was developed by Person and colleagues (2015) and was distributed to employees in medical institutions to measure the

former. Active engagement of and how inclusion is experienced by employees through their organization's EDI initiatives is measured through eight diversity engagement factors: common purpose, access to opportunity, equitable reward and recognition, cultural competence, trust, sense of belonging, appreciation of individual attributes, and respect. The DES has not been adapted or used within the sport management context.

How NSOs are addressing EDI concerns should be determined by graphing EDI engagement and consistency, which is addressed in study one of this thesis. Then, an NSO's approach should be assessed from an employee perspective using the DES while also investigating the LP (feeling of belonging and intention to leave) through open-ended questioning, explored in study two of this thesis. Finally, the support needed to make improvements on the EDI landscape and how this support could be used to develop a culture that values EDI are investigated in study three of this thesis. Therefore, the purpose of this thesis is to assess the Canadian NSO landscape through graphing EDI engagement and consistency and to further understand how EDI can be embedded within an organization's culture through an MBV approach. To do so, this thesis used a three-study phased exploratory sequential mixed-methods approach where each study builds on the previous. Before summarizing each study, a literature review, theoretical framework overview, and research design sections will be provided.

Literature Review

Barriers to Advancement

As a result of homologous reproduction (like people, hiring like people; Forsyth et al., 2019), barriers exist within the sport environment causing hyper-masculine sport organizations (Knoppers, 1992; Hanlon & Taylor, 2022). As a result of these hyper-masculine sporting environments, sport management researchers have investigated the barriers women face (Burton

et al., 2012; Kamphoff, 2010; Mazerolle et al., 2015; Mazerolle & Eason, 2016). These barriers were determined to be both structural (e.g., the glass wall, cliff, ceiling; Burton, 2019) and individual (e.g., self-limiting behaviours; Mazerolle & Eason, 2016) in nature. Borland and Bruening (2010) investigated the barriers that black women face to achieve head coaching leadership positions, identifying discrimination, lack of support, and stereotypes. Singer and colleagues (2022) explained that racially marginalized people have overcome barriers to participate in sport, but that anti-blackness and racism still remain. These structural and individual barriers have contributed to hostile, antagonistic, and discriminatory workplaces (Cunningham, 2023).

Of specific relevance for the current thesis is the leaky pipeline (LP) phenomenon. The LP is used to describe women leaving their roles in sport due to structural and/or individual barriers (Aman et al., 2018). This phenomenon has been studied in two contexts within the sport management literature. Hancock and Hums (2016) studied the National Collegiate Athletic Association (NCAA) context and used qualitative research (i.e., interview) which indicated three findings. These findings were (1) that women's career choices were affected by gender and if they had access to mentors, (2) strong interpersonal relationships with supervisors, and (3) access to professional development. If the aforementioned aspects were lacking, a women's career choice was affected. Additionally, Hancock and Hums (2016) found that these aspects affect a woman's career advancement.

Similarly, Aman and colleagues (2018) interviewed women in NSOs in Malaysia to find four key reasons for underrepresentation of women in top leadership positions. These were self-limiting behaviours, work-life conflicts, relationships with other women, and gender perceptions associated with their leadership role (Aman et al., 2018). At this time, research on the LP as it

affects people of the BIPOC community to the author's knowledge is not published. However, it is known that structural and individual barriers have contributed to the underrepresentation of traditionally marginalized people in leadership positions in sport (Borland & Bruening, 2010; Burton, 2019). It is clear that women and people of the BIPOC community continue to face barriers in the pursuit of leadership positions in sport (Burton, 2019; Singer et al., 2022).

Equity, Diversity, and Inclusion in Sport through Diversity Management

Making improvements to the diversity of an organization gained traction due to economic pressures (Loden & Rosener, 1991), where in sport specifically, guidelines (e.g., Policy on Women in Sport implementation in 1986) were developed to require hiring of people from diverse backgrounds (Doherty et al., 2010). It was not until the late 2000s that diversity was integrated within sport by publishing EDI statements in response to the aforementioned social movements (Legg & Karner, 2021). Various studies have been conducted to showcase reasons for organizations to be diverse, including enhanced problem solving (Cunningham, 2023) and decision making (Cunningham & Melton, 2011), but underrepresentation persists. As a result, managers have attempted to achieve diversity through developing DM strategies that assist with accomplishing diversity in sport (Fink & Pastore, 1999; Gordon, 1988; Towers Perrin, 1992).

DM strategies can be used to develop systems, policies, and work environments that foster inclusion (Cox, 1991; DeSensi, 1995; Morrison, 1992; Thomas, 1992). Within the sport management literature, various frameworks have been developed to assist managers with their approach to DM (Chelladurai, 2005; Cunningham, 2004; DeSensi, 1995; Doherty & Chelladurai, 1999; Fink & Pastore, 1999). However, these frameworks do not incorporate step-by-step strategies for managers to assist in achieving diversity through their DM framework (Cunningham, 2009). Cunningham (2009) called for more empirical strategies to help managers

with their approach to DM. Kluch and Rentner (2022) called upon DM to be used to showcase the effectiveness of an organization that is equitable, diverse, and inclusive. Moreover, Patchett and colleagues (2021) stated that more studies are needed due to the inequities that persist in sport and given that staff are often unsure how to address the inequities. They called for research to examine thoughts from leaders regarding how their organizations are engaging with diversity and inclusion approaches.

In response to various social movements (e.g., MeToo, Black Lives Matter, Maltreatment in sport), revised policies have been a method for NSOs in Canada to showcase their commitment to making equitable, diverse, and inclusive NSOs (Peers et al., 2023). However, within these policies, there have been conflicts between definitions of equity and equality (Tamtik & Guenter, 2019), diversity, and inclusion (Peers et al., 2023). Peers et al. (2023) found many of the ‘inclusion’ policies that were analyzed actually produce inequities through maintaining status quos, and the policies erasing, problematizing, and excluding people from whom the policies are supposed to be supporting. For example, Peers and colleagues (2023) found that EDI statements within policies from NSOs would promote fair treatment and inclusion, without acknowledging the work that will be done if unfair treatment or exclusion persists in the organization. Having statements that do not acknowledge current problems in the organization, leads to organizations stating that they are *inclusive* without doing the work associated with ensuring their members feel included. Thus, stating that an organization is inclusive becomes a performative act without a solution and perpetuates inequities. Another example that Peers et al. (2023) found was that NSOs are stating everyone has an equal opportunity to participate, which signifies that those who do not already have equal opportunity to participate are welcomed into the space as guests who have to reproduce the status quo of the

organization in which to fit. Peers and colleagues (2023) demonstrated that there remain several issues in how organizations are approaching EDI.

Within the Canadian NSO context, incorporating EDI as values within sport organization is critical because NSOs receive funding from the government – Sport Canada. Within the receipt of this funding (Government of Canada, 2024), NSOs are required to utilize the 2012 Canadian Sport Policy (CSP) to develop their mission, vision, values, and programming. Within the 2012 CSP (CSP 2.0; Canadian Sport Policy, 2012), a values-based approach is recommended within NSOs’ mission, vision, values, and programming.

In the Canadian NSO context, there are multiple parties involved in the values-based approach. Specifically of relevance to the current thesis are FT paid staff who are working in the day-to-day operations of the NSO, and MOBs who, in most cases, provide strategic direction (sometimes operational direction) to NSOs. Both of these parties are important and incorporated in the current thesis because the FT paid staff and MOBs will both utilize a values-based approach to improve the organization’s culture.

Theoretical Framework

Organizational Values

Explored from a number of theoretical perspectives (Giorgi et al., 2015), culture is used to implement change (Battilana et al., 2009; Rao & Giorgi, 2006) and has been conceptualized as the values, beliefs, and practices within organizations (Schein, 1985). Organizational problems, change, and leadership, have all been researched from a culture perspective within the sport context (Fletcher & Arnold, 2011; Girginov, 2010; Kerwin et al., 2014). Culture, from a values-based perspective “...[is] a broad system anchored by values or over-arching toolkits, within

which categories, frames, and stories serve as cultural manifestations, which congeal, and diffuse commitments, ideas, and beliefs among actors” (Giorgi et al., 2015, p. 4).

From a values-based perspective, MBV can be used as a leadership approach to achieve a desired values-based culture in an organization (cf. Dolan & Garcia, 2006). Of relevance to the current thesis was Kerwin et al. (2014)’s work which employed an MBV approach to explore the effect that organizational values had on performance of non-profit sport organizations. As well as Bell-Laroche et al.’s (2014) work which sought to analyze NSO managers’ willingness to manage by values. Both of these aforementioned studies utilized a values-based perspective in their approach to researching organization culture. Incorporating values from a values-based perspective is elaborated on next.

Since organizational values are at the core of an organization (MacIntosh & Doherty, 2005;2010) and within the Canadian context leaders of NSOs are being encouraged to adapt a values-based approach (Government of Canada, 2024), it is within NSOs best interest that the values (i.e., EDI) are espoused (i.e., written in statements) and accepted by their employees. As mentioned above, Kerwin and colleagues (2014) and Bell-Laroche and colleagues (2014) adopted a values-based perspective to study values within their studies’ respective organizations’ cultures. This research indicated that the values that drive an organization should be determined and embedded within the management and human resource practices of the organizations (Kerwin et al., 2014). Doing so can improve the organization’s function (Deal & Kennedy, 1983; Hambrick & Brandon, 1988) and employee relations (Agle & Caldwell, 1999).

However, if not done properly, the values cannot be effectively leveraged (Dolan et al., 2006). If there are inconsistencies in values, this can undermine management’s credibility, cause employees to be unclear of their direction in the organization, and alienate customers (Lencioni,

2002). Therefore, consistency within value statements is crucial to effectively leverage the organization's resources (Dolan et al., 2006). An MBV leadership approach can be used to effectively leverage values through embedding the values within the organization's mission, vision, and culture (Kerwin et al., 2014). The 4-I Values Framework (4-I VF) can be used as a tool to leverage values.

4-I Values Framework

Bell Laroche and colleagues (2014) developed the 4-I VF through interviewing Canadian NSO leaders. The NSO leaders who participated in the study were interviewed to determine to what degree the values of their organization influenced their management practices. The degrees of influence varied across NSO leaders, hence the creation of the 4-I VF. The 4-I VF is a continuum of four stages to demonstrate the intentionality behind utilizing organizational values in management practices. The stages ranged from values being dormant (stage one, inactive) to values being leadership dependent (stage two, intuitive), to values being embedded within organizational processes such as via policies (stage three, institutional), and to values being leveraged intentionally via strategic communication (stage four, inspirational). It was determined that utilization of the 4-I VF could enhance a leader's ability to utilize the MBV approach. This information has provided a foundation to the concepts that have been further investigated through this thesis.

Research Design

The current thesis was positioned through the epistemology of constructionism. Using this epistemological lens, truth or meaning is constructed from the interaction of the subject with the object; there is no objective truth (Crotty, 1998). To illustrate, each person's construction of a phenomenon is due to their unique experiences and knowledge (Crotty, 1998). Specifically, the

epistemological lens of constructionism acknowledges that research participants' cultures, norms, and stereotypes will influence their contributions to this research (Morse & McEvoy, 2014). Therefore, participants will provide different perspectives to each study of my thesis based on their previous experience and knowledge related to the topic.

A theoretical perspective informs a researcher's methodology and provides context for the methods they will use in the research process (Crotty, 1998). My theoretical perspective is a post-positivist point of view, where there is some objectivity (as opposed to a positivist view of absolute objectivity) but post-positivists seek to approximate and explain the truth (Andrew et al., 2020). The methodology that was used to guide the decision making of this thesis to align with a post-positivist theoretical perspective was a phased exploratory sequential mixed-methods approach where each study informed the next (Creswell & Creswell, 2018). This methodology is conducted by having a qualitative study, quantitative study, and then another qualitative study where the data in each study are used to build upon the next (Creswell & Creswell, 2018). Feminist methodologies (FM)⁷ have inspired the decisions I have made to develop and approach my thesis. I have been curious about intersecting identities, attempted to engage in conversations about the various aspects of diversity, while also focusing and centring women's experiences which are tenets of Hesse-Biber and colleagues' (2004) approach to feminist methodologies. Overall, my phased exploratory sequential mixed-methods approach was inspired by the aforementioned tenets of broadening feminist methodologies to encourage conversation on improving the organizational environment for women and people who historically experience marginalization.

⁷ It was my hope that feminist methodologies would be used throughout the study as I took a course during the first year of my PhD and was curious about this methodology. However, the theory chosen does not unpack systems of oppression, resistance, or social change. Therefore, my passion for where my research agenda is moving is why the term "inspired" has been used throughout my thesis.

Thesis Overview

My thesis project progressed in three studies following approval from the Ethics Board (file number: H-11-22-8620; original approval and associated amendments can be found in Appendix A). In study one, I developed a graph to assess how NSOs are engaging with EDI, and I sought to understand the gaps in NSOs current EDI efforts by also graphing consistency. In study two, I investigated the perspectives of NSO FT paid staff and MOBs engagement and inclusion in their respective NSO's response to EDI. In this same study, the LP in the Canadian NSO context was investigated. Finally, in study three, I investigated what NSOs need to better support underrepresented employees and how this support can foster a culture that values EDI. The methods, data analysis, and findings of each study are briefly described in the following paragraphs and broadened upon in their respective chapters.

Study One – Holding Up the Mirror: How Canadian National Sport Organizations Are Addressing Equity, Diversity, and Inclusion

The purpose of study one was to determine how NSOs are engaging with EDI and understand the gaps (if any) that exist in current EDI efforts by NSOs. Study one was guided by two research questions:

1. What information is published on NSO websites that pertains to EDI in their organization?
2. How, if at all, are EDI used in NSOs' supporting documents?

To investigate the above, 16 strategically selected NSOs were included in this study. The selection criteria are described further in Chapter II but are as follows: number of members of board of directors, number of staff, season, team or individual sport, able/para or integrated sport, and competition level. The website information of these NSOs was then analyzed, along

with supporting documentation (e.g., strategic plans, annual reports, EDI statements) to determine how these NSOs were addressing EDI.

The information gathered from these data sources were implemented into an EDI Scorecard. The EDI Scorecard was developed to help score an ideal approach to EDI. The EDI Scorecard displayed 22 possible points for EDI engagement (e.g., having EDI definitions) and 11 possible points for EDI consistency (e.g., having those EDI definitions on the website and in a supporting document). Details of the ideal approach are provided in Chapter II. Graphing EDI engagement and consistency was used to highlight inconsistencies on where NSOs were espousing the values of EDI by graphing the EDI engagement against EDI consistency scores from the EDI Scorecard. Graphing EDI engagement and consistency showed that out of the 16 NSOs, 13 were espousing EDI on their website and in their supporting documents. Three NSOs were not espousing EDI at all on their website and in their supporting documents. Overall, the graphing EDI engagement and consistency identified inconsistencies in the forward facing (i.e., websites) and inward facing (e.g., supporting documentation) information from NSOs.

An additional level of analysis followed using Braun and Clarke's (2022) reflexive thematic analysis. Three themes were developed to illustrate how EDI was being used in the NSO's that were labelled (1) to develop human resources management and organizational culture, (2) to create opportunities for diverse participation in sport, and (3) to eliminate barriers. The findings indicate that NSOs are espousing EDI, but there are inconsistencies between what is published on NSO websites and written in their supporting documentation. Additionally, in the qualitative analysis similar language was seen in NSO supporting documents when using EDI. Demonstrated within this study is the need for future research on employees' perspectives to determine how the values of EDI are being used within NSOs.

Study Two – Unpacking Engagement and Inclusion in Equity, Diversity, and Inclusion Initiatives: Perspectives of Full-Time Paid Staff and Members of the Boards of Directors in Canadian National Sport Organizations

The purpose of study two was to understand the LP and explore the perspectives of FT paid staff and MOBs regarding how their NSOs are addressing EDI concerns, in Canadian NSOs. Two research questions were used to guide study two:

1. How are NSO FT paid staff and MOBs engaged and included in their NSO's approach to EDI?
2. How can the LP be understood in NSOs?

Through quantitative research, the Diversity Engagement Survey (DES; cf. Person et al., 2015) was distributed to 64 NSOs (a copy of the DES can be found in Appendix B). “The DES is utilized [to provide] institutions with data on the level of active engagement and the degree to which diverse groups experience inclusion” (Person et al., 2015, p. 1675). The DES is comprised of eight factors: common purpose, access to opportunity, equitable reward and recognition, cultural competence, trust, sense of belonging, appreciation of individual attributes, and respect. The original DES was comprised of 22 questions that were scored on a 5-point Likert scale from strongly disagree (one) to strongly agree (five). A 7-point Likert scale, used in sport management research (e.g., Cunningham et al., 2005), was utilized in the current study with a direction from strongly agree (one) to strongly disagree (seven). As a result, the data were inverted prior to beginning data analysis to match the direction of the original scale strongly disagree (one) to strongly agree (seven). One hundred and seventeen DES responses were used to run an exploratory factor analysis (EFA) to reassess reliability and validity of the DES. Three factors were developed from the EFA: organization's culture operating diversity (OCOD), inclusion of

employees in strategic direction (IE), and equitable organizational practices (EOP). Of the 117 surveys, the majority of participants were Caucasian (79%). Descriptive statistics indicate that NSO FT paid staff and MOBs agree on the aspects of the DES as they relate to OCoD, IE, and EOP.

Inspired by feminist methodologies, the experiences of women were prioritized in this analysis. Due to there being 44% men and 46% women (almost equal groups examining gender, 10% of participants preferred not to disclose their gender), a one-way MANOVA was conducted. The one-way MANOVA indicated a non-significant effect between genders and the three factors of the EFA DES. Univariate comparisons were computed to confirm this non-significance. Gender differences did not exist on any of the factors. On the OCoD factor $F(1, 104) = 3.32, p = 0.07, \eta^2 = 0.03$ men ($M = 5.24, SD = 0.65$) and women ($M = 4.95, SD = 0.99$) felt similarly. On the IE factor $F(1, 104) = 0.94, p = 0.34, \eta^2 = 0.01$ men ($M = 5.39, SD = 0.53$) and women ($M = 5.25, SD = 0.94$) also felt similarly. Finally, gender differences also did not exist on the EOP factor $F(1, 104) = 0.42, p = 0.52, \eta^2 = 0.00$ between men ($M = 5.34, SD = 0.51$) and women ($M = 5.27, SD = 0.53$). Men and women agreed that they are engaged and included in their NSO's approach to EDI. For example, participants agree that their NSO provides opportunities to work with diverse colleagues, respect is experienced across cultural differences, and the organization's culture is accepting of new ideas.

After the participants completed the quantitative portion of the DES, they were asked open-ended questions to further understand the LP (the open-ended questions can also be found in Appendix B following the DES). Of the 117 DES responses, 105 participants completed these open-ended questions. The sample size of these participants was reflective of the survey results

with most of the participants being Caucasian (85%), and resulting in an equal split between gender, and an almost equal split between position and tenure.

The first two open-ended questions asked for clarification regarding if the participants felt they belonged in their organization, and if they wanted to leave their organization. Responses were analyzed using content analysis (Edwards et al., 2021). From the first open-ended question, survey respondents stated what they felt when they belonged in their organization (code one). This code was further broken into two sub-codes (1) when they feel connected to the organization, and (2) when the culture is inclusive. As well, survey respondents stated what they felt when they did not belong in their organization (code two), and this code was broken into two sub-codes, (1) when the organization is set in their ways, and (2) when they encounter negative experiences at work. The second open-ended question's results were broken down into three main codes for why participants felt like they wanted to leave their organization, (1) personal reasons; (2) organization related processes; and (3) the culture of the organization.

The third open-ended question asked participants how they would improve their organization's response to EDI. Categories were developed using content analysis (Edwards et al., 2021) where frequency of data resulted in nine categories. These nine categories were: (1) education and training; (2) diverse hiring for all levels of the organization; (3) increased support available; (4) shared resources; (5) advancing the organization's EDI objectives; (6) developing a culture that values diverse voices and learners; (7) decision transparency; (8) community outreach; and (9) soliciting feedback.

Overall, the findings from study two indicate that NSO FT paid staff and MOB's are engaged and included in their NSO's approach to EDI. For example, participants felt connected to the mission, vision, and values of the organization, and that they are valued in their NSO. In

terms of gender differences men and women agree on the three factors of the DES. The open-ended questions were asked to provide context to the DES responses. It can be stated that participants would likely score higher on their agreeance with the DES if their NSO is adaptive to change and put in policies that limit the negative experiences that employees may encounter while at work. These actions would create a stronger connection to the culture and a culture that is more inclusive and positive; the themes in the qualitative analysis illustrate that this is what employees feel when they belong. Additionally, people should be accommodated (e.g., if they require flexible work hours or differing needs to be successful in their role) regardless of their intersecting identities. The observations related to belonging could be contributing to an LP.

To plug the LP and bring underrepresented people into leadership positions, NSOs could be flexible to address employees' personal accommodations (e.g., flexible work hours due to a disability), provide clarification and direction on finances as they relate to the organization, incorporate clear decision making, and continue to work on their values-based approach to their culture (illustrated in participants' intentions to leave). Further information should be sought on FT paid staff and MOBs perspectives, which is addressed in study three.

Study Three – A Qualitative Approach to Advancing Equity, Diversity, and Inclusion: Perspectives of Full-Time Paid Staff and Members of the Boards of Directors in Canadian National Sport Organizations

The purpose of study three was to investigate how NSOs can support underrepresented employees from the perspectives of FT paid staff and MOBs. Qualitative research was used to investigate two research questions:

1. What do FT paid staff and MOBs believe their NSO needs are to support underrepresented employees?

2. How could this support further develop a culture that fosters EDI?

A semi-structured interview guide was developed for this study (the guide can be found in Appendix C). Nineteen interviews were conducted with nine FT paid staff and ten MOBs. Following the interviews, the interview transcripts were transcribed verbatim, member checked and then uploaded to NVivo for reflexive thematic analysis (Braun & Clark, 2022). Participants stated that to support underrepresented employees and develop a culture that incorporates the values of EDI, NSOs require the following: (1) an EDI resource centre, (2) assistance to strategically invest in EDI, and (3) a values-based approach. Although NSOs appear to display a commitment to EDI through their respective policies (Peers et al., 2023), the findings from this study suggest that to implement the values of EDI within their NSO's culture, further support is needed. When reviewing the results to uncover differences between FT paid staff and MOBs, differing thoughts were found on what the culture in the NSO was like for each of these groups. Overall, when placing NSOs on the 4-I VF, it seems that NSOs are oscillating between the intuitive and institutional stages of the 4-I VF. Turning to the 4-I VF this would signal the values of EDI are leadership dependent and not always embedded within the organization's culture. Since this study did not assess the organizations' adoption of MBV explicitly, future research should be conducted to further investigate MBV in NSOs.

In the chapters that follow, each study is outlined in their respective manuscript. Following study three's manuscript, a chapter outlining an overall discussion and concluding thoughts are presented.

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Chapter II

Holding Up the Mirror: How Canadian National Sport Organizations Are Addressing Equity, Diversity, and Inclusion

Abstract

The values of equity, diversity, and inclusion (EDI) are considered in this research through an exploration of 16 strategically selected Canadian National Sport Organizations (NSOs). Website and supporting documentation information was gathered to determine how the NSOs are addressing EDI. The information was used to graph EDI engagement and consistency. The context around how the terms EDI were being mentioned on the NSOs' websites and in supporting documentation was then analyzed inductively using reflexive thematic analysis. Three themes were developed: (1) to develop human resources management and organizational culture, (2) to create opportunities for diverse participation in sport, and (3) to eliminate barriers. The findings suggest NSOs are espousing EDI but there are inconsistencies between what is published on NSO websites and in their supporting documentation. This study serves as a starting point to highlight the importance of further research to be conducted on employees' perspectives of NSOs' values.

Keywords: management, values

Introduction

The strive for gender equity continues in Canadian National Sport organizations (NSOs) (Canadian Women & Sport, 2023). According to the Canadian Women and Sport (2023) Women in Sport Leadership Report, 40% of national board chairs, 42% of CEO positions, and 51% of senior staff positions within NSOs in Canada are held by women. Additionally, 62% of NSOs have indicated that only 14% of senior staff identify as part of the Black, Indigenous, and People of Colour (BIPOC) community or belonging to a community that has been marginalized by society (Canadian Women & Sport, 2023). Furthermore, social movements (e.g., Me Too, Black Lives Matter, maltreatment in sport) have sped up the calls to action for sport organizations (Patil & Doherty 2023; Peers et al., 2023), further showcasing underrepresentation of equity-owned groups at leadership levels.

The aforementioned calls to action have pushed sport organizations in Canada from various sectors (e.g., Maple Leaf Sports and Entertainment, USPORT, Canada Basketball) to release equity, diversity, and inclusion (EDI) statements and policies. Within EDI policy documents are inconsistencies in definitions, as found by Tamtik and Guenter (2019) when they analyzed 15 Canadian universities policies. For example, terms like equity and equality were often used interchangeably and thus, misused. Although this study was not undertaken in the sport context, this paper serves as an important reference to conduct future research uncovering other organizations' approaches to be equitable, diverse, and inclusive.

Additionally, findings from Peers and colleagues (2023) have alluded to NSOs' EDI policies being exclusionary despite the intention to be inclusive. For example, frequently observed throughout Peers et al.'s (2023) analysis were statements in policies that mentioned inclusion but did not acknowledge existing equity problems or a plan for change. Lachance et al.

(2024) also found national and provincial sport organizations in Canada displayed inconsistency between the content of their documents (e.g., diversity, equity, and inclusion policies) and their stated values. For instance, inconsistency was observed when the values outlined in the strategic plans were not reflected in the organizations' EDI policies. Although a commitment to EDI may be expressed in written policies, embedding EDI values within an organization's culture takes time (Tamtik & Guenter, 2019) and requires several steps by managers. These steps (e.g., implementing values into day-to-day operations) by managers can be taken through a management by values approach (MBV; cf. Dolan & Garcia, 2002).

MBV is a strategic leadership tool that can be used to help strengthen an organization's culture by embedding the values of EDI within its day-to-day operations (Dolan & Garcia, 2002). Leaders utilize the MBV approach to incorporate values within the mission, vision, and ultimately the culture of their organization (Kerwin et al., 2014). MBV involves leading by a values-based perspective. This phenomenon is described as a policy principle that Canadian NSOs are encouraged to incorporate within their mission, vision, values, and programming as found in the Canadian Sport Policy (CSP) 2.0 (Canadian Sport Policy, 2012).

When NSOs engage effectively in EDI they contribute to creating a welcoming and inclusive sport environment, aligning with mandates from the Government of Canada, Canadian Heritage which provides funding to NSOs that engage in EDI initiatives (Government of Canada, 2024a). By valuing EDI, NSOs also benefit from improved business practices such as enhanced decision making and a better understanding of their target audience (Cunningham & Melton, 2011). They also can benefit from enhanced problem solving, creativity, and improved leadership (Cunningham, 2023).

An NSO's approach to EDI is supposed to aid in diverse representation within the organization. Though, groups (e.g., women, people of colour, Indigenous people; Keyser-Verreault et. al., 2024) are still underrepresented and the aforementioned studies (e.g., Lachance et al., 2024; Peers et al., 2023; Tamtik & Guenter, 2019) point to inconsistencies that exist within EDI statements and policies. Further research is needed to understand where NSOs are in their approach to EDI to determine what support is needed to achieve equitable, diverse, and inclusive NSOs. Assessing where NSOs are in their EDI efforts is important so recommendations can be put forth to assist them in further embedding the values of EDI within their culture from an MBV approach.

Therefore, the purpose of this research is to determine how NSOs are engaging with EDI and understand the gaps (if any) that exist in current EDI efforts by NSOs. This research has been guided by two research questions:

1. What information is published on NSO websites that pertains to EDI in their organization?
2. How, if at all, are EDI used in NSOs' supporting documents?

This research commenced with an analysis of NSO websites followed by an analysis of supporting documentation to determine what information was published on NSOs websites that pertained to EDI. A graph has been developed to capture NSOs' EDI engagement and consistency. This graph allows for a comparison of NSO approaches, to highlight their EDI efforts. The research then further considered how the terms EDI are being used in supporting documents to determine how NSOs are approaching EDI. In doing so, this research creates a snapshot in time regarding how NSOs in Canada are trying to address EDI in sport, from a values-based perspective.

Literature Review

Equity, Diversity, and Inclusion in National Sport Organizations

The terms equity, diversity, and inclusion have a variety of definitions. For the purpose of this study, they have been defined as follows by the Government of Canada (2023a; 2024a).

Equity is ensuring people's unique experiences and situations are considered when accessing various resources and opportunities required for an outcome, placing specific importance on eliminating historical injustices, contemporary injustices, and oppression disparities and disproportions. Diversity can be expressed through various factors (e.g., culture ethnicity, religion, sex, gender, sexual orientation, age, language, education, ability, family status, socioeconomic status), and is termed as the numerous identities that are within a group, society, or organization. Inclusion is being proactive to remove barriers for people to have equal access in changing environments which allows them to have opportunities and resources to succeed to their full potential. These environments typically feel welcoming and respectful, and people feel that they belong, are valued, and that they can engage (Government of Canada, 2023a; 2024a).

Hill and colleagues (2024) encourage researchers to think about how social movements can impact our research. Through social movements, a call to action can highlight issues and conflicts through explicit protest events or symbolic antagonistic practices (Eyerman & Jamison, 1990; Melucci 1989) and disrupt linear processes (Hill et al., 2024). A social movement is defined as: "a process whereby several different actors, be they individuals, informal groups and/or organizations, come to elaborate, through either joint action and/or communication, a shared definition of themselves as being part of the same side in a social conflict" (Diani 1992, p. 2). A social movement occurs when social entities come together to achieve a common goal (either narrow or specific) by engaging in extra-institutional conflict that is aimed towards

creating policy or cultural change (Christiansen, 2009). Social movements have the platform to showcase values (e.g., the importance of equity, diversity, and inclusion). Social movements can thus encourage organizations to adapt, change, and incorporate these values within their visions to make change.

Social movements such as the Me Too, Black Lives Matter, and maltreatment in sport have encouraged organizations to take a stance on EDI issues. Within sport management scholarship, NSO responses to EDI have been analyzed (Peers et al., 2023; Lachance et al., 2024). For example, diversity and inclusion practices of New Zealand Rugby were analyzed through semi-structured interviews to determine employees' perceptions, experiences, and significance regarding diversity and inclusion (Turconi et al., 2022). Senior executives and managers (N = 18) were of specific focus to these researchers. Discursive practices (i.e., practices that demonstrate how operations are done in the organization) elicited through diversity and inclusion efforts were of focus in the data analysis and five themes were found: speech acts, othering, mediocracy, performance, and the role of sport (Turconi et al., 2022). This study's conclusion contributed to the conversation that diversity and inclusion initiatives can undermine and/or reinforce discursive practices (i.e., reinforcing practices that exist that will resist the new diversity and inclusion efforts).

EDI policies released by NSOs contain wording that illudes to the organization supporting change efforts, however, the wording can often be exclusionary despite being meant to encourage EDI practices (Peers et al., 2023). Peers and colleagues conducted a Foucauldian analysis of EDI policies in Canadian NSOs and developed two overarching themes as a part of their framework. The first theme reproducing the status quo highlighted NSOs' alleging inclusivity and refusing accountability which meant that NSOs policies would identify say they

are inclusive without highlighting that they will make changes to fix issues with exclusion in their NSO. The second theme, reproducing the excludable other demonstrated that many of the *inclusion* policies that were analyzed produced inequities through maintaining the status quo, erasing, problematizing, and excluding people for whom the policies are supposed to be supporting. For example, NSOs policies would state that equity-deserving groups are encouraged to play their sport but Peers and colleagues (2023) state that this actually reinforces equity-deserving groups being able to play but only if they fit into the existing status quo of the organization.

Recently, Lachance et al. (2024) conducted a codebook thematic analysis on diversity, equity, and inclusion documents at the national and provincial sport organization levels. They analyzed 69 of the aforementioned organizations to find inconsistencies in how the values of the organization were being espoused within the diversity, equity, and inclusion related policies (e.g., EDI policies, transgender inclusion policies, equity and access policies). Lachance and colleagues' (2024) stated "...several organizations included values statements absent from [diversity, equity, and inclusion] policies, emphasizing inconsistency with applying or operationalizing values into policy" (p. 6). At the conclusion of the study, the author acknowledged that relying on supporting documents was a limitation. They encourage future research to utilize multiple methods in their approach to understand how organizations are valuing EDI. The current study builds on the work of Peers and colleagues' (2023) as well as Lachance and colleagues' (2024), to determine where Canadian NSOs are currently in their EDI efforts, and to determine how the terms of EDI are being used within various documents posted publicly on their websites.

Importance of Values for Canadian National Sport Organizations

Sport Canada is a unit of the Government of Canada's Canadian Heritage department (Government of Canada, 2024a). Through Sport Canada,

The Government of Canada supports [Canadian] athletes and many of the national organizations that make up our sport system through Sport Canada programs and policies.

Sport Canada provides leadership and funding to help ensure a strong Canadian sport system which enables Canadians to progress from early sport experiences to high performance excellence (Government of Canada, 2020, para. 1 and 2).

NSOs are important stakeholders of Canada's sport system and many of these organizations receive funding from Sport Canada (Government of Canada, 2022a) to achieve their mandates. Sport Canada provides strategic direction to NSOs, where NSOs are to abide by the Canadian Sport Governance Code (Canadian Sport Governance Code, n.d). If NSOs do not follow this code, funding to their organization is threatened. Additionally, in 2022, Sport Canada developed Governance Report Cards (Myles, 2023) where NSOs were tasked with having policies on items like board composition, strategic planning, conflict of interest, dispute resolution, and other key metrics that were scored as a box to check (Robertson, 2023). Essentially, NSOs were asked to comply with a set of governance directions which were connected to how they were funded by Sport Canada (Robertson, 2023).

Sport Canada provides funding to NSOs through the Sport Support Program (SSP; Government of Canada, 2023b). Although the SSP is not the only funding program of Sport Canada (cf. Athlete Assistance Program; Hosting Program), it is an important source of operating funds for NSOs (Government of Canada, 2023b). Eligibility, assessment, funding, and accountability for the SSP are outlined within the Sport Funding Framework (Government of Canada, 2022b). All organizations that receive funding through the SSP are encouraged to align

their programming with the most current CSP – currently CSP 2.0 (2012); although the new iteration of the CSP was to be released in 2023 and is delayed (at the time of this study).

The CSP 2.0 was developed to be a road map that was created by key stakeholders in sport where each government that participated in the creation of CSP 2.0 mapped out what sport represents in Canada (Canadian Sport Policy, 2012). It is important to note that these paragraphs are not meant to provide a comprehensive overview of the key role Sport Canada plays in Canadian sport, however, the overview served as foundational knowledge to help understand the impact the CSP 2.0 has on NSOs in Canada. The CSP 2.0 has a policy vision, a set of values, several principles, and five main goals. Additional information on the vision, values, principles, and goals can be found in the CSP 2.0. Of importance to the discussion in the current study is the values-based principle that is encouraged.

Continual momentum has challenged patriarchal structures regarding gender equity, since 1986 when the implementation of the Policy on Women in Sport occurred in Canada (Myers & Doherty, 2007). In 2023, Sport Canada released a special call for Gender Equity and Equity, Diversity and Inclusion SSP funding (Government of Canada, 2024a). Funding was released and data are to be finalized from these grants in 2025-2026 (Government of Canada, 2024b). Within SSP funding numbers that are available and on Sport Canada's website are a combination of programs that have initiatives to achieve diverse sport participation (e.g., community sport for all initiative; Government of Canada, 2024c). In theory, the NSOs that who have received more funding may be further advanced in their EDI efforts, which will be explored in the current study.

Sport-related policies and programs that NSOs develop are recommended to be dependent on seven principles that are fundamental to quality sport (Canadian Sport Policy,

2012). These seven principles are values-based, inclusive, technically sound, collaborative, intentional, effective, and sustainable. NSOs that receive funding through Sport Canada's SSP are encouraged to adopt a values-based perspective and would, therefore, benefit from adopting an MBV approach in their programming. Adopting MBV would be a strategic leadership decision (Dolan & Garcia, 2002) that would be beneficial in shaping the culture around sport in Canada. Despite NSOs adopting their policies and programs to the CSP 2.0 to receive funding from Sport Canada, inequities are still evident in Canadian sport, specifically in leadership positions held as demonstrated by the Women in Sport Leadership Report (Canadian Women & Sport, 2023) and Keyser-Verreault and colleagues' (2024) book entitled *Equity, Diversity, and Inclusion in Sport Organizations*.

A study conducted by Tamtik and Guenter (2019) where policy documents were analyzed, saw a commitment to EDI by 15 Canadian universities. However, inconsistencies were uncovered in the results of their study specifically within definitions and interpretations of equity across policy documents. Although a commitment to EDI is evident through policy documents (Peers et al., 2023), additional practices (for example, implementing an MBV approach; Bell-Laroche et al., 2014) are required to develop an organizational culture that is equitable, diverse, and inclusive (Tamtik & Guenter, 2019). As assessment of Canadian NSOs are of particular importance given the CSP 2.0 is currently under review and that the CSP 3.0 is to be released hopefully in 2025.

Researching an MBV approach related to EDI initiatives is of paramount importance as it is likely that a values-based approach will still be encouraged in CSP 3.0. This is an assumption based on the first author's participation in the Canadian Sport Policy session entitled *Policy Objectives and Logic Model* at the Sport Conference Research Initiative in 2022. The initial

discussions in this session largely favoured a values-based approach being more apparent in CSP 3.0. Participants were provided a document (Concept Paper, 2022) that highlighted the importance of values in sport to discuss. As a result, NSOs may engage in updating their policies, strategic plans, and day-to-day operations when the CSP 3.0 is released to align their operations with the focus of this new sport policy document. Therefore, having more information for NSOs regarding how they are valuing EDI and how they can improve their current approach to be equitable, diverse, and inclusive will be helpful for NSOs to engage in updating their policies, strategic plans, and day-to-day operations to reflect the CSP 3.0 recommendations.

Theoretical Framework

Organizational Values

Values can be defined as the beliefs that are important to individuals (Kabanoff & Daly, 2002) and within organizational life more specially are at the core of organizational culture (MacIntosh & Doherty, 2005;2010). Values will guide the behaviours of employees and thus, are important for management to comprehend and implement within organization related decisions and operations (MacIntosh & Doherty, 2010). Values are of specific importance within sport organizations in Canada as they are encouraged for implementation from the CSP 2.0. The values (e.g., safety, inclusion and accessibility, personal development) that the CSP 2.0 displays remain important for NSOs to adapt to their mandate to receive funding (Government of Canada, 2024d). However, if the values are not leveraged strategically confused employees can be a consequence (Lencioni, 2002). MBV can be used as a way to leverage (i.e., implementing the values into the everyday operations of an organization) the values adopted by an organization. Having a better understanding of how organizations are attempting to value EDI can help policy development through a values-based perspective.

Within management, values have been used to understand life within an organization (Schein, 1985; 1990; Weeks & Galunic, 2003). The values that drive an organization should be determined (Kerwin et al., 2014) as they can improve the organization's function (Deal & Kennedy, 1983; Hambrick & Brandon, 1988) due to the effect they have on the relationships of the organization's employees to one another (Agle & Caldwell, 1999). Further, organizations' values should be embedded in management and human resources practices by leaders on a day-to-day basis within the organization to have the meaning and worth intended (Kerwin et al., 2014; MacIntosh & Spence, 2012). Values have been analyzed in various studies within the sport management discipline, to determine a manager's willingness to utilize an MBV approach (Bell-Laroche et al., 2014), athlete development (Larsen et al., 2013), impact of values on employee behaviour (MacIntosh & Doherty, 2010), how artifacts are perceived in figure skating (Mills & Hoeber, 2013), organizational performance (Kerwin et al., 2014), evolution of culture (Parent & MacIntosh, 2013), and athletic departments culture (Singer & Cunningham, 2012) to name a few.

Often, organizations release value statements (e.g., highlighting that they value inclusion) but inconsistencies have been found in these statements and policies related to EDI (Lachance et al., 2024; Peers et al., 2023; Tamtik & Guenter, 2019). Specifically, "empty value statements create cynical and dispirited employees, alienate customers, and undermine managerial credibility" (Lencioni, 2002, p. 113). Therefore, the values of EDI will not be effectively leveraged until they are embedded within the organization's culture (Dolan et al., 2006). Values that are not effectively leveraged by managers or that are incongruent can produce problems for managers (Dolan & Garcia, 2002). MacIntosh and Spence (2012) found that although an organization releases such value statements, there are underlying perceived values within an

organization that exist beneath the surface and may more accurately depict what is happening within the organization.

For example, community driven was a perceived value found by MacIntosh and Spence (2012) that more accurately described who should lead programming and decision-making related to the Commonwealth Games Associations of Canada's sport and development initiative. Also described by MacIntosh and Spence (2012) were that espoused values defined as being written in the organization's correspondence (e.g., in the context of the current study espousing EDI on an NSO's website and in supporting documentation) does not mean that these values are perceived or realized by stakeholders. Research has posited that once these values are effectively realized and perceived, the organization's resources can then be effectively leveraged (Dolan et al., 2006).

An MBV approach is practicing the organization's values that are embedded within the organization's mission, vision, and culture (Kerwin et al., 2014). An MBV leadership approach involves the incorporation of values at all levels in an organization by its leaders (Schein, 2017). However, the organization's values should also be shared by the employees who work for the organization (Bell-Laroche et al., 2014). These shared values can increase firm performance (Bell-Laroche et al., 2014). Dolan and Garcia (2002) state that the values of an organization are the DNA of an organization's culture. Organizations can achieve effectiveness through this MBV leadership approach (Chappelet, 2011; Kerwin et al., 2014).

The current study aims to build on existing work that has determined inconsistencies in Canadian NSOs' EDI policies (cf. Peers et al., 2023 and Lachance et al., 2024). It is clear that Canadian NSOs are not completely equitable, diverse, and inclusive as demonstrated in the Women and Sport Leadership Report (Canadian Women & Sport, 2023). Keyser-Verreault and

colleagues (2024) also raised a call to action for organizations to be equitable, diverse, and inclusive. Due to the underrepresentation that persists, it is possible there is a disconnect between the values. A way to uncover this disconnect is to analyze NSOs' websites and supporting documentation. The analyses conducted within this study will determine how the terms EDI are being used within supporting documentation. It is possible that there may be inconsistencies in how values are displayed on NSOs' website and within their supporting documents. Thus, determining where NSOs are currently in their EDI efforts is important to be able to provide recommendations on how to further embed the values of EDI within their cultures using an MBV leadership approach.

Method

The focus of this explorative study was to determine how NSOs are engaging with EDI and understand the gaps (if any) that exist in current EDI efforts. The epistemology of constructionism prefaces this study where there is no objective truth and interaction of the subject with the object constructs the meaning or truth (Crotty, 1998). In other words, experiences shape the interpretation of a phenomenon, leading to a variety of perspectives and theories. Constructionism was used in two ways for this current study: (1) to approach data analysis with an open mind, as opposed to what may be assumed from interaction with the environment and (2) to construct knowledge through the interpretation of the data from this study (Morse & McEvoy, 2014).

Methodology

The websites of 16 of the 64 federally funded NSOs were selected to create a graph that analyzed EDI engagement and consistency (Government of Canada, 2023c). Sport Canada's SSP funded NSOs were chosen with the assumption that these NSOs would be implementing the

values of EDI based on the recommendation to align their mission, vision, values, and programming with the values-based approach encouraged in the CSP 2.0.

Since the researcher's capacity was limited to not being able to analyze all 64 NSO websites, 13 NSOs were chosen during a discussion with experts in the sport management discipline (i.e., alpine ski, basketball, biathlon, bobsleigh/skeleton, cycling, skating (adult, adaptive, canskate, figure, and power skating), ice hockey, lacrosse, lawn bowls, soccer, swimming, triathlon, and wheelchair basketball). Following the creation of the list of 13 NSOs, an inclusion criteria was developed. The inclusion criteria included ensuring the sample of NSOs was diverse based on the number of board of directors and staff of the organization, major season of the sport (i.e., summer/winter sports), sport type (i.e., team/individual/both), and stream of sport (i.e., mainstream or para sport; Coates & Howe, 2023). All NSOs chosen have athletes who engage in international competitions. Three additional sports were added to diversify the sample, (i.e., athletics, badminton, and ringette. Following the discussion with sport management discipline experts, the selection criteria and the 16 NSOs were reviewed with a sport management colleague who assisted with data collection in study two of this thesis. Following selection of the NSOs their funding awarded for EDI from Sport Canada were also recorded. These NSOs, their respective funding from the SSP, and their information based on the selection criteria are displayed in Table 2.1 (Government of Canada, 2023c).

Table 2.1*National Sport Organization Parameters*

National Sport Organization	Sport Support Program Funding from Sport Canada (2022/2023)	Board of Directors' Members	Number of Staff Listed on Websites	Major Season for the Sport	Sport Type (Individual/Team)	Stream
Alpine Canada Alpin	\$6,250,861	14	26	Winter	Both	Mainstream, Para Sport
Athletics Canada	\$6,604,762	11	62	Summer	Both	Mainstream, Para Sport
Badminton Canada	\$1,326,000	8	5	Summer	Singles/Doubles	Mainstream, Para Sport
Biathlon Canada	\$954,311	11	21	Winter	Individual	Mainstream
Bobsleigh Canada Skeleton	\$1,987,722	7	6	Winter	Both	Mainstream
Bowls Canada Boulingrin	\$447,400	7	33	Summer	Team	Mainstream, Para Sport
Canada Basketball	\$6,630,780	11	Not Listed	Summer	Team	Mainstream
Cycling Canada Cyclisme	\$6,186,350	9	42	Summer	Both	Mainstream, Para Sport
Canada Soccer	\$3,763,655	14	54	Summer	Team	Mainstream, Para Sport
Hockey Canada	\$4,193,600	9	Not Listed	Winter	Team	Mainstream, Para Sport
Lacrosse Canada	\$756,335	12	5	Summer	Team	Mainstream

Ringette Canada	\$1,355,092	9	Not Listed	Winter	Team	Mainstream
Skate Canada	\$2,302,500	12	133	Winter	Both	Mainstream
Swimming Canada	\$7,290,386	8	131	Summer	Both	Mainstream, Para Sport
Triathlon Canada	\$1,617,013	6	6	Summer	Both	Mainstream, Para Sport
Wheelchair Basketball Canada	\$6,630,780	7	8	Summer	Team	Para Sport

Data Collection

After developing the aforementioned inclusion criteria, a step-by-step process was followed to collect the data. Upon landing on the NSO's website, the process was (1) collect data on the organization's staff composition⁸; (2) find EDI information that was present (i.e., an EDI statement, policies that outline EDI efforts, organizational values, information that stated if the organization supports EDI through recruitment, hiring, and training practices, definitions of key terms being equity, diversity, and inclusion) by searching all website tabs available); (3) utilize the search bar function by typing in equity, diversity, and inclusion (if nothing was found in step three); (4) take screenshots of the website content related to EDI; and (5) download applicable supporting documents (i.e., annual reports, strategic plan, equity and access policy, gender equality and equity policy, EDI statement, EDI policy, and transgender inclusion policy) that were relevant to a file representing each NSO. If the information was not found it was assumed that the NSO did not have that information. The information collected was inputted into an EDI table for further data analysis which can be found in Appendix D.

Data Analysis

There were two steps to the data analysis in this study each answering a respective research question. Step one will be explained first, followed by step two. The first data analysis step was conducted to answer research question one: *What information is published on NSO websites that pertains to EDI in their organization?* The information in the EDI Table (found in appendix D) was examined. Upon examining these data, it was uncovered that NSOs were engaging with EDI, but they were not being consistent in their engagement. To demonstrate the

⁸ Number of members of the board and staff (all that were listed on the website at the time of data collection, this in some cases included coaches and part-time staff) were collected. The first author thought that gender and race would be interesting intersecting identities to capture but she did not want to assume how someone identifies in terms of gender or race by looking at a name or photo. Therefore, gender and race data were not collected at this stage.

inconsistencies that were being uncovered, the authors felt developing a graph that displays an ideal approach to EDI engagement and consistency could be helpful. Theoretically, a successful MBV approach requires consistency. Therefore, an ideal approach for an organization to be equitable, diverse, and inclusive was developed by the authors of the current study. The approach is described below in detail and has been developed from existing studies where EDI was researched (i.e., Bell-Laroche et al., 2014; Kerwin et al., 2014; Piché et al., 2023; Tamtik & Guenter, 2019).

The ideal approach to EDI included recording EDI engagement and EDI consistency using the EDI Engagement and Consistency Scorecard. EDI Engagement and Consistency Scorecards for all 16 NSOs can be found in Appendix E. The ideal criteria for EDI engagement (maximum 22 points) are a definition of equity, diversity, and inclusion as they pertain to their NSO (Tamtik & Guenter, 2019), details on how EDI are incorporated within hiring, education, and a committee/working group (Piché et al., 2023), an EDI Statement and Policy (Piché et al., 2023), and equity, diversity, and inclusion as values (Bell-Laroche et al., 2014; Kerwin et al., 2014). If NSOs had the ideal EDI approach criteria visibly available on their website, they were awarded up to 11 points for EDI engagement and if they had the ideal EDI approach criteria visibly available in supporting documentation downloadable from their website, they were awarded up to 11 additional points for EDI engagement. That makes 22 possible points available for EDI engagement. Since consistency between information is the first step to an MBV approach, a score denoted to consistency also had to be created (Bell-Laroche et al., 2014). Therefore, if the engagement information was available on the NSO's website and within a downloadable document, EDI consistency was awarded (up to 11 points).

The second step of the data analysis involved analyzing the website screenshots and supporting documents to answer research question two: *How, if at all, are EDI used in NSOs' supporting documents?*

The screenshots and supporting documents found in steps four and five of data collection, were loaded into a word document and printed for inductive (i.e., analyzing what exists in the data; Fereday and Muir-Cochrane, 2006) coding following Braun and Clarke's (2022) reflexive thematic analysis (RTA). An RTA was chosen to analyze the meaning patterns within the data (Braun & Clarke, 2022) which aligns with the epistemological (constructionism) perspective of the study (Crotty, 1998). Initially the analysis was conducted by the first author using Braun and Clarke's (2012) original thematic analysis six step framework. However, the data were revisited on several occasions where a significant amount of time was spent on determining the meaning patterns within the data, aligning with Braun and Clarke's (2022) RTA. The process to data analysis is described next.

The document photos taken from the downloaded documents and NSOs' websites were reviewed. Themes were developed using overarching themes and sub themes where applicable. Theme refinement was then conducted where themes that overlapped were brought together as one. The first and second author had multiple Zoom meetings and engaged in discussion via Word document comments to refine the themes. To illustrate, the initial seven themes (i.e., create organizational goals, bring people together through sport, create opportunities for people in sport, mend past trauma, hire new employees, educate and train employees, develop a culture that is equitable, diverse, and inclusive) were further refined to the three main themes (i.e., develop human resources management and organizational culture, create opportunities for diverse participation in sport, and to eliminate barriers) and presented in this current version of

the manuscript. The themes were then defined to identify the essence of the themes. Patterns of meaning are outlined in the results' section of this manuscript, as opposed to a main summary of what was found while undergoing the theme generation (Braun & Clarke, 2022). Context in how EDI were being used on NSO websites and in their supporting documents was gathered to align with the second research question of the current study (Braun & Clarke, 2022). Supporting examples of quotations from the documents were assigned where they strongly illustrated a theme or sub theme.

Results

To address research question one, a 2-Dimensional graph was developed to capture the information published on NSOs' websites that pertains to EDI in graph format where EDI engagement and EDI consistency are displayed. The table with each NSO's calculated score from their scorecard for EDI engagement and EDI consistency can be found in Table 2.2. The respective graph can be found in Figure 2.1. It is important to note that when analyzing the graph, the following NSOs have the same score and therefore they share the same data point on the graph: Biathlon Canada and Bobsleigh Canada Skeleton share a score of 2,0; Bowls Canada Boulingrin, Canada Basketball, and Lacrosse Canada share a score of 0,0; Badminton Canada and Wheelchair Basketball Canada share a score of 2,1; Athletics Canada and Swimming Canada share a score of 6,1; and Ringette Canada and Skate Canada share a score of 9,4.

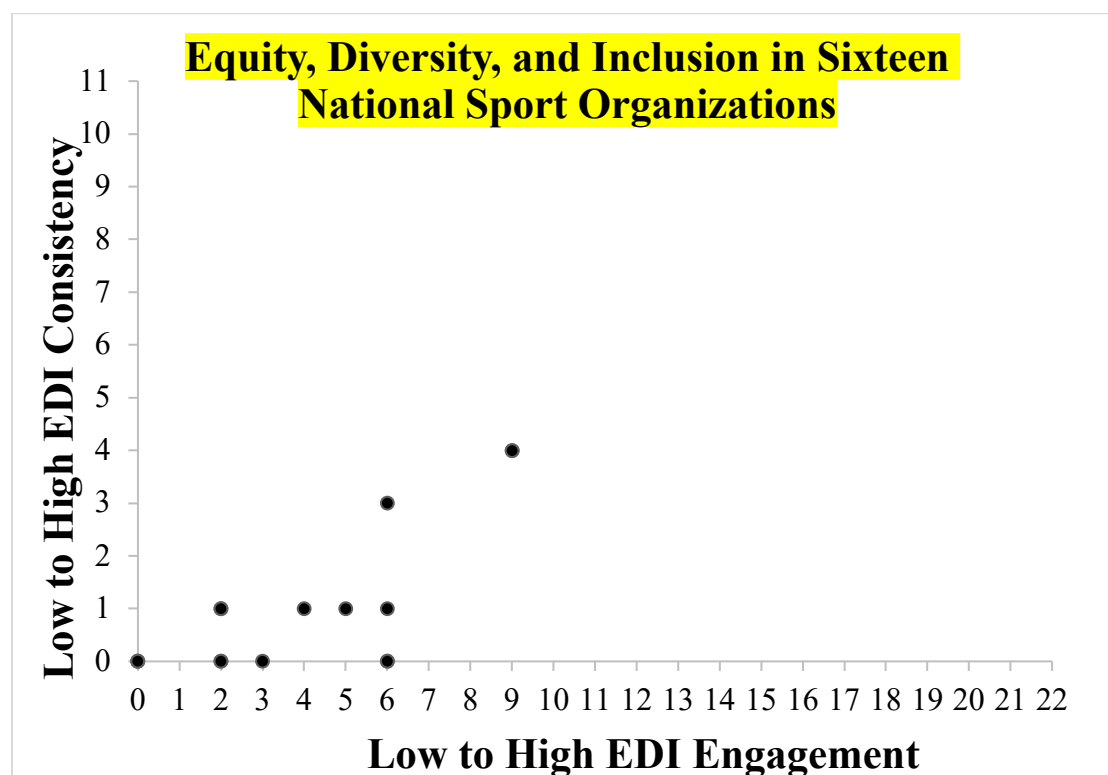
The highest score recorded for two NSOs analyzed in the current study according to the graph was nine points out of 22 possible points (40%) for EDI engagement and four points out of 11 possible points (36%) for EDI consistency. The lowest score recorded for three NSOs analyzed in the current study was zero points (0%) for EDI consistency and zero points (0%) for EDI engagement. To provide another example, two NSOs had an EDI engagement score of six

out of 22 possible points (27%) but had an EDI consistency score of zero (0%). The scores outlined and plotted on the graph allude to inconsistencies in the 16 NSOs' approaches to be equitable, diverse, and inclusive.

Table 2.2

Equity, Diversity, and Inclusion Engagement and Consistency Scorecard Calculations

	EDI Engagement (Maximum Score of 22)	EDI Consistency (Maximum Score of 11)
Alpine Canada Alpin	6	1
Athletics Canada	6	0
Badminton Canada	2	1
Biathlon Canada	2	0
Bobsleigh Canada Skeleton	2	0
Bowls Canada	0	0
Boulingrin	0	0
Canada Basketball	0	0
Cycling Canada	5	1
Cyclisme	6	3
Canada Soccer	4	1
Hockey Canada	0	0
Lacrosse Canada	9	4
Ringette Canada	9	4
Skate Canada	6	0
Swimming Canada	3	0
Triathlon Canada	2	1
Wheelchair Basketball Canada		

Figure 2.1*Equity, Diversity, and Inclusion in Sixteen National Sport Organizations⁹*

⁹ Note: Biathlon Canada and Bobsleigh Canada Skeleton share a score of 2,0. Bowls Canada Boulingrin, Canada Basketball, and Lacrosse Canada share a score of 0,0. Badminton Canada and Wheelchair Basketball Canada share a score of 2,1. Athletics Canada and Swimming Canada share a score of 6,1. Ringette Canada and Skate Canada share a score of 9,4.

To address research question two, NSOs' website content and supporting documents were analyzed as indicated above and three themes were identified on how EDI are being used within NSO documents. These themes were that EDI are being used to (1) develop human resources management and organizational culture; (2) create opportunities for diverse participation in sport; and (3) eliminate barriers. Table 2.3 displays the themes and sub-themes where applicable. Each theme and sub-theme are described in the paragraphs that follow with quotations to support them.

Table 2.3

How EDI Are Being Used Within NSO Documents: Qualitative Themes

Main Theme
Develop Human resource management and organizational culture
Create opportunities for diverse participation in sport
Eliminate barriers

Theme One: Develop Human Resources Management and Organizational Culture

NSOs were identified as having two main strategic management goals when it came to using EDI on their websites and in their supporting documents. For example, this was identified regarding how NSOs manage their human resources and develop their organization's culture. Human resources management will be described first, followed by organizational culture described second.

Often, gender equity were terms used to describe how NSOs wanted to diversify their hiring practices. First, NSOs started by defining gender equity in their organization, illustrated by this example from Alpine Canada Alpin in their EDI policy (March 2021, p. 1):

The fair allocation of resources, programs, and decision making to all individuals without discrimination based on gender identity. Gender Equity also involves addressing any imbalances in the benefits available to individuals of different gender identities. For the purposes of this policy, when we consider gender equity issues, we are referring to the experiences of all Participants who identify as women.

Next, NSOs explained diversifying their hiring by implementing human resources management related quotas. Biathlon Canada specifically stated their quotas in a Bylaw Amendment document (October 2021, p. 1), as follows:

The proposed amendment would serve to ensure immediate adherence to a gender quota whereby no one gender accounts for more than 60% of the total number of Directors.

This would mean that the remaining 40% of Directors would be of all other genders.

Gender equity was also mentioned when seeking to hire women in leadership positions to increase the number of women in coaching by targeted recruitment, training, and development. For example, Ringette Canada stated in their EDI Policy (2023, para. 4) “Create special opportunities to advance the number and levels of women in coaching and officiating” and Canada Basketball stated in their Strategic Plan (2024, p. 15), “Develop a national, grassroots strategy focused on the recruitment and retention of women in coaching and officiating.” Lastly, other human resources management language were used to describe equity generally, around pay in Alpine Canada Alpin’s EDI Policy (March 2021), “Adopt a pay scale reflecting equal pay for work of equal value for its employees.” Overall, human resources management was a priority for NSOs when using EDI, with a primary focus on gender equity.

NSOs used the terms EDI to explain how they could create an organizational culture that is equitable, diverse, and inclusive. An organizational culture that values EDI involved

measuring EDI progress, however within this theme, similar descriptions of what it meant to NSOs regarding measuring EDI progress were identified. As an example, Ringette Canada and Athletics Canada both had the same definitions for EDI and the same statement regarding how they will evaluate their EDI progress, “Athletics Canada will continually monitor and evaluate its inclusion, equity, and diversity progress (EDI Policy, July 2020, p. 2)” and “Ringette Canada will continually monitor and evaluate its equity, diversity and inclusion progress” (EDI Policy on their website, 2023, para. 9). Ringette Canada did also state that they will review their policy “This policy is subject to review at least once every year (EDI Policy on their website, 2023, para. 9).”

Other NSOs highlighted ongoing conversations and progress that needed to be made around EDI to foster an organizational culture. Athletics Canada highlights this in the following quotation from their Policy on Transgender and Gender Diversity Inclusion (January 2023, p. 4), “Athletics Canada understands that an important facet of inclusion is putting forth an ongoing and honest effort to create an organizational framework where people with a wide range of diverse characteristics and identities can thrive.” Measuring EDI progress was also referred to when providing statements on evaluation using data collection methods such as surveys, as exemplified by Skate Canada in their Annual Report (for 2022 to 2026, p. 25), “[Exit survey data] will become the basis of annual reports and longitudinal studies analysis to ensure evidence-based decision-making on EDI priorities, including target initiatives and to ensure accountability...”

Additionally, an organizational culture that values EDI was identified which involved developing working groups, EDI committees, or working with external groups that would help inform decision making around EDI. Cycling Canada Cyclisme stated in their Terms of

Reference for their Diversity, Equity, and Inclusion Committee (no publication date, for 2020 to 2030, p. 1):

The purpose of the Diversity, Equity, and Inclusion (DE&I) Committee is to promote diversity, equity, and inclusion within Cycling Canada and the Canadian cycling community, represent diverse voices and perspectives, and assist in fostering and improving diversity, equity, and inclusion in the execution of the Strategic Plan.

The DE&I Committee will ensure that Cycling Canada as an organization, reflects, enhances, and celebrates diversity across the country in a safe, welcoming, and inclusive manner.

Skate Canada was the only NSO that mentioned working with Indigenous groups to improve their approach to inclusion which would impact their organization's culture. Skate Canada addressed this in the following quotation from their Strategic Plan (no publication date, for 2022 to 2026, p. 11):

Adding '*Skating for Everyone*' as an imperative is an acknowledgement that this is a journey requiring unwavering focus and commitment. It is not a destination or a box to be "checked." This journey will not be without its setbacks but that will not deter us.

Ensuring our organization is inclusive is fundamentally important to us. We have learned from listening to the Indigenous.

Overall, NSOs were using the terms EDI to create conversation about an organizational culture that is equitable, diverse, and inclusive through measuring progress and having conversations with EDI experts through working groups or collaborations.

Theme Two: Create Opportunities for Diverse Participation in Sport

The second theme that was developed when determining how EDI were being used in website and supporting documentation by NSOs were to create opportunities for diverse participation in sport. NSOs utilized programming and developing community to describe the ways in which diverse opportunities were being created in their sports. Wheelchair Basketball Canada stated their commitment to diverse programming based on Canada's diversity in their Strategic Plan (no publication date, for 2017 to 2020, p. 4) and with the same text on their website (under the about tab, para. 4) "Wheelchair Basketball Canada is committed to excellence in the development, support and promotion of wheelchair basketball programs and services for all Canadians."

Often, statements regarding programming were also within statements that spoke to policy change which could increase diverse participation. For example, Swimming Canada demonstrated this in the following quotation from their Board Policy (January 2017, p. 1) "Swimming Canada will ensure that equity, diversity and inclusion are key considerations when developing, updating or delivering Swimming Canada policies and programs." Similar language was identified between Alpine Canada Alpin and Swimming Canada within this theme. Alpine Canada Alpin stated the following on their website in their Women's Ski Racing Program Description (no date, para. 1, found on their website through searching the term equity), "Alpine Canada is committed to encouraging equity, diversity, and inclusion (EDI) in its policies, programs, and activities."

NSOs also demonstrated a commitment to inclusion as an aspect of diversifying sport participation, also illustrated by Alpine Canada Alpin in their women in ski racing workshop description from their website (no date, found on their website through searing equity in the

search bar, para. one) “...Explicitly built into our Safe Sport and EDI Policies, ACA is committed to providing equity-deserving groups an inclusive range of opportunities...”

NSOs sought to develop community at the membership level when using EDI, for example bringing people together through developing welcoming and inclusive sport was a priority to develop participation. Cycling Canada Cyclisme stated within their Strategic Plan (no publication date, 2020-2030, p .17) that they plan to use community to “increase membership, engagement and diversity.” NSOs also used EDI to describe the type of community that would be developed, highlighting safety and inclusion for example this is illustrated in Ringette Canada’s annual report (no publication date, 2021-2022, p. 4) “We include diverse perspective to enrich our experience. We purposefully create a safe and welcoming work environment.” Overall, NSOs were using EDI to create opportunities for diverse participation in sport through programming and developing community.

Theme Three: Eliminate Barriers

When trying to understand how EDI were used on NSO websites and in their supporting documentation, a common theme that was developed was using EDI to start eliminating barriers in their sport. First, this came from NSOs recognizing the diversity that their stakeholders (e.g., members, employees, athletes, etc.) have. NSOs often listed various intersecting identities (e.g., gender, gender expression, gender identity, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, language, sexual orientation, disability, age, marital status, or family status) when discussing how their programs will be inclusive for all. Skate Canada described this as follows in their Strategic Plan (no publication date, for 2022 to 2026, p. 11):

Skate Canada is committed to making equity, diversity and inclusion fundamental to all that we do. Accordingly, a new strategic imperative has been added and is prominent in

the 2022-2026 plan. *Skating for Everyone* is about creating a safe and welcoming environment for any individual (regardless of gender, age, sex, race, class, religion, ethnicity, ability, language, sexual orientation, or gender identity) to be their authentic self, learn to skate and achieve their personal goals.

Recognizing the barriers that may come from having multiple intersecting identities was also observed, demonstrated by Ringette Canada in the following quotation from their Transgender Inclusion Policy (May 2021, p. 3):

The Association believes that all Participants deserve respectful and inclusive environments for participation that value Participant's gender identity and gender expression. The Association wishes to ensure that all Participants have access to programming in which they feel comfortable and safe. The Association is committed to implementing this policy in a fair and equitable manner.

Communications were also seen as an avenue that NSOs could use to start to break down barriers within their sport. For example, Athletics Canada stated in their EDI Policy (July 2020, p. 2) "Athletics Canada will ensure that Under-Represented Groups are portrayed equitably in promotional materials and official publications, and that gender-neutral language is used in all communications."

Other NSOs felt strongly that adopting EDI related policies could help break down barriers in their sport. As illustrated in this quotation from Bobsleigh Canada Skeleton their Equity and Access Policy Document (November 2009, para. 3), "The adoption and implementation of a sports equity policy is necessary, and part of an action plan to eliminate discrimination (either conscious or unconscious) by providing all individuals with equality of opportunity and choice (Within Sport Equity & Access Policy)."

Finally, NSOs used EDI to start eliminating barriers, with education and training identified as key contributors to reducing barriers at multiple levels of the NSO such as participation and leadership. Alpine Canada Alpin provided further details on developing a learning and working environment that is free from discrimination in their EDI Policy (March 2021, p. 2) on the “Learning and Education” heading, as follows:

Offer annual education to Participants, including the wider community to better understand and implement this policy. Increase all Participants’ knowledge and understanding of barriers that impact equal representation in ACA programs, training, and coaching opportunities. Provide educational resources to enhance Participants’ understanding of equity and diversity.

Overall, EDI were being used to eliminate barriers when it came to recognizing the diversity of their stakeholders, when developing communications for their programs, adopting EDI related policy, and conducting EDI education and training.

Discussion

This study explored how Canadian NSOs are engaging with EDI by developing a graph to display EDI engagement and consistency and analyzing how EDI are being used within NSO websites and supporting documentation. Through examining NSO websites and supporting documents, it was determined that NSOs are attempting to value EDI, and they are using the terms equity, diversity, and inclusion to develop human resources management and organizational culture goals, create opportunities for diverse participation in sport, and eliminate barriers. However, inconsistencies were found in the graph between how NSOs engaged with EDI on their websites and what was written in their supporting documents. Specifically, while there are a number of NSOs engaging EDI others have minimal to no mention of how they are

supporting various efforts to improve EDI in their NSO and their sport broadly. The graph offers NSOs and organizations broadly a clear way to showcase their engagement and consistency with EDI. This is a key contribution of the study as consistency is the first step to an MBV approach (Bell-Laroche et al., 2014).

According to the analysis conducted in the current study, there are inconsistencies between NSOs espousing EDI within their documents and on their websites; indicating a possible incongruence in the values espoused. It seems that some NSOs recognize the importance of incorporating the values of EDI within facets of their organization, realizing the potential of incorporating a values-based perspective, which is encouraged in the CSP 2.0. It is important to remember that the attempt to value EDI and then not strategically leveraging the espoused values could lead to discouraged employees and thus, problems for management (Lencioni, 20022; MacIntosh & Doherty, 2012).

It is important to note that NSOs had sentences within their policies that were identical from NSO to NSO when mentioning EDI, indicating a reactive approach by NSOs to policy adaptation as mandated by Sport Canada (Government of Canada, 2024d). This also indicates that NSOs may not be adapting their approach to EDI based on their mission, vision, and values within their organization. This is demonstrated by for example Ringette Canada and Athletics Canada having the same definitions of EDI and evaluation processes in their EDI Policies in theme one, and sub-theme two organizational culture. As well, it was demonstrated by for example Swimming Canada and Alpine Canada Alpin in theme two creation of diverse opportunities for participation in sport when considering EDI in their policies and programs. NSOs are being encouraged to adopt a values-based perspective in their policy principles from

Sport Canada (Canadian Sport Policy, 2012) and yet, there is little to no guidance on how to achieve this perspective.

Myers and Doherty (2007) stated that the request from the federal government to NSOs regarding gender equity was too drastic from the “traditional patriarchal structures of power” (p. 339). Perhaps the patriarchal structures of power continue to persist and are impacting NSOs’ approaches to be equitable, diverse, and inclusive. This could help explain the inconsistencies found on NSO websites and in supporting documentation. There may be a possibility of adopting a policy to fulfill a quota (as evident with Biathlon Canada where no more than 60% of their board roles can be occupied by one gender) to receive funding (Government of Canada, 2024d), but what is happening within the organization and the impact of these quotas (identified in theme one develop human resources management and organizational culture) from the NSO perspective directly, is currently unknown. It is evident that there is a compliance-based sport culture within NSOs in Canada (Robertson, 2023). Considering the NSOs that graphed “high” on EDI engagement and consistency had received a significant amount of funding from the SSP (Government of Canada, 2023c) as indicated in Table 2.1. A compliance-based sport culture was also demonstrated by the aforementioned identical statements identified throughout the results.

As a result, the way EDI are being used seem to be a “box to check” as opposed to being espoused and leveraged through organizational operations and management practices. Only Skate Canada mentioned their commitment to EDI as not being a “box to check” for their NSO in theme one, sub-theme two organizational culture. Gender equity has been a priority in sport as mandated by Sport Canada since 2018 (Government of Canada, 2022c), so other identities of diversity (e.g., ethnicity) seem to not be considered throughout NSOs’ websites and supporting documents as seen in theme one develop human resources management and organizational

culture. Given NSOs are still not gender equal (Canadian Women & Sport, 2023) post government Policy on Women in Sport implementation in 1986 (Myers & Doherty, 2007), it is logical to question if the other identities of diversity would be considered within the NSO if it is not as expressed in their human resources management processes.

Espousing values via organizational documents and on NSO websites is happening but based on the inconsistencies observed in the graph, the values of EDI are not being strategically leveraged. The highest score observed in the graph was a nine on EDI engagement and four on EDI consistency. A recommendation for values-based sport was stated in CSP 2.0 and an MBV leadership approach can be used to achieve values-based sport (Bell-Laroche et al., 2014; Lachance et al., 2024). An MBV approach would involve incorporating the values of EDI into everything the organization does (Kerwin et al., 2014), including transferring improved and consistent content to the NSO's website and ensuring consistency across website content and supporting documentation (Bell-Laroche et al., 2014). It seems NSOs are starting the conversation and getting to publishing the appropriate documentation, but it is unclear if a values-based perspective is being incorporated within the leadership of the organization. These findings align with Lachance and colleagues' (2024) who found inconsistencies in how EDI related policies were aligning with the organizations espoused values, bolstering the need for MBV to be used as an approach to value EDI in NSOs.

These findings are also consistent with the findings of MacIntosh and Spence (2012) where incongruity was found in espoused values. It is unclear if the values of EDI are incongruent (different from inconsistent) values at this time, but they could pose to be a problem for managers (Dolan & Garcia, 2002) of NSOs in the future if they are not being strategically leveraged. The current study adds to research by Peers et al. (2023) where colleagues state that

policy documents are exclusionary in nature. For example, statements of inclusion were made without stating the inequities that currently exist within the organization (Peers et al., 2023). This was seen in theme two, creation of opportunities for diverse participation in sport. For example, Swimming Canada stated that inclusion is an important consideration for their NSO but did not explain why. The current study brings forth a new perspective with additional inconsistencies. A combination of exclusionary policies and incongruent values could lead to inconsistencies in the culture of NSOs and could greatly affect business practices. Future research should be conducted that analyzes these values from an employee's perspective, similar to the call from MacIntosh and Spence (2012) to determine if underlying perceived values within NSOs exist. It is possible that if there are underlying values, they may more accurately depict what is happening within the organizations, affecting the slow change towards equitable, diverse, and inclusive sport cultures in Canada.

Implications

Many of the NSOs in this study seem to be moving in the right direction towards engaging in EDI practices. Research has posited that incorporating values within the organization's strategic vision will be essential for an MBV leadership approach to be successful (Kerwin et al., 2014). Shared values within an organization amongst employees can create positive change (Bell-Laroche et al., 2014). Consequently, for the leaders in these sport organizations, going beyond blanket statements and developing metaphors, symbols, and concepts will help enhance their efforts to realize their values which will become important to achieve equal representation in their organizations (Dolan & Garcia, 2002).

NSOs need to be aware of and understand how they can improve their response to EDI. Overall, leadership of NSOs that should focus on aligning the details outlined on their website

and within their supporting documents with measurable actions that relate to managing by values. As a starting point, NSOs who scored low on EDI engagement and EDI consistency (e.g., Bowls Canada Boulingrin, Canada Basketball, and Lacrosse Canada) can refer to the NSOs that scored higher on EDI engagement and EDI consistency (i.e., Ringette Canada and Skate Canada) for ideas and resources on how to espouse EDI. This will aid NSOs in being a more equitable, diverse, and inclusive by sharing resources and working towards strategically leveraging the values of equity, diversity, and inclusion.

Limitations and Future Research

If this study were to be conducted again, there are other elements that researchers could consider. The results of this study were not separated out by term, that is, equity, diversity, and inclusion were analyzed together, not separately. It would be interesting to conduct the same analysis and analyze the adoption of equity, diversity, and inclusion individually across NSOs. In addition to this limitation, this study is also limited by the sample size. There are 64 NSOs funded by the Government of Canada (subject to change annually) and 16 were analyzed in this study (Government of Canada, 2023c). It is possible that other NSOs are using the terms EDI in different ways that do not coincide with the results of this study.

It is important to note that the data represented in this study are a snapshot in time, and the websites may have been updated since then. Additionally, the documents were not cross-checked with employees of the NSOs. This could mean that the documents are inaccurate. However, it is important to review the forward and inward facing documents published on the websites as potential employees, members of provincial or community sport organizations, or other stakeholders (e.g., parents, athletes) will access their NSO for potential opportunities and guidance. As a result, they should see consistency of values on the NSOs' websites.

While the created graph and the qualitative analysis conducted produced helpful results regarding the current state of initiatives amongst the 16 Canadian NSOs, it is likely that organizations have different types of documents such as anti-racism documents that were not captured in this study. These documents also contribute to the success of EDI initiatives and should be considered a part of the analysis in future research. Additionally, future research that further examines (in)congruency of NSOs' values will aid management in understanding the gap that may exist between stakeholder groups (e.g., NSO members, volunteers, athletes) and improving organizational efforts for EDI. Finally, to have a successful MBV approach, values are to be adopted through day-to-day conversations and activities in the organization (Bell-Laroche et al., 2014). It is unclear what conversations have been had around the topic of EDI in NSOs. Therefore, future research from the NSO perspective should be conducted to further investigate the case for MBV in Canadian NSOs.

Conclusion

The graph helped to identify where there are inconsistencies in EDI engagement and EDI consistency. This was seen through analyzing external (i.e., websites) and internal (i.e., supporting documents) facing information displayed by NSOs. The current study highlights the continual check-in that an MBV approach requires. Organizations that want to strategically leverage the values of equity, diversity, and inclusion from an MBV approach will need to engage daily in decision-making and organizational operations that reflects these values. If Canadian NSOs are going to be required to adopt a values-based perspective through the adoption of the MBV approach, it will take continuous work and a commitment to revisiting and aligning their organizational values with their organizational goals. The graph and three main themes: (1) develop human resources management and organizational culture; (2) create

opportunities for diverse participation in sport; and (3) eliminate barriers from this study provide insight to how Canadian NSOs are using the terms EDI within their strategic objectives.

Continued improvement and measurement against the goal to strategically implement the values of EDI, can help NSOs that are in the pursuit of implementing EDI as values within their organizations to align with the CSP 2.0, and thus, help them to achieve EDI.

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Chapter III

Unpacking Engagement and Inclusion in Equity, Diversity, and Inclusion Initiatives: Perspectives of Full-Time Paid Staff and Members of the Boards of Directors in Canadian National Sport Organizations

Abstract

The purpose of the current study was to understand the leaky pipeline (LP) and explore the perspectives of full-time (FT) paid staff and members of the boards of directors (MOBs) in how their Canadian National Sport Organization (NSO) is addressing equity, diversity, and inclusion (EDI). The Diversity Engagement Survey (DES; Person et al., 2015) was distributed to 64 Canadian NSOs' FT paid staff and MOBs (N = 117). Following the DES were demographic and open-ended questions that were designed to provide additional context to the responses of the DES pertaining to belonging and to explore the LP phenomenon (i.e., when women leave their organization due to barriers). After an exploratory factor analysis, a one-way MANOVA was conducted. Non-significant differences were found on the aspect of gender as it related to the three factors of the DES that were maintained. Men and women agreed that they were engaged and included in their NSO's approach to EDI. The open-ended responses illustrated barriers that were encountered by people with equity-owed intersecting identities. As well, participants felt like they belonged in their organization when they were connected to the NSO's mission, vision, and values, and when the NSO's culture was inclusive. Finally, it was found that NSO employees were more likely to leave their NSO due to personal reasons, organizational related processes, and the culture of the organization; illustrating changes that can be made by leaders of NSOs to assist in plugging the LP.

Keywords: leadership, leaky pipeline, values

Introduction

There has been slow progress within the sport context when it comes to realizing equity, diversity, and inclusion (EDI) (Tamtik & Guenter, 2019) in sport organizations (Peers et al., 2023). To illustrate, Tamtik and Guenter (2019) analyzed EDI policies at the university level and found inconsistencies in language within the policies, specifically between the terms equity and equality. Peers and colleagues (2023) built upon this research at the Canadian National Sport Organization (NSO) level, analyzing EDI policies and found that despite these policies striving to be inclusionary, they were exclusionary as a result of language used (e.g., stating the organization is inclusive without reflecting on inequities that exist in the NSO that create exclusion). Lachance and colleagues (2024) further investigated the espousal of values in EDI related policies and found inconsistencies in the supporting documents and values of national and provincial Canadian sport organizations. Study one built upon the aforementioned research and analyzed how NSOs in Canada were espousing the values of EDI by comparing forward-facing information on NSOs' websites to their supporting documents (e.g., EDI policies, annual reports, strategic plans). Within study one inconsistencies were also found in how NSOs were valuing EDI.

Consequently, the aforementioned studies reveal challenges in how NSOs are engaging with EDI (Peers et al., 2023) and the importance of incorporating EDI into an organization's culture (Tamtik & Guenter, 2019). These studies help to highlight the challenges that could arise with using a values-based leadership approach or rather, Management by Values (MBV; cf. Dolan & Garcia, 2002). Theoretically, an MBV approach would aid an organization in improving their approach to EDI by implementing the values of EDI in their day-to-day decision making. As such, it is important to ascertain the perspective of employees and how involved

employees feel within their organization's response to EDI through considering an MBV approach.

In addition to the inconsistencies listed above in EDI policies (Lachance et al., 2024; Peers et al., 2023), the espousing of the values of EDI on public facing and internal platforms/documents (found in study one), there also remain inequities for women and people of the black, Indigenous, and people of colour (BIPOC) community (Keyser-Verreault et al., 2024). There are specific inequities in the number of positions held by each group. Specifically, within Canadian NSOs 51% of senior staff positions, 42% of CEO positions, and 40% of board chair positions are held by women. Even less positions at the senior level are held by people who identify as BIPOC. In fact, 62% of NSOs in Canada have indicated 14% of their senior leadership positions are filled by people who identify as BIPOC (Canadian Women & Sport, 2023). As well as the inequities to ascend to leadership positions in sport, there are barriers (both structural and individual; Burton et al., 2012; Kamphoff, 2010; Mazerolle et al., 2015; Mazerolle & Eason, 2016) that women face when they are in these roles particularly for black women (Borland & Bruening, 2010) and racially marginalized people (Singer et al., 2022).

The current research study considers the phenomenon known as the leaky pipeline (LP), which states that once women are in leadership roles they leave due to these structural and individual barriers (Aman et al., 2018). Therefore, it is evident that barriers still remain and need to be broken down. Broadly, the intention of employees to leave has been investigated within the management context, uncovering that a feeling of belonging in the organization means an employee is less likely to leave (Van Dick et al., 2004). This concept of belonging could help explain intentions to leave and assist in plugging the LP.

Through this study, we will understand the leaky pipeline (LP) and help determine how NSOs are addressing EDI concerns from the perspective of full-time (FT) paid staff and members of the boards of directors (MOBs) in Canadian NSOs. Two research questions were used to guide this research study:

1. How are NSO FT paid staff and MOBs engaged and included in their NSO's approach to EDI?
2. How can the LP be understood in NSOs?

In the following sections, further context is provided on how this research situates within the sport management literature, the methods are described, the data analysis and results are outlined, with a discussion and future research to conclude.

Literature Review

Barriers to Advancement Experienced by Underrepresented Groups

The sport environment has developed over time to continue to reinforce structural and individual barriers. The research that is most predominant in the area of barriers to advancement have been conducted on the barriers that women face (Burton et al., 2012; Kamphoff, 2010; Mazerolle & Eason, 2016; Mazerolle et al., 2015). Structural barriers (e.g., discrimination; Gray & Weese, 2021) are specific to the organization, and individual barriers are specific to a person (e.g., self-limiting behaviours for example not having the confidence to apply to a job; Gray & Weese, 2021). The barriers that are supported within the sport environment, value men's activities (Knoppers, 1992; Knoppers & Anthonissen, 2007), contribute to hostile, antagonistic, and discriminatory workplaces (Cunningham, 2023), and further encourage homologous reproduction (i.e., like people hiring like people; Forsyth et al., 2019) within senior leadership (Burton, 2015). A power dynamic has developed to favour white, able-bodied, heterosexual,

men's behaviours and attitudes in the sport environment (Burton, 2015; Knoppers & Anthonissen, 2007; Sartore & Cunningham, 2023; Walker et al., 2017). This power dynamic influences behaviours and attitudes within the sport environment (Sartore & Cunningham, 2007).

Extensive research has been conducted on the structural barriers known as the glass phenomenon: the glass wall, cliff, and/or ceiling (Aman et al., 2018; Helfat et al., 2006; Pell, 1996; Ragins et al., 1998; White, 2004). There are three glass phenomena within the sport context (Burton & Leberman, 2017; Cunningham, 2022; Ryan & Haslam, 2005). First, the glass wall refers to the lack of opportunities that women have in sport. Second, the glass ceiling refers to women not having support to advance and progress in their desired organization (Burton & Leberman, 2017). Lastly, the glass cliff is characterized by women being promoted to precarious leadership positions in greater proportions than men (Ryan & Haslam, 2005). As a result, they are securing leadership positions that are less ideal roles, and there is a history of underperformance and chaos in these positions (Cunningham, 2022). Ultimately, these precarious leadership positions result in women failing after being promoted (Burton & Leberman, 2017).

Barriers that black women face to achieve leadership positions (e.g., head coaching roles) have been investigated by Borland and Bruening (2010), pointing to the barriers of discrimination, lack of support, and stereotypes being faced when achieving head coaching roles. Additionally, Singer and colleagues (2022) explain that there are barriers (e.g., racism, sexism, exclusion from leadership positions; Borland & Bruening, 2010) racially marginalized people overcome to participate in sport. The authors previously mentioned, also state the continued anti-blackness and racism that persists for people who are racially marginalized. Of concern in the current study is the LP which is present due to structural and individual barriers.

Leaky Pipeline Phenomenon

The pipeline theory helps to explain why women do not reach upper-level management positions (Turkel, 2004). Specifically in the sport context, “the leaky pipeline” phenomenon describes women who leave the sport industry prior to being considered for management positions (Aman et al., 2018). The reason for leaving has been denoted to various reasons such as personal commitments, structural barriers (e.g., lack of support), or individual barriers (e.g., lack of self-esteem) (Aman et al., 2018; Helfat et al., 2006; Pell, 1996; Ragins et al., 1998; White, 2004). Hancock and Hums (2016) explored the factors that may affect women’s career development when seeking senior-level administration positions within the NCAA. Through a qualitative approach, semi-structured interviews were conducted with these women who worked in Division I of the NCAA. It was found that women’s career choices were affected by their gender. As well, women’s career choices were affected if the following existed to aid in their career advancement: access to mentors, having interpersonal relationships with supervisors who were strong, and being provided access to opportunities for professional development (Hancock & Hums, 2016).

Aman and colleagues (2018) sought to analyze the underrepresentation of women in senior leadership positions in Malaysian NSOs through qualitative interviews with women who had achieved senior management positions. Women were asked to speak about their career paths and share their thoughts about why women leaders are not making the same progress as their male colleagues. The researchers identified four key reasons for the continued underrepresentation of women in top positions. These were: behaviours that are self-limiting (e.g., thinking “I am not good enough”), conflicts between work and life, women to women relationships, and perceptions of gender and leadership roles.

A concept that could help explain the LP is belonging. Belonging has been applied within the sport context but in player settings (e.g., Brooks et al., 2013), fan experience (e.g., Inoue et al., 2020), and education (cf. Kluch et al., 2023). A sense of belonging is important to developing an inclusive environment (Kluch et al., 2023). Sense of support, acceptance, and celebrating intersecting identities are all elements that contribute to a sense of belonging (Hurtado & Carter, 1997). When someone feels like they belong their motivation levels increase, they become more confident in their abilities, and they are more comfortable in their environment (Strayhorn, 2012). Although sport can be a place that brings people together and developing feelings of belonging (Brooks et al., 2013), sport has also been a place where people and more commonly people of equity-deserving populations do not feel like they belong (Waller et al., 2011).

Sense of belonging could help us understand the LP phenomenon further in NSOs. Therefore, this phenomenon is investigated further in the current study. If an LP exists it is of importance to research the thoughts of people who may be preparing for senior leadership roles. Therefore, of importance in the current study is to analyze the experiences of junior level or new to the organization FT paid staff and MOBs separately from senior level FT paid staff and MOBs to further understand the LP phenomenon.

In summary, it is clear that women and the BIPOC community continue to experience several challenges in ascending to and remaining in leadership roles in sports. Investigating how Canadian NSOs are addressing EDI concerns while considering the LP may help contribute to a greater understanding of realizing EDI as values.

Theoretical Framework

Organizational Values

At the core of an organization are its values (MacIntosh & Doherty, 2005). Values are deeply held beliefs about what is desirable, and they help guide people's behaviours (MacIntosh & Doherty, 2010). In recent years, Canadian NSOs have been encouraged to adapt a values-based approach to receive their funding (Government of Canada, 2024). Consequently, it is in NSOs' best interest to ensure that their values are aligned through what is espoused and what is accepted by their employees. Of interest in the current study, is to determine if NSOs are valuing EDI from the employee perspective, as values can be used to understand what it may be like to work within the organization (Schein, 1985; 1990; Weeks & Galunic, 2003).

Within the sport context, values have been used to determine various research findings. Within the national and provincial Canadian sport organization context, Lachance and colleagues (2024) found inconsistencies in espousal of values by the organization compared to information in EDI related supporting policies across these organizations. Future research was suggested in the implications that uncover the opinions of senior leaders and lower-level employees. In the organizational context, Bell-Laroche and colleagues (2014) sought to determine the willingness of managers when it came to adopting an MBV approach. Similarly, Kerwin et al. (2014) analyzed values within organizational performance, and MacIntosh and Doherty (2010) investigated the impact that values had on the behaviour of employees (e.g., intentions to leave the organization). From a culture perspective, values have been analyzed in many different contexts such as athletic departments (Singer & Cunningham, 2012), sport events (Parent & MacIntosh, 2013) and figure skating clubs (Mills & Hoeber, 2013) amongst others, revealing the importance of values to the organization and its people. In considering the phenomenon of culture further, study one found inconsistencies in how NSOs have espoused the values of EDI within their organization. Suggesting that the value statements could be empty which research

has pointed to this leading to a lack of credibility and may alienate people both in and outside of the organization (Lencioni, 2002).

Arguably, it is important to create a workplace that adopts a values-based approach. Specific to this study, it is of interest to determine if the values of EDI are enacted upon to help break down barriers. This could help to bring more women and BIPOC into NSOs who feel like they belong and are supported by the policies that are meant to include them (Peers et al., 2023). This study will further understand the LP and help determine how NSOs are addressing EDI concerns from the perspective of FT paid staff and MOB in Canadian NSOs.

Methods

The current study gathered both quantitative and open-ended question data through a survey. Next, the survey, the participants who completed the survey, and the results from each component of the survey will be presented.

Instrument – Diversity Engagement Survey

The Diversity Engagement Survey (DES) was developed by Person and colleagues (2015) as a diagnostic and benchmarking tool for medical centres to assess the capacity that the organization may have for diversity and inclusion. The DES has been published in the *Academic Medicine: Journal of the Association of American Medical Colleges*. It is stated that “[...] through the lens of diversity and inclusion, the DES [will provide] institutions with data on the level of active engagement and the degree to which diverse groups experience inclusion” (Person et al., 2015, p. 1675). Person and colleagues (2015) had 694 respondents across 14 medical institutions participate in their study. As a result, they were able to run a cluster analysis that identified institutions with low, medium, and high, engagement and inclusion. The purpose of

their study was to showcase the validity and reliability of the DES to measure engagement and inclusion in institutions.

Prior to using this survey, permission was sought and granted from the first author of Person et al. (2015) to utilize the survey within this research study. The DES has been deemed valid and reliable by Person and colleagues (2015) through a confirmatory factor analysis and Cronbach alpha scores. The DES is comprised of 22 questions that are scored on a 5-point Likert scale from strongly disagree (one) to strongly agree (five). A 7-point Likert scale was utilized in the current study from strongly agree (one) to strongly disagree (seven). A 7-point Likert scale has been used within sport research (e.g., Cunningham et al., 2005) to provide participants with additional options that could better align with their perceptions. Data were then inverted during data analysis so that the results of the current study matched the direction of the scale used by Person and colleagues (2015). The inversion was also done to have a more logical score where the higher the number means higher agreeance. Therefore, the 7-point Likert scale used to interpret the data outputs in the current study is strongly disagree (one) to strongly agree (seven).

The questions of the DES are grouped using eight factors that measure employee engagement and inclusion. These eight factors are (1) *common purpose* (connection to the mission, vision, and values of the organizations); (2) *access to opportunity* (organization encourages their development and offers professional development opportunities); (3) *equitable reward and recognition* (praise and recognition for work and similar goal compensation); (4) *cultural competence* (ability to work with diverse colleagues and groups, there is an opportunity for community outreach, involvement in the organization's diversity management); (5) *trust* (fairness to all, treatment of any discrimination or harassment); (6) *sense of belonging* (their opinions matter, they have friends at work, they feel a part of the organization); (7) *appreciation*

of individual attributes (feel like they are valued, cared about, and organization accepts new ideas); and (8) *respect* (employees are treated with respect despite cultural differences, a reflection of the culture of civility) (Person et al., 2015).

The survey was adapted to the context of the current study to assess NSOs versus institutions. The researchers felt that participants would be better connected to envision the context of the study in their organization if the term organization versus institution was used throughout the survey. Additional changes made to the DES were to question 17 which was broken into three questions to separately gauge participants' connection to the vision, mission, and values of their organization (Kerwin et al., 2014). A total of 24 questions were part of the DES following the changes made to question 17. In the current study, following the completion of the DES were demographic and open-ended questions. The demographic questions that were asked were regarding gender, ethnicity, position, and tenure. The open-ended questions were added to the end of the survey to assist in broadening upon the DES responses and to understand the LP. These questions were:

1. Do you feel you belong in your organization? Please explain why or why not?
2. Have you considered leaving your organization? Please explain why or why not?
3. If you could improve how your organization responds to and addresses Equity, Diversity, and Inclusion – what would you do or suggest?

Participants and Procedure

After receiving Research Ethics approval, recruitment commenced. FT paid staff/employees and MOBs were eligible to participate in the study. The 16 funded NSOs that were analyzed in study one were invited to participate in this study. Assistance from a sport industry colleague was used to contact 13 out of the 16 NSOs as this person had the email of

each NSO's CEO. The sport industry colleague was utilized to gain buy-in from the organizations' CEO to distribute the survey to their FT paid staff and MOBs. The remaining three NSOs were contacted by the first author directly. After these 16 NSOs were recruited, the sample size of completed surveys was low. Specifically, only 52 surveys were completed. A sample size of 100 plus was required to do an Exploratory Factor Analysis¹⁰ (EFA; Hair, 2010). Therefore, the remaining funded NSOs (48) per the Government of Canada (2022) website were recruited by the first author via email to participate in the survey. Since this was a large number of NSOs to contact, the decision to not ask the sport industry colleague to assist with sending the emails this time was made. Each NSO's CEO or point of contact person for the organization (as per their website if a previous connection was not available) were emailed to participate in the study by the first author. This process was followed to gain buy-in from the top level of the organization to showcase credibility when the survey was distributed to FT paid staff and MOB. For both recruitment methods, three follow-ups were done if an NSO's contact person did not reply. The leader of the NSO agreed to the participation of their FT paid staff and board of directors in the study. Following this agreeance, they sent the survey script to their staff three times on the researcher's behalf. After the last follow-up was sent, the researcher asked the leader for the total number of people to which the survey was distributed, totalling 231 people. Following consenting to participating, the respondents were directed to the DES, demographic questions, and open-ended questions. Out of the 64 NSOs, 22 participated but will remain anonymized per the Research Ethics Board protocol followed. Some common responses for not wanting to participate in the study from NSOs were that they did not have the capacity at this time, that they were already participating in a similar study, or they did not respond.

¹⁰ Please note that the EFA conducted in this study is described on page 90.

Description of Responses

In total, 64 NSOs were sent information regarding the study. In total, 22 NSOs agreed to participate and send the study to FT paid staff and MOBs. A total of 231 participants were sent the survey. Of those, 138 surveys were completed for a 60% response rate. Upon further review, 117 of the surveys were in fact, complete (51%) as 21 people opened the survey but did not start the DES. A participant demographic breakdown is provided in Table 3.1.

One hundred and five participants (90% response rate) completed the open-ended questions that followed the DES which resulted in 7709 words of data. A demographic breakdown of the participants is provided within Table 3.1. The open-ended questions allowed the researchers to contextualize the DES results and to determine what could be contributing to the LP within Canadian NSOs.

Table 3.1

People who Participated in the Quantitative and Open-Ended Questions

Quantitative Demographics (N = 117)			Open-Ended Question Demographics (N = 105)		
		%			%
Gender	Men	44	Gender	Men	44
	Women	46		Women	52
	Prefer not to say or not specified	10		Prefer not to say or not specified	6
Ethnicity	Caucasian	79	Ethnicity	Caucasian	85
	Black	3		Black	3
	Asian	3		Asian	2
	Indigenous	2		Indigenous	1

	Prefer not to say or not specified	13		Prefer not to say or not specified	9
Position	FT paid staff	53	Position	FT paid staff	65
	MOBs	37		MOBs	27
	Prefer not to say or not specified	10		Prefer not to say or not specified	8
Tenure	0-5 years	52	Tenure	0-5 years	52
	5+ years	37		5+ years	39
	Prefer not to say or not specified	10		Prefer not to say or not specified	9

Quantitative Data Analysis

Since the DES was adopted to a sport context and had not yet been tested with people in sport organizations, it was determined that an EFA with varimax rotation was appropriate. EFA was an appropriate test to run given the purpose was to eliminate key items/weak factors, new questions were added and tested in a different context from the original study, and a 7-Point Likert scale was used (Tabachnick & Fidell, 2001). The Kaiser-Meyer-Olkin (KMO) test was used to determine sampling adequacy; a KMO value of 0.86 was calculated and is deemed acceptable as it is above the threshold of 0.50 (Hair, 2010). Additionally, factors were only considered if they had an eigenvalue > 1.0 . This resulted in three factors. Items were then maintained if they loaded 0.40 or higher on a factor but could not correlate within 0.10 of the other factors chosen (Stevens, 2002). Conceptual justification was used to ensure the items were

within the factor that made the most sense (Hair, 2010). This resulted in 13 items being retained under three factors displayed in Table 3.2.

To test the internal consistency of the adjusted DES scale, Cronbach alpha reliability analyses were computed to ensure they were above a 0.70 threshold (Tabachnick & Fidell, 2001). The Factor Means, Standard Deviations, Cronbach Alpha values for each factor and their respective items were calculated and can also be found in Table 3.2. Convergent validity was determined by calculating average variance extracted (AVE). All but the equitable organizational practices construct were over 0.50 (Mansfield et al., 2022). However, discriminant validity for all constructs were established as the AVE values for each construct were higher than their squared correlations (Mansfield et al., 2022).

Table 3.2*Items and Factor Loadings*

Factors	1	2	3	Factor Mean	Scale Standard Deviation (SD)	Alpha (α)	Average Variance Extracted (AVE)	Composite Reliability (CR)
1. Organization's Culture Operating Diversity (OCOD)				5.08	4.25	0.83	0.50	0.83
I believe my organization manages diversity effectively	0.80	0.29	0.05					
In my organization, I receive support for working with diverse groups and working in cross-cultural situations	0.80	0.04	0.02					
In this organization, I have opportunities to work successfully in settings with diverse colleagues	0.69	0.19	0.32					
In my organization, I experience respect among individuals and groups with various cultural differences	0.63	0.35	0.33					
The culture of my organization is accepting of people with different ideas	0.58	0.46	0.14					
2. Inclusion of Employees in Strategic Direction (IE)				5.31	2.22	0.93	0.76	0.91
I feel connected to the mission of this organization	0.22	0.89	0.27					
I feel connected to the vision of this organization	0.19	0.88	0.21					
I feel connected to the values of this organization	0.27	0.84	0.19					

3. Equitable Organizational Practices (EOP)				5.30	2.55	0.78	0.43	0.79
I am valued as an individual by my organization	-0.17	0.21	0.79					
I feel that I am an integral part of my department	0.12	0.05	0.69					
I trust my organization's leadership to be fair to all employees	0.39	0.30	0.62					
At work, my opinions matter	0.41	0.31	0.61					
The leadership of my organization is committed to treating people respectfully	0.36	0.23	0.56					
Eigenvalue	6.04	1.47	1.19					
% Variance	46.49	11.31	9.13					

Quantitative Results

One-Way MANOVA

The only group that was relatively equal in size was gender and therefore, the researchers decided to pursue a one-way MANOVA. Participants who did not identify as women or men were not included in the analysis. Of the 117 participant surveys, 106 participants indicated their gender and satisfied the aforementioned eligibility criteria. Computations of the data were conducted in the Statistical Package for Social Sciences (SPSS) program, version 29. The gender (independent) variable was evaluated on three factors (dependent variables) OCoD, IE, and EOP. In Table 3.3A the descriptive statistics for this computation are presented. The univariate results for all three factors are displayed in Table 3.3B.

Table 3.3A

MANOVA Descriptive Statistics

DV	Men (n = 52)			Women (n = 54)		
	Mean	Standard Deviation	95% Confidence Interval	Mean	Standard Deviation	95% Confidence Interval
OCoD	5.24	0.65	(5.02, 5.45)	4.95	0.91	(4.74, 5.17)
IE	5.39	0.53	(5.18, 5.60)	5.25	0.94	(5.04, 5.45)
EOP	5.34	0.51	(5.19, 5.48)	5.27	0.53	(5.13, 5.41)

Table 3.3B

Univariate Results

DV	df	F	p	η^2	Mean Difference Between Genders (Men n = 52, Women n = 54)	95% Confidence Interval for the Difference Between Men and Women
OCoD	(1, 104)	3.32	0.07	0.041	0.28	(0.28, 0.29)

IE	(1, 104)	0.94	0.34	0.01	0.14	(0.14, 0.15)
EOP	(1, 104)	0.42	0.52	0.00	0.07	(0.06, 0.07)

There was a non-significance effect between gender and the dependent variables of the DES as illustrated by the Pillai's Trace measure $F(3, 102) = 1.27, p = 0.29, \eta^2 = 0.04$ as p is greater than 0.05. The computation of univariate comparisons was calculated to confirm this non-significance. On the OCoD factor $F(1, 104) = 3.32, p = 0.07, \eta^2 = 0.03$ men ($M = 5.24, SD = 0.65$) and women ($M = 4.95, SD = 0.99$) had similar responses. Similarly, on the IE factor $F(1, 104) = 0.94, p = 0.34, \eta^2 = 0.01$ men ($M = 5.39, SD = 0.53$) and women ($M = 5.25, SD = 0.94$) had similar responses. Finally, on the EOP factor $F(1, 104) = 0.42, p = 0.52, \eta^2 = 0.00$ men ($M = 5.34, SD = 0.51$) and women ($M = 5.27, SD = 0.53$) also had similar responses. Post hoc tests were not performed per SPSS as there were fewer than three groups.

Data Analysis

Open-Ended Questions

Content analysis was used to analyze the data from the open-ended questions that followed the DES (Edwards et al., 2021). Content analysis is used to examine content categories by compressing large amounts of text (Pitts, 2016). This method was of specific interest to examine the trends and patterns in the responses from participants (Pitts, 2016). The aim of utilizing the content analysis was to interpret findings as they appeared across participants (Edwards et al., 2021).

To start the analysis the intention to leave data ($n=37$) were separated into senior level (5+ year participants) and junior level participants (0-5 year) aligning with the LP phenomenon (Aman et al., 2018). Initial code generation consisted of reading participants' responses and then summarizing them by writing them down on paper. During this process, a notebook was used to

help with the coding process. Similar statements were grouped together. Relevant quotations were incorporated under the codes to provide additional context from the participants. The first author consulted with the second author on several occasions via Zoom and while editing the results section of this manuscript to further engage in code refinement. To provide intersecting identities to the participants' quotations that were used, following each quotation are the participants' position, tenure, gender, and ethnicity (all of which were disclosed in the demographic section of the survey).

As question three did not provide additional context to understanding the LP, the responses from participants were summarized and written out on paper. The frequency of words was then noted. If a word/phrase/idea was repeated more than once it was further refined to a sticky note. Then, highlighting colours were utilized to group similar words/phrases/ideas. The categories that were developed based on the frequency data are broadened upon in the open-ended question results section for question three. As there is not a specific step-by-step on how to do a content analysis, the above process aligns with Patton's (2014) conceptualization of content analysis being reduction and sense-making of data to identify meaning.

Open-Ended Question Results

The results uncovered from the three open-ended questions will be discussed in their respective order that they were asked at the end of the DES. Table 3.4 summarizes the results of open-ended questions one and two.

Table 3.4

Codes Developed from Open-Ended Responses to Questions One and Two

Open-Ended Question	Main Code	Sub-Code One	Sub-Code Two	Sub-Code Three
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Do you feel like you belong in your organization?	Participants felt they belong	When they feel connected to the organization	When the culture is inclusive	
	Participants felt they did not belong	When the organization is set in their ways	When they encounter negative experiences	
Have you considered leaving your organization?	Participants felt like they wanted to leave their organization	Personal reasons	Organization processes	The culture of the organization

Open-Ended Question One: Do you feel you belong in your organization?

The first open-ended question that was asked of participants following the DES was: *Do you feel you belong in your organization? Explain.* Of the responses received, 73% of respondents felt they belonged in their organization, 4% of respondents did not feel they belonged in their organization, 20% of respondents had mixed responses when they were asked to reflect on if they felt like they belonged in their organization, and 3% of participants did not respond to this question. The responses to open-ended question one were broken into two main codes. Code one (participants felt they belong in their organization) will be discussed first, followed by code two (participants felt they do not belong in their organization).

Code One: Participants Felt They Belong in Their Organization

Survey respondents stated that they felt they belonged in their organization (code one) was broken into two sub-codes, when they felt connected to the organization (sub-code one), and when the culture was inclusive (sub-code two).

Sub-Code One: When They Feel Connected to the Organization. Sub-code one, participants felt like they belonged in the organization when they felt connected to the organization were related to knowing the sport, appreciating their NSO's approach to EDI, if they were connected to their day-to-day tasks, and included in decision making. Regarding

connection to the sport, knowledge of the sport, passion for the sport and the organization, and if they grew up in the sport and know the community were all mentioned and are described in the following quotation “I grew up [in a town] and know the outlook of each layer of our sport's community” (Senior Leader, 5+ years, Women, Caucasian). This led to participants believing in the mission, vision, values, and goals of the organization, their work contributing to the bigger picture and thus, matching their own professional goals and attributes. This is described by this Head Coach “I believe that the values of the organization as well as its mission and vision correspond to who I am as an individual but also match my professional goals / ambitions” (Head Coach, 5+ years, man, Caucasian).

Participants also discussed feeling like they belonged in the organization in regard to their NSO's approach to EDI, specifically noting that their NSO was working hard to achieve diversity and inclusion, by seeking diverse opinions, by sharing thoughts and when they knew that the organization valued their ideas and opinions and people from all backgrounds. However, some participants had concerns that their other colleagues may not have a similar experience of belonging demonstrated by this Director “I definitely feel I belong in my organization - but then again, I'm a cis white woman working in an organization that was built and heavily populated by cis white women” (Director, 5+ years, Woman, Caucasian) and this Manager “Yes. But I think in large part due to the fact that I look a certain way, live in a certain town, and have a history in the sport that has afforded me connections to and friendship with key players” (Manager, 0-5 years, woman, Asian).

Finally, participants felt connected to the organization when it came to their day-to-day tasks and being included in decision making as demonstrated as follows “Kept informed and involved in decision making within my particular area” (Senior Manager, 0-5 years, man,

Caucasian). Additionally, when their work had variety, they were informed and involved in decisions, they felt integral to the organization, it was an environment where their staff was able to achieve their best, mentioned here by this Assistant Coach “I feel that my opinion[s] are valued here. My supervisors always encourage my growth and will help me achieve my goals in any way they can” (Assistant Coach, 5+ years, man, Caucasian). As well, their work was meaningful and made an impact seen in this passage, “I am very connected to the vision and goals of our organization and am included in a variety of working projects” (Specialist, 0-5 years, women, Caucasian).

Sub-Code Two: When the Culture is Inclusive. Sub-code two, an inclusive culture was important to participants’ feeling of belonging, terms like the following were used to describe an inclusive culture: welcoming, fair, respectful, connection, responsibility, openness, appreciated, accepted, heard, opportunity, and contributions were recognized and appreciated. These feelings were described by this member of the board “I do. I feel supported, my opinions are considered and not often dismissed and respected both as a colleague and person” (Member of the Board, 0-5 years, woman, Caucasian). Participants also described having independence and autonomy, being encouraged to grow, being supported, knowing their input and opinions were important, there was trust in the organization at all levels, they felt heard, listened to, praised, and encouraged, and their work/contributions were valued, as stated by this Manager, “Yes. I contribute my ideas and opinions which are received politely. I have a very strong connection to the culture of [my organization]” (Manager, 5+ years, woman, Caucasian). Participants had similar feelings of hesitation to if others also felt this way,

Yes, for the most part. I feel valued and heard in my organization, and that I have the ability to help lead towards better. My biggest challenge is ensuring that others feel the same. This has often not been the case in the past (No demographics provided).

When the workplace had a positive team culture it was also a part of the culture being inclusive. When colleagues collaborated positively, it fostered a strong team spirit and culture. They worked towards common goals as a unified team, shared similar values and opinions that aligned with the board's vision, and maintained strong working relationships. These factors contributed to a positive team culture. This is mentioned by this Manager "Absolutely. Our culture values people, ideas and opinions from all" (Manager, 0-5 years, woman, Caucasian). Additionally, inclusion was also experienced when colleagues were included in projects, when employees were recognized as a colleague and a person, when the workplace accepted who they were and they could be comfortable at work, and when employees felt their colleagues were self-aware and realized a need for inclusion. These feelings were shared by board members as well as illustrated by this member of the board, "Although I am a Board member, I do feel close to the organization, met some staff, etc." (Member of the Board, 5+ years, did not specify gender or ethnicity).

Code Two: Participants Felt Like They Did Not Belong in Their Organization

Code two provides additional information through two sub-codes on what participants felt when they did not feel like they belonged in the organization. Specifically, survey respondents stated that they felt like they did not belong in their organization (code one) when the organization was set in its ways (sub-code one) and when they encountered negative experiences at work (sub-code two).

Sub-Code One: When the Organization Is Set In Their Ways. To illustrate the code, when the organization was set in their ways, participants described the organizations as having a male, pale, and stale attitude and not recognizing diversity and inclusion as the following Manager stated:

... In addition to staff, we have many long-time volunteers who identify similarly and who in some cases need to develop better skills/behaviours for embracing diversity in the work that they do. Webinars/training provided so far are not making a big enough impact (Manager, 5+ years, woman, Caucasian).

Another participant felt that they did not fit in due the organization not being accepting of their marginalized identity (i.e., sexual orientation) demonstrated by the following quotation “not being a straight white male nags at my sense of belonging” (Coordinator, 5+ years, man, Caucasian). The organizations’ tendency to be set in their ways was evident when participants shared that colleagues assumed they did not understand due to not having an athlete background: “... I don't have a background as an elite athlete or coach so sometimes people assume I won't understand high performance sport” (Member of the Board, 0-5 years, man, Caucasian).

Lastly, when the organization had multiple priorities and did not have centralized decision-making this led to the feeling of not belonging as described next:

For the most part I feel like I belong but feel very disconnected to the actual organization as a whole. My work is valued, and I know it is very much needed so in that sense, yes, I belong. In an organization that is decentralized, with multiple priorities, it feels very disconnected, feels like I work on an island floating away from others (Member of the Board, 0-5 years, man, Caucasian).

Sub-Code Two: When They Encounter Negative Experiences at Work. The second sub-code that was identified to describe what participants experienced when they do not feel they belong was when they encounter negative experiences. These negative experiences included not having connection with their colleagues, they had to work in a silo, there was a lack of trust, and high turnover as illustrated by the following two participants:

... I often feel like I don't belong when I experience judgement or undue pressure from others. Ultimately sport is a business, and with business come the culture of productivity and I believe that can cloud belongingness and warmth of the organization. These organizations are not something that I personally value to an extent, and that is when I feel a disconnect or a lack of belonging (Senior Leader, 5+ years, man, Caucasian).

Similarly, the following Manager explained their negative experience within their NSO was related to the NSO's culture:

No, not really. Although I would be surprised if anyone did. The culture here isn't great. People work in silos and there is a bit of 'group think' here. Open and honest communication is encouraged, but sometimes it feels performative because when open and honest communication actually happens a lot of times it is met with some form of dismissal or defensiveness which discourages further communication. Without the ability to express and know it will be met with curiosity instead of annoyance or justification, it's hard to feel like you belong unless you pretzel yourself to 'fit in' (Manager, 5+ years, man, Caucasian).

Recognition was also a part of this code, when knowledge and experience were not recognized as evident from the following quotation from a Coordinator:

I feel that I have the knowledge of my sport and the leadership abilities to be here. I don't feel I belong because I don't believe my knowledge and experience is recognized and I don't feel like more than a cog in the wheel (Coordinator, 5+ years, man, Caucasian).

Open-Ended Question Two: Have you considered leaving your organization?

The second open-ended question that was asked following the DES and demographic questions was: *Have you considered leaving your organization? Explain.* Despite over half of the participants feeling like they belonged in their NSO, 58% of participants had considered leaving their organization. 30% of participants noted that they have not had considered leaving their organization. 10% responded that they may have had considered leaving their organization and 2% did not respond. Code one, *participants felt like they wanted to leave their organization* was broken into three sub-codes, (1) personal reasons; (2) organization related processes; and (3) the culture of the organization.

Code One: Participants Felt Like They Wanted to Leave Their Organization

Sub-Code One: Personal Reasons

Participants described a wide array of personal reasons such as being unchallenged, having a lack of professional development opportunities, finding opportunity for growth and advancement elsewhere, as described by this Director:

I have considered leaving my organization for two reasons: while my work is valued, promotions and opportunities to grow in role and responsibility are not clear within the organization and tend to be limited. I also considered leaving as I feel that I am not adequately compensated financially for the value of the work I am providing (Director, 0-5 years, Man, Caucasian).

Participants highlighted discrimination being a factor, such as being discriminated against for being gay or having a disability as described by the following Manager:

Yes, I have considered leaving. I was struggling with what I now know was an undiagnosed neurodiversity. I requested a shift to a 0.8 FT schedule to help manage my other life responsibilities (with an attendant pay decrease). The response was 'I can't believe you're asking this.' This, after dedicating years of my working and volunteer career to this organization (over 25 years in one role or another). If I wasn't so passionate about the work we do, I would have left (Manager, 0-5 years, Woman, Caucasian).

A lack of fair pay and salary (e.g., for paying off debt or supporting family) was also noted as a personal reason for leaving, illustrated by this Coordinator “I have considered other job options, only because of salary, not because I don't love my job” (Coordinator, 5+ years, Man, Caucasian). A lack of fair pay is also stated by this Director, specifically highlighting gender differences in pay: “Yes. Low pay and discrepancies between men and women in similar roles” (Director, 0-5 years, Man, Caucasian).

Lack of recognition/praise/being appreciated leading to burnout or not having work-life balance, having to work hours that were unconventional, were common personal reasons illustrated by this member of the board “Yes - burnout is very high. There are constant events going on with little recovery, and sometimes little support” (Member of the Board, 0-5 years, Man, Ethnicity not specified). Another Director felt that because of their age, they did not have a choice but to stay “Yes, however at the age I am at it is better to tough it out until retirement” (Director, 0-5 Years, Woman, Indigenous).

Sub-Code Two: Organization Processes

Participants described organization processes related to finances as being a reason for wanting to leave, specifically, being frustrated with having to do more with less funding, illustrated by this Member of the Board:

Yes. Operationally the organization is doing the best they can considering the size and funding. However, on the governance side it is dominated by older individuals with outdated views on how sport should operate. Their interference and overt attempts to manipulate the sport operations is why people leave this organization (Member of the Board, 0-5 years, Woman, Caucasian).

Other participants also spoke to having financial limitations on projects, and COVID-19 and safe sport allegations having impact on the sport industry. Sport was highlighted as a challenging sphere the past two years in which to work and many organizations had undergone significant upheaval and employees were worried their organization may not stabilize. This Senior Leader mentioned this in the following quotation, “Sport has been a somewhat challenging sphere to work in the past two years and we are constantly being forced to work under poorly funded conditions and to achieve more with less” (Senior Leader, 0-5 Years, Woman, Black).

Organization processes were also identified in the content analysis when referring to the impact of the COVID-19 pandemic. NSOs were mentioned to not be thriving due to the pressures from COVID-19 and having to return back to working in person, as stated by this Coordinator “Due to the pressures of COVID-19 and workload and the need to return to [an] office environment” (Coordinator, 0-5 years, Man, Caucasian).

Organization related processes continued to be highlighted by participants when it came to human resources. For example, board inconsistencies were mentioned when participants referred to how decisions are made. Board members often made operational decisions when they

were supposed to be focusing on determining policies. This Manager highlighted this issue, “[There have been] issues with the Board over specific operational duties that they have worked to be part of despite being a policy board” (Manager, 5+ years, Woman, Caucasian).

Sub-Code Three: The Culture of the Organization

The final sub-code summarizes the impact that the organization’s culture has on FT paid staff and MOBs intention to leave the NSO. Finally, EDI efforts were stated as a box to check, summarized by this Manager, “Yes because I feel detached from the culture and don't feel like the overall values align with my own. EDI efforts are done as performative, as a box ticking without any thought or understanding behind the need/process” (Manager, 5+ years, Woman, Caucasian).

Another participant felt that issues were swept under the rug due to “business as usual”:

... 'business as usual' is a phrase often used, and I feel as though it's extremely dismissive of some of the critical issues that go on here and need to be addressed. Things get swept under the rug and people walk on eggshells. It's sometimes a very uncomfortable place to be (Director, 0-5 years, Man Caucasian).

Despite values being misaligned with the organization, another Senior Leader felt they were committed to the change of the organization “Yes, sometimes I feel a values’ misalignment around ethics and integrity. But I stay because I feel committed to changing that” (Senior Leader, 0-5 years, woman, Caucasian). Others felt that their work was not valued by the organization specifically during COVID-19 “Yes, at some points in 2020 because of lack of recognition for my work and my involvement” (Coordinator, 0-5 Years, Asian, Man).

Inappropriate actions during meetings (e.g., tone and delivery by upper management when responding to people’s thoughts) being normalized was also related to the culture of the

organization, as demonstrated by this participant “The tone or delivery to a volunteer position is sometimes not appropriate and the upper management during meetings just let it happen or comes from them” (Identified as Not a Straight White Male in their Responses but No Demographics Provided).

Finally, statements were provided where participants felt their voices were not being heard, that there were discrepancies between men and women, a lack of culture was also stated and described in this quotation by a Director:

Lack of transparency about a ton of things. Lack of communication in general. Lack of culture. There is this air of 'we're the biggest NSO, you should be grateful to work here' but there aren't a lot of benefits to the staff to make it a desirable place to work...

(Director, 0-5 years, Man, Caucasian).

A dismissive culture to new ways of thinking as illustrated above contributed to people wanting to leave the organization.

Open-Ended Question Three: If you could improve how your organization responds and addresses EDI, what would you suggest?

The third open-ended question that was asked to participants following the DES and demographic questions was: *If you could improve how your organization responds and addresses EDI, what would you suggest?* The results from this question were analyzed using content analysis (Edwards et al., 2021). The categories created are broadened upon, based on the frequency of ideas from participants, and a condensed data set can be found in Table 3.5. After compiling the frequency of the categories, nine categories were developed, and they are: (1) education and training; (2) diverse hiring for all levels of the organization; (3) increased support available; (4) shared resources; (5) advancing the organization’s EDI objectives; (6) developing a

culture that values diverse voices and learners; (7) decision transparency; (8) community outreach; and (9) soliciting feedback.

Table 3.5

Participant Suggestions for How NSOs Can Respond and Address EDI

Frequency Category	Additional Context to The Category
Education and training	• Conducting sensitivity training, EDI related training, and providing education on how to manage biases
Diverse hiring	• Diverse hiring for all levels of the organization, having diverse employees and members of the board, changing recruitment/hiring practices to be intentional, having equity in pay
Increased support available	• More support available regarding the number of support staff (e.g., Human Resources Manager), increasing the budget to be equitable, diverse, and inclusive, developing an EDI working group/committee that can dedicate more time to EDI initiatives
Shared resources	• Having shared resources between the EDI working groups/committees, updating and revising resources/presentations and sharing them with other NSOs and at conferences, and developing a mentorship program for people who are equity-owed in the organization
Advancing the organization's EDI objectives	• Advancing the organization's EDI objectives should be continuous and beyond just discussing the topics, this can be done through developing policy, action plans, having a whistle blower policy for senior leaders as they do not have someone to whom they can anonymously report offences to develop intentional EDI actions
Developing a culture that values diverse voices and learners	• This culture would include being accessible and understandable of parasport, updating language/photos in public facing documents/communications
Decision transparency	• Transparency around funding, and regarding how issues are addressed, being critical and reflecting
Community outreach	• Outreach to communities that the NSO does not already serve, emphasis on not creating more barriers but breaking them down
Soliciting feedback	• Feedback can be done through surveying employees and collecting baseline data on employees and members

Discussion and Implications

Reflecting on the results from the current study, two research questions were proposed. The first research questions was: *How are NSO FT paid staff and MOBs engaged and included in their NSO's approach to EDI?* The second research question was: *How can the LP be understood in NSOs?* To answer these research questions, the DES was distributed which measured FT paid staff and MOB's engagement and inclusion in their NSOs' EDI efforts. The open-ended questions that followed the DES were designed to provide additional context to the quantitative DES responses from participants. As well as the open-ended questions assisted in understanding the LP phenomenon (through intention to leave) within the Canadian NSO context.

The DES was adapted to the sport context and an EFA was conducted to ensure validity and reliability of the three factors maintained. Since the DES was used in the medical context originally, it is important to compare findings between the medical and sport industry. Person and colleagues (2015) conducted a cluster analysis, and in the current study a MANOVA was conducted, which means the results cannot be directly compared. However, Person et al. (2015) did calculate mean differences between men and women on the eight factors of the DES. Of particular interest are the mean differences observed for the DES question that assessed mission, vision, and values. The mean of engagement and inclusion in the organization's mission, vision, and values of the DES in the original study for men was 4.08 and for women it was 3.98. In the current study, the mean for men was also higher (5.39) than women (4.95). This indicates that across both studies men feel more connected than women to their organization's mission/vision/values.

It is unclear whether the difference between genders was significant in Person et al. (2015) as they did not compare groups via a MANOVA. Analyzing gender differences on this aspect is of importance because women could feel less engaged and included in their organization's mission, vision, and values due to barriers (Burton, 2019) they may be facing in the organization. Additionally, being engaged in the mission, vision, and values is one of the first steps to an MBV approach (Kerwin et al., 2014), where all employees should feel engaged and included. Organizations may need to provide women more opportunities to be engaged and included with the mission, vision, and values of the organization if they plan to adopt the MBV approach.

In the current study, gender differences were explored by conducting a MANOVA. There was a non-significance difference found on all of the DES factors. The factor of the DES that measured engagement and inclusion to the organization's mission, vision, and values was the equal agreeance on the inclusion of employees in the organization's strategic direction (IE) factor (men $M = 5.39$; women $M = 5.25$). The EOP (men $M = 5.34$; women $M = 5.27$) factor measured how valued the employees feel in their organization, if they feel they are integral to their department's success, if their leadership is fair and committed to treating all employees respectively, and if their opinion matters.

There being a non-significant difference on these two factors is an interesting finding given the inconsistencies that have been found in EDI policies (Peers et al., 2023), on forward and internal facing platforms (Lachance et al., 2024), and when defining EDI related terms within important documents (Tamtik & Guenter, 2019). Inconsistencies in values can undermine manager credibility and create confusion for employees (Lencioni, 2002). From an organizational values' perspective, based on the inconsistencies identified in study one of this

thesis, it is expected that NSO FT paid staff and MOBs would be less likely to agree with the IE and EOP factors. However, despite this, both NSO FT paid staff and MOBs agree.

Last, the organization's culture operating diversity (OCOD) factor measured participants' agreeance to the organization's efforts on providing employees with opportunities to work with diverse colleagues, if respect is experienced in the organization across cultural differences, and if the organization is accepting of new ideas. Unpacking this result, men ($M = 5.24$) and women ($M = 4.95$) felt similarly on this factor. Although there was no significant difference found, this factor showed the greatest mean difference between men and women. This finding could indicate that women feel they have less of an opportunity to engage with diverse groups of people in NSOs than men.

To help explain the quantitative results further, the open-ended question results were consulted. When participants were asked if they have considered leaving their NSO and why, women mentioned feeling uneasy about the decision making in their NSO when it came to ethics and integrity. This was evident in code three of the intention to leave data when referring to the culture of the organization, the same was not found in quotations from the men participants. It is possible that since the sport industry has been developed to favour white men (Knoppers & Anthonissen, 2007), and the majority of men who participated in the current study are white men, their results could be coming from a place of privilege when thinking that their organization responds well to diversity.

Broadening upon the organization's culture element of these findings, it was seen in code three of the open-ended question responses that assesses the LP, not being connected to the culture could be a reason that an employee leaves their organization. Feeling connected to the mission, vision, and values of an organization are part of employees being engaged in their

organization (Kerwin et al., 2014). Values are at the core of an organization and should be embedded within the culture (MacIntosh & Doherty, 2005). Therefore, hiring based on connection to the organization's values (Kerwin et al., 2014) and further utilizing an MBV approach to embed these values within the culture of the organization (Dolan & Garcia, 2002) could ensure women and people who identify with the BIPOC community, stay in the organization and do not succumb to the LP (Aman et al., 2018).

MacIntosh and Doherty's (2005; 2010) research highlighted how important values are, as they lie at the core of an organization and are critical for realizing if people should be kept in the organization or not. The results of the current study reinforce this finding, indicating that employees feel like they belong when they are connected with the values of the organization seen in code one (connected to the organization) of open-ended question one (uncovering feelings of belonging). The findings of this study denote that incorporating the values of EDI within an NSO's culture may also aid organizations in elevating employees' feelings of belonging, an important management outcome to ascertain employees staying within the organization (Filstad et al., 2019). This finding also extends the management literature on belonging in an organization (Van Dick et al., 2004).

Aligning the values of EDI can be enhanced through using an MBV approach to improve EDI within an organization (Dolan & Garcia, 2006; Kerwin et al., 2014; Lachance et al., 2024). Improvements can be made by aligning the values of the organization (i.e., EDI) with the practices outlined from the content analysis of open-ended question three. The following nine suggestions were: (1) education and training; (2) diverse hiring for all levels of the organization; (3) increased support available, (4) shared resources, (5) advancing the organization's EDI objectives, (6) developing culture that values diverse voices and learners (e.g., someone who

may need a flexible work schedule to accommodate their learning style), (7) decision transparency; (8) community outreach; and (9) soliciting feedback. It is possible that if NSO leaders engage with the above suggestions to further improve EDI in their organization, participant scores on the DES may improve, and perhaps this could improve EDI in the workplace and decrease or eliminate the LP.

Quotations from participants who had equity-owed intersecting identities (n=7) were included within the results of the current study to highlight the different experiences these participants may have in NSOs. After reviewing these quotations, these findings suggest that women may still be facing barriers (Burton, 2019). To illustrate, in the intention to leave results there was a Metis woman who felt her age limited her ability to find a new position (internal barrier; Gray & Weese, 2021). There was a woman who mentioned her disability not being accommodated (structural barrier; Gray & Weese, 2021). As well, there was a Black woman who mentioned continual burnout within her organization (internal and structural barrier; Gray & Weese, 2021). These participants were also within 0-5 years of their current role, and therefore, at risk of the LP (Aman et al., 2018). However, these three participants were already at senior levels of the organization (but were included in the analysis because they were within 0-5 years at their NSO), indicating intention to leave could expand beyond the leaky pipeline phenomenon due to the aforementioned barriers the women are facing (e.g., barriers related to ableism, ageism, and burnout).

The aforementioned findings also contribute to the existing literature in sport management on how to plug the LP. Specifically in sport, the LP describes women who decide to leave the sport industry before they are considered for management positions (Aman et al., 2018). Literature points to various reasons for leaving, such as personal commitments, structural

barriers (e.g., lack of support), or individual barriers (e.g., lack of self-esteem; Aman et al., 2018; Hancock & Hums, 2016). Integrating the findings of the current study into the current literature that exists within sport management on the leaky pipeline (Aman et al., 2018; Hancock & Hums, 2016), some differences and similarities are notable. The similarities when comparing the results of the current study to Aman and colleagues (2018) and Hancock and Hums (2016) were that there is still a lack of access to professional development opportunities. This finding was denoted by NSO FT paid staff and MOBs in the current study (question two, code one, sub-code one being personal reasons), indicating this problem extends beyond the LP phenomenon in the current study's context. Self-limiting behaviours and work/life conflicts were illustrated as reasons for considering leaving the organization by women and participants who did not identify as Caucasian (i.e., Black, Asian, Metis). This indicates that further support should be provided to people with equity-owed intersecting identities when it comes to these structural and individual barriers.

The differences between the current study and existing literature on the LP were that a lack of mentorship was not mentioned as a reason for wanting to leave an organization, there was also no responses that illustrate women are not getting leadership roles because of their gender. However, in the current study, there were examples provided by participants that stated salary discrepancies existed between men and women. Finally, not having mentors who were women was not mentioned as a hinderance on career advancement in the current study but have been found to contribute to the LP in sport; perhaps women are now supporting other women in sport (Aman et al., 2018; Hancock & Hums, 2016).

Overall, the purpose of this research was to understand the LP and explore the perspectives of FT paid staff and MOBs regarding how their NSOs are addressing EDI concerns.

Although FT paid staff and MOBs seem to be included and engaged in their NSO's approach to EDI, improvements can be made and were illustrated through the results of the open-ended questions of the current study. Finally, there was a non-significance found on the three factors of the DES, OCoD, IE, and EOP when examining gender differences. Although there was a non-significance, the open-ended question responses were sought to provide context on the fact that women agreed less than men on the OCoD factor. As well, the intention to leave and belonging data were utilized to provide context to the responses received on the IE and EOP factors.

Limitations and Future Research

This research contributed new findings regarding how FT paid staff and MOBs feel included and engaged in their NSOs' approach to be equitable, diverse, and inclusive, when participants felt they do and do not belong in their NSO, and what suggestions participants have to improve EDI initiatives within their NSOs to the sport management literature. Additions to the EDI, LP, and organizational values literature were advanced. However, there is a limitation and additional questions that have arose from conducting this research. Most of the participants who completed the DES were Caucasian. Since sport organizations have developed to favour people who are white, it could explain why agreeance was seen in the DES responses. It was interesting that responses were equal between men and women, and as a result, that women feel almost equally in agreeance as men as it relates to the DES. Additionally, while analyzing the data, the authors identified multiple instances where they would have appreciated more context or information regarding a participant's response. Since the open-ended questions were collected at the end of the survey this impacted the amount of context and information provided in each quotation and the opportunity to probe for additional information was not available. Overall, conducting this study again and receiving more responses from people only from the BIPOC

community would provide more insight on how included and engaged people of the BIPOC community are within their NSOs.

Conclusion

The DES measured how engaged and included NSO FT paid staff and MOBs were in their NSO's approach to be equitable, diverse, and inclusive. The current study highlighted that FT paid staff and MOBs of NSOs agree with the three factors – organization's culture operating diversity, inclusion of employees in strategic direction, and equitable organizational practices – of the DES. Additionally, when analyzing the LP, it was uncovered that an LP may exist for women and people who identify as BIPOC, but future research on the LP is needed. Also highlighted in this study are the intersectional identities that people bring to the workplace and that they can be accommodated in different ways. Specifically, employees feel like they belong when they are connected to the organization's values and when the organization has an inclusive culture. From the open-ended questions, participants felt like they did belong in their NSOs when they were connected to the organization and when the culture was inclusive. Participants felt they did not belong in the organization when the organization's leadership was set in their ways and when they encountered negative experiences at work. Further, participants felt they wanted to leave their organization due to personal reasons, organization related finances, and the culture of the organization.

Lastly, nine categories were developed, and they are: (1) education and training; (2) diverse hiring for all levels of the organization; (3) increased support available; (4) shared resources; (5) advancing the organization's EDI objectives; (6) developing a culture that values diverse voices and learners; (7) decision transparency; (8) community outreach; and (9) soliciting feedback. These nine categories can be provided to sport organizations that who did not

participate in this research that may be seeking to improve EDI within their organizations. These suggestions may help to plug the LP by incorporating EDI as values in the organization. The values of EDI could then be incorporated within the organization's culture by utilizing an MBV approach.

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Chapter IV

A Qualitative Approach to Advancing Equity, Diversity, and Inclusion: Perspectives of Full-Time Paid Staff and Members of the Boards of Directors in Canadian National Sport Organizations

Abstract

The aim of this research is to investigate how Canadian National Sport Organizations (NSO) can support underrepresented employees and develop a culture that incorporates the values of equity, diversity, and inclusion (EDI). To do so, implementing the values of EDI within NSOs from a management by values (MBV) perspective is encouraged. The 4-I Values Framework (VF) was developed by Bell-Laroche and colleagues (2014) to assist leaders with their MBV approach. The 4-I VF is considered further in the current study to embed the values of EDI within NSO cultures. Nineteen interviews were conducted with nine full-time (FT) paid staff and ten members of the boards of directors (MOBs). The interviews were uploaded to NVivo for reflexive thematic analysis (Braun & Clark, 2022). Participants stated that to support underrepresented employees and develop a culture that incorporates the values of EDI, NSOs require the following: (1) an EDI resource centre, (2) assistance to strategically invest in EDI, and (3) a values-based approach. Although NSOs display a commitment to EDI through their respective policies (Peers et al., 2023), the findings of the current study suggest that to implement these values within the NSOs' culture, further support is needed. Findings denote that NSOs are oscillating between the intuitive and institutional stages of the 4-I VF. This signals the values of EDI are leadership dependent and not always embedded within the organization's culture.

Keywords: culture, diversity management, values

Introduction

Structural and individual barriers have contributed to the sport environment favouring men (Knoppers & Anthonissen, 2007). Progress has been made as a result of the research conducted on barriers (e.g., Burton et al., 2012; Kamphoff, 2010; Mazerolle & Eason, 2016; Mazerolle et al., 2015) and has translated to practice. This is demonstrated by 51% of senior staff positions within National Sport Organizations (NSO) in Canada being held by women employees (Canadian Women & Sport, 2023). However, even less – a staggering 14% – of senior staff identify as part of the Black, Indigenous, and People of Colour (BIPOC) community (Canadian Women & Sport, 2023). Additionally, women still remain underrepresented in chair (40%) and CEO (42%) positions in NSOs (Canadian Women & Sport, 2023; Keyser-Verreault et al., 2024). The aforementioned statistics highlight underrepresentation in NSOs and the possibility of there being persisting barriers for both women and people of the BIPOC community.

Due to the outlined underrepresentation, policies have been developed by NSOs in Canada that display a commitment to equity, diversity, and inclusion (EDI). However, these policies have been found to be exclusionary (Peers et al., 2023). They are value-laden policies that espouse that EDI are important for organizations; though, they offer no assurance that the values of EDI are embedded within the day-to-day operations, and thus, the culture of the organization (Peers et al., 2023). To implement EDI as values within NSOs' culture, further support to NSOs may be needed.

Embedding the values of EDI within an organization is a diversity management (DM) business strategy conducted by leaders to develop systems, policies, and comfortable work environments for employees (Fink & Pastore, 1999). A DM strategy could help improve an

NSOs approach to EDI by showcasing the impact that valuing diversity will have on organizational effectiveness (Hearn & Louvier, 2016; Kluch & Rentner, 2022).

Assessment of an organization's approach to implementing values can be sought through the adaptation of the 4-I Values Framework (VF). Bell-Laroche et al. (2014) sought to analyze NSO managers' willingness to manage by values and developed the 4-I VF. The 4-I VF seeks to explain how a leader's practices are informed by a management by values (MBV) approach. There are four stages of the 4-I VF ranging from values not being used to values being strategically leveraged; (1) Inactive; (2) Intuitive; (3) Institutional; and (4) Inspirational. Further investigation of how operations are done within NSOs regarding EDI may help NSOs to achieve EDI goals. An MBV approach should be considered in conjunction with an organization's leadership and governance.

Lachance and colleagues (2024) expanded on the previous findings by applying the 4-I VF framework to assess where national and provincial Canadian sport organizations were on the 4-I VF. They found that based on the inconsistencies in values espoused compared to what was written in diversity, equity, and inclusion statements, the organizations were at the intuitive level of the 4-I VF. Future research was encouraged by Lachance and colleagues (2024) that involved senior leaders and employees of organizations in the conversation. The current study answers this call by involving senior leaders at the governance level (i.e., MOBs) and FT paid staff.

Governance is a critical leadership component to decision making in sport (De Dycker, 2019). As defined by Bevir (2011), governance is the direction, control, and regulation of an organization. Additionally, governance will help an organization continuously develop to achieve its long-term purpose (Parent et al., 2023). To ensure a governing system is in place, the Board of Directors of sport organizations have three main roles: (a) review the purpose of the

sport organization and in consultation with the sport organization's members determine the respective values; (b) on the path to achieve the organization's purpose, identify any possible risks; and (c) the sport organization should be directed and controlled by the members of the boards of directors (MOBs) to enable proper organizational reporting (SIRC, 2022). The members of the board of directors (MOB) play a critical role in sport organizations specifically as strategic decision makers, and therefore, the MOB hold both power and authority (Lachance & Parent, 2024). Therefore, incorporation of buy-in from the MOB is critical in implementing the strategic leadership approach of MBV at each level (e.g., coordinator, manager, senior leader) within an NSO, and their opinions should be sought.

The purpose of this research is to investigate how NSOs can support underrepresented employees from the perspectives of full-time (FT) paid staff and MOBs, who are also referred to as participants throughout this manuscript. Through qualitative research with NSO FT paid staff and MOBs, this research seeks to respond to two questions:

1. What do FT paid staff and MOBs believe their NSO needs to support underrepresented employees?
2. How could this support further develop a culture that fosters EDI?

Literature Review

Diversity and Diversity Management

Diversity in organizations became a topic of discussion due to economic pressures on the representation of a variety of population demographics (Loden & Rosener, 1991) for example age, gender, and racial composition (Cunningham, 2023). Organizations had to start to adapt to stay competitive with globalization trends (Hoffman, 1998; McShane, 2006) and various guidelines (e.g., Policy on Women in Sport implementation in 1986) that required hiring policies

to be diverse with the intention to decrease discrimination against women, racial minorities, and people who experience a disability (Doherty et al., 2010). The implementation and accountability of having EDI statements and practices within sport organizations gained traction due to social injustices that were covered extensively in the media, for example, the MeToo movement, Black Lives Matter movement, and maltreatment in sport (Legg & Karner, 2021). These social injustices further encouraged calls to action for equal representation of people who experience marginalization in organizations.

Diversity can take many shapes and forms such as age, sex, race, ethnicity, physical ability, background, psychological characteristics, attitudes, and gender (Cunningham, 2023). Organizations that are diverse benefit from a number of valued outcomes such as cost savings, attracting, attaining, and promoting various types of talent, and growth of the business (Robinson & Dechant, 1997). These benefits enhance decision-making, sense of belonging, creativity, and idea generation (Cunningham, 2023). Despite these known benefits of having diverse representation in organizations, groups who experience marginalization are still underrepresented within sport organizations (Legg & Karner, 2021). To create a diverse team, diversity management strategies can be implemented.

DM is a business strategy used by managers within an organization to develop systems, policies, and work environments that allow employees to feel comfortable in their working environment (Cox, 1991; DeSensi, 1995; Morrison, 1992; Thomas, 1992). Diversity management began to be a top priority of medium to large-sized businesses from 1990 to 1992 (Fink & Pastore, 1999; Gordon, 1988; Towers, 1992). Affirmative action and equal employment opportunities drove the conceptualization of diversity management (Cox, 1991; Kelly & Dobbin,

1998). Sport managers have a moral obligation to ensure their employees feel comfortable in their workplace and they should strive to accomplish this through DM (Fink & Pastore, 1999).

To gain organizational commitment from those in power, the impact that valuing diversity and having a diverse workplace will have on overall organizational effectiveness must be connected (Cox & Beale, 1997; Robinson & Dechant, 1997; Thomas, 1992). Thus, DM can be used to display the impact that valuing diversity and having a diverse workplace will have on organizational effectiveness (Fink & Pastore, 1999). Benefits of diversity management include: (a) a decrease in lawsuits that are discriminatory in nature; (b) an increase in employee satisfaction, creativity, and retention; (c) enhance companies' abilities to reach a more diverse range of customers and; (d) an increase organizational productivity (Joplin & Daus, 1997). Thus, both individual and organizational benefits can occur from the implementation of DM strategies (Cunningham & Fink, 2006).

DM is often used to highlight and understand the benefits of diversity, determine how sport managers can leverage these benefits, and decrease pushback when attempting to make change to gain advantage from the benefits (Cunningham, 2009). Conceptual frameworks for managing diverse workplaces in sport have been developed by numerous researchers (Chelladurai, 2005; Cunningham, 2004; DeSensi, 1995; Doherty & Chelladurai, 1999; Fink & Pastore, 1999). However, these results lack value as they do not incorporate strategies for managers to use or help manage their workplace (Cunningham, 2009). Testing, empirical strategies rarely occurs within the sport management diversity management context (Cunningham, 2009). An intervention to approach DM using MBV has yet to be developed. Therefore, the support required to embed the values of EDI into an organization's culture should be investigated.

Outside of the sport context and since the late 1990s, DM was further expanded to incorporate the terms equality, equity, and inclusion (Ricco, 2016). Hearn and Louvrier (2016) encourage more research incorporating men's viewpoints when discussing power relations. Within the sport context, Naess (2023) conducted an integrative literature review to broaden diversity management to include inclusion. Research from the field of management and organizational studies and sport studies on diversity and inclusion management were merged and multiple future research ideas were proposed (Naess, 2023). As a result, future research was encouraged by Naess (2023) to incorporate diversity and inclusion management within organizational culture. This is of importance to the current study given the impact that the implications of the research may have on improving a values-based culture and advancing diverse representation and inclusion in organizations (Naess, 2023).

Organizational Culture

Culture can be explored from a number of theoretical perspectives (Giorgi et al., 2015). Culture is often considered in regard to the core values, beliefs, and practices within the organization which describe 'how things are done around here' (MacIntosh & Doherty, 2005; Schein, 1985; 1990; Weeks & Galunic, 2003). More specifically, culture has been theorized as values (i.e., what people prefer, hold dear, or desire), stories (i.e., events that are linked), frames (i.e., shared assumptions), toolkits (i.e., cultural components used to take-action), and categories (i.e., conceptual distinctions defined by supple systems) in the management context (Giorgi et al., 2015).

For the purpose of this study, culture will be approached from a values-based perspective. From a value-based perspective "culture [is] a broad system anchored by values or over-arching toolkits, within which categories, frames, and stories serve as cultural manifestations, which

congeal, and diffuse commitments, ideas, and beliefs among actors” (Giorgi et al., 2015, p. 4). A values-based culture can be achieved through an MBV leadership approach, where values are incorporated from a values-based perspective in everything an organization does (e.g., vision, mission, day-to-day practices and conversations; cf. Dolan & Garcia, 2006).

People prefer certain principles, hold them dear, and have desires and these are known as values (Schein, 1985) that direct our behaviour (Kerwin et al., 2014). Within the field of sport management, culture has been similarly used to explain organizational problems like equality and social inclusion (e.g., Girginov, 2010) and leadership (e.g., Fletcher & Arnold, 2011). The majority of studies in the sport management field focus on organizational culture in sport, broadly, from an integrated view due to the multiple cultures that exist within sport, and the researchers who conducted these studies have primarily adapted a qualitative interview approach (e.g., Maitland et al., 2015). As a result, a values-based perspective has been employed through a number of projects within sport, briefly described next.

Bell-Laroche et al. (2014) sought to analyze NSO managers’ willingness to manage by values. They found that sport managers were eager to manage by values and thus, developed the 4-I VF. Lachance and colleagues (2024) broadened upon the aforementioned 4-I VF and found that from analyzing 69 national and provincial sport organizations’ supporting documentation, majority of the organizations were at stage two of the 4-I VF when espousing values related to EDI in supporting documents. Larsen et al. (2013) analyzed organizational culture with a focus on soccer and analysis of athlete development. These researchers strategically utilized an organization that had strong organizational values and thus, culture in their study. MacIntosh and Doherty (2010) took a quantitative survey approach to analyze the impact that values had on employee behaviour in both for-profit and non-profit fitness organizations, concluding that

strong values and culture can lead to employee retention. Mills and Hoeber (2013) investigated perceptions of artifacts in figure skating. This research demonstrates the importance of examining perceived meanings of artifacts within sport organizations specifically at the community level. Kerwin et al. (2014) employed an MBV approach to explore the effect that organizational values had on performance of non-profit sport organizations, further highlighting the importance of managing by values in sport organizations. Parent and MacIntosh (2013) analyzed the evolution of culture in sport organizations and illustrated the importance of managing subcultures. Rich and Giles (2015) used intrinsic case study methodology to thematically analyze the cultural safety training models developed by the Canadian Red Cross's Water Safety Instructor Development Program highlighting the importance of inclusion and accommodation within an organization's culture. Finally, Signer and Cunningham (2012) explored the organizational culture of athletic departments in the United States, showing the importance of athletic departments being a part of the greater university's culture. Arguably, research considering MBV could advance equity, diversity, and inclusion initiatives in sport.

Theoretical Framework

4-I Values Framework

EDI policies are important organizational statements but do not necessarily represent what employees perceive and experience in the existing values of the organization or rather, 'how things are' within the organization (e.g., MacIntosh & Doherty, 2005). At the core of the organization are the values that help inform and drive behaviour (MacIntosh & Doherty, 2005). Hence, values become critically important to understand organizational work (MacIntosh & Doherty, 2010).

In this study, values are considered important to manage and thus, the 4-1 VF developed by Bell-Laroche and colleagues (2014) was considered to help place NSO efforts along a continuum. The 4-1 VF was developed in consultation with nine NSO leaders (cf. Bell-Laroche et al., 2014). Accordingly, four stages are considered to be intentionally used within an organization:

“(1) *Inactive* (values are dormant, are not used); (2) *Intuitive* (values are shared and diffused but are leadership dependent); (3) *Institutional* (values are embedded system-wide and evident in policies, practices, and procedures; they are focused inwardly (i.e., inside of the organization); and (4) *Inspirational* (values are leveraged intentionally as a strategic communication vehicle to engage and inspire stakeholders toward common objectives; the values are focused inwardly and outwardly (i.e., inside and outside of the organization; p. 75).”

The adaptation of the 4-I VF can enhance a leader’s approach to manage by values (Bell-Laroche et al., 2014).

Nine NSO leaders participated in Bell-Laroche et al.’s (2014) and seven indicated that their organizational values were *intuitive*, whereas two of the NSO leaders indicated their organizational values were *institutional*. *Intuitive* was described as the values being dependent on management of the organization, and *institutional* meant that the values were embedded within the organization’s documents and programs. Overall, Bell-Laroche and colleagues (2014) found further support for values having an impact on how people in an organization are managed. As well it was illustrated that values can indeed become embedded within an organization’s culture – further supporting an MBV approach conceived by Dolan and colleagues (2006). Finally, there was an eagerness from NSO leaders to continue to learn about values and how the strategic

leadership tool of MBV can be used to enhance their organization's performance (Bell-Laroche et al., 2014).

Methodology

The participants who volunteered their time to the current study may have different perspectives based on their experience, knowledge, and opinion of EDI. The participants' experiences will influence what they have learned (Morse & McEvoy, 2014) about EDI and will influence the perspective that they contribute to the current study. These observations are from the epistemological lens of constructionism which states that knowledge is constructed from interaction with the subject (Crotty, 1998). As a result, the epistemology of constructionism was used to investigate how NSOs can support underrepresented employees.

Qualitative inquiry through semi-structured interviews was utilized in this study to understand the context around EDI in national sport organizations. Understanding context is one of the aims of qualitative inquiry outlined in Patton (2014) where what is going on in an organization(s) is explored. Feminist methodologies have also inspired the design of the current study where women's experiences were centred to start a conversation about social change for all (Hesse-Biber et al., 2004). To exemplify, the current study had a recruitment strategy with priority participation (through indication of interest in a google form) being given to women and people who identified as part of a marginalized group (Landman, 2006). The current research broadens upon centring women (Watson, 2018) within this study while also considering men's opinions (Hearn & Louvri r, 2016). Overall, the authors aim was to initiate a discussion and explore how values-based approaches (i.e., MBV) can drive social change within NSOs.

Methods

Recruitment and Data Collection

Following approval from the Research Ethics Review Board, the initial data collection of the current study followed a survey for a separate study (i.e., study two of this thesis) where participants were able to express interest in participating in an interview to further elaborate on their responses. A person was eligible to participate in the interview if they were a FT paid staff or a member of the board from any Canadian NSO. Additionally, priority participation was given to participants who identified as part of an underrepresented group; this step was inspired by feminist methodologies (Landman, 2006).

In an attempt to gain a more diverse sample size on the aspect of race and ethnicity, purposive sampling through the authors' networks (DeCarlo, 2018) was utilized. Recruiting additional participants also assisted in reaching data saturation (i.e., when no new themes are identified; Braun & Clarke, 2021). Two additional recruitment methods were taken. First, additional recruitment was conducted via having a poster at a local conference. Second, an email was sent by the first author to a mentor who has connections with people of diverse identities in sport. However, the people to whom the mentor reached out to (via email using the recruitment email) were overcommitted at the time of the study recruitment and did not have the capacity to participate. Additionally, to align with Hearn and Louvrier's (2016) call for men's opinions to be incorporated, men who were interested in participating in the study were also included.

Interview Guide

The interview guide for this study was framed from studies one and two of this thesis. A semi-structured interview guide was utilized in the current study to gain further comprehensive understanding of studies one and two. This was achieved by asking the participants open-ended questions and probing where more description was needed (Leech, 2002). The questions in the

semi-structured interview guide were refined to gain more information about leadership's role in equity, diversity, and inclusion in NSOs.

The interviews started by asking the participant what their background and role was within sport and their NSO and the barriers they may have faced on their path, as well as their perspective of leadership and leadership's role in implementing EDI. It was the hope that these questions would act as probes to further discuss support they (the women who participated who have been traditionally underrepresented in sport) may have wished they had on their career path. Questions were then asked regarding the support that could be provided from leaders to increase diversity, for example: *Do you believe leaders in sport organizations have a role to play in making sport organizations more supportive for diverse senior leadership levels?* With a probing question of, *If so, how do you think sport organizations could be more supportive to increase diversity?* Additional conversation was then had about what NSOs could do to break down barriers to increase diversity with the help of Sport Canada, for example, *Could sport organizations develop any other initiatives to break down barriers to increase diversity at the senior leadership level?* Following the response to the previous questions participants were then probed to speak to Sport Canada's role in EDI related change, *How could Sport Canada support these initiatives?* Additional questions were asked to probe additional information where applicable (Leech, 2002).

Participants

Nineteen interviews were conducted as part of this study, comprised of nine FT staff and ten MOBs. The exact position titles of the people who participated in the study have not been stated to maintain anonymity. However, the participant's level of the organization is disclosed in

Table 4.1. The levels are Coordinator, Manager, Senior Leader (e.g., Chief Executive Officer, Head Coach, Director), Board of Director, and Senior Board Leader (e.g., Chair, President).

Fifteen of the participants were women and four were men. The average age of participants was 51.16 years old with the youngest participant being 24 and the oldest participant being 82. All participants had a post-secondary degree with the exception of one who had a trade certification and one who had a diploma. Participants were Caucasian and one participant identified as Metis. Listed next are the sports represented in this study, followed by the number of people from each sport in brackets: Athletics (2), artistic swimming (5), badminton (1), basketball (1), boccia (2), bowls (1), gymnastics (1), nordic ski (1), racquetball (1), rowing (1), swimming (1), ultimate (1), and waterski (1). A participant demographic chart is provided in Table 4.1 where the participants' preferred pseudonyms are provided.

Table 4.1

Participant Demographics

Pseudonym	Level of Organization	Gender (M = Man, W = Woman)
Abby	Senior Board Leader	W
Amber	Senior Leader	W
Bailey	Board of Director	W
Brianne	Manager	W
Celine	Senior Board Leader	W
Eleanor	Senior Board Leader	W
Erin	Board of Director	W
Felicia	Coordinator	W
Fiona	Manager	W

Jack	Senior Leader	M
Kathy	Senior Board Leader	W
Kelly	Manager	W
Logan	Senior Leader	W
Mark	Preferred not to specify	M
Olivia	Board of Director	W
Pam	Board of Director	W
Sabrina	Senior Board Leader	W
Sam Forty-One ¹¹	Board of Director	M
Wyatt	Senior Leader	M

Data Analysis

Following the interviews, the audio files were transcribed verbatim, member checked and then uploaded to NVivo for reflexive thematic analysis (Braun & Clark, 2022). Initial data analysis involved coding the interview transcripts based on the person's position that is, FT paid staff and then MOB's separately (step one, familiarization with the data). Initial coding of these groups was done based on the interview questions of the study as they aligned with studies one and two of this thesis and were formulated to unpack more details on leader involvement in the organization's approach to EDI. These initial codes were then coded into themes based on the research questions of the study (step two, initial code generation). The researcher began to identify similarities in the data. Three initial themes were developed in each group: NSOs' Approach to EDI, Sport Canada Support, and Barriers to EDI (step three, discovering themes).

¹¹ Since the participants had the opportunity to choose their own pseudonym, some pseudonyms may be awkward grammatically (e.g., Sam Forty-One, the Forty-One was special to this participant and therefore, kept).

After the data were coded individually, the data were then merged due to the similarities in themes (step four, potential theme review).

The only area that perspectives differed between FT paid staff and MOBs, was when the participants discussed the culture of their NSO. This is broadened upon in the final themes and their context within the results section of this manuscript (step five, themes were defined and named, and step six, writing of the results). After initial data analysis was complete, the researcher further reflected by continuing to refine and unpack the themes. Further changes were made to have a minimum of one quotation from each participant in the results, to ensure that women's thoughts were centralized, and there was near equal representation of FT paid staff and MOBs quotations, a decision inspired by feminist methodologies (Watson, 2018) (step five, themes were defined and named, and step six, writing of the results).

To enhance methodological rigour, reflexivity and having conversations about the essence of the themes with a thesis supervisor were steps taken (Huellemann et al., 2024). To exemplify, a reflective notebook was kept through the data analysis process where the researcher jotted down notes and theme ideas to help make sense of the data (Braun & Clarke, 2022). The researcher spent a number of hours sitting, walking, talking, and thinking about the data while writing themes and using colour coding in a reflexive journal. This helped with the creation of the themes outlined in the results section and to align with reflexive thematic analysis (cf. Braun & Clarke, 2022) which is an ongoing process of query and questioning of the data. As well, all quotations were re-reviewed using the audio transcripts to ensure their accuracy. Additionally, the first author consulted with the second author on a number of occasions via Zoom and editing via track changes to continue to refine and reflect on the themes that were developed in this study.

Results

The purpose of this research study was to investigate how NSOs can support underrepresented employees from the perspectives of FT paid staff and MOBs. Guided by two research questions (investigating support and culture), participants stated that to support underrepresented employees (research question one), FT paid staff and members of the board who participated in this study, believed that their NSO could use the following: an EDI resource centre (theme one), and assistance to strategically invest in EDI (theme two). Participants stated that to develop a culture that incorporates the values of EDI (research question two) they would benefit from a values-based approach (theme three). Differences between FT paid staff and MOBs were only seen in theme three, and therefore, are discussed during theme three's section of this manuscript. Table 4.2 is included below to display all themes that were developed. Theme one is discussed first followed by theme two then theme three.

Table 4.2

Themes Developed from Data Analysis

Main Theme	Sub-Theme One	Sub-Theme Two	Sub-Theme Three
An EDI resource centre	Share resources to make EDI “easier”	Develop EDI education and awareness	
Assistance to strategically invest in EDI	Human resources assistance	Diversify grassroots sport	
A values-based approach	Subcultures	Accountability	Proactivity

Theme One: An EDI Resource Centre

Leaders of NSOs are often pressed for resources, and when they are working towards similar EDI goals, it could be beneficial to have a hub for those resources to be shared – an EDI Resource Centre. This EDI Resource Centre would help leaders NSOs share resources to make

approaching EDI “easier” (sub-theme one) and it would be a place for EDI education and awareness to be developed (sub-theme two). Each of these sub-themes is broadened upon with context from participant interviews next.

Sub-Theme One: Share Resources to Make EDI “Easier”

The EDI Resource Centre would act as a hub to share resources, this is elaborated upon by quotations from FT paid staff and MOBs. Eleanor (Member of the Board, Woman) spoke to learning from other NSO leaders who are doing exemplary EDI work in the following quotation highlighting that, “... all the provinces ... are doing good things on this aspect. And sometimes we need to learn from them” Logan (FT Staff, Woman), added to this in speaking to the funding being received to do similar tasks across NSOs “I feel like we're giving everybody money to try to do the same thing instead of, hey, why don't we take all that money and pool it together? And then we can have one resource and roll it out.” Erin (Member of the Board, Woman) also spoke to this when discussing other clubs that are doing great work and the need to continue to share this information widely,

... what we'd like to do is present their either best practices or case studies, when we learn about something happening at a club or provincial level, and then we share it with the whole country ... everyone has to be super nimble, everyone's doing a ton of different jobs, we need to share best practices from a perspective of like helping each other out and trying to grow as a country.

Brianne (FT Staff, Woman) called upon Sport Canada to have a role in this resource sharing goal:

I think, personally, my experience within the NSO Sport system is that we aren't working together as sports as well as I think we could. So, I don't know if that specifically Sport

Canada having a role in that. But it sort of seems like this overarching sport body that I think they could help us with some resource sharing and some ways that we can learn from other sports that are doing things really well.

In addition to sharing EDI resources, conversation around EDI would be encouraged in the EDI resource centre which would be beneficial for NSOs. The EDI Resource Centre would act as a platform to connect with experts and have conversations around EDI. Abby (Member of the Board, Woman) spoke to this in the sense that it would be great if they had the opportunity to network with other NSOs to share their experience and knowledge, especially if their term on the current board was ending and they were available to help another board:

One thing that I think that I don't know who would be responsible for it, maybe it's something that Sport Canada can help with is trying to connect people from other boards. I am going to be finished my term on our board at the end of next year. And I've got time in my calendar to be on another board and I will have had eight years of board experience at an NSO level. So, if there's a board that's looking for more women, I've got time and I've got some knowledge and I've got some skills.

The EDI Resource Centre could allow these connections and conversations around EDI to take place.

Sub-Theme Two: Develop EDI Education and Awareness

The EDI Resource Centre would also be a place for NSOs to work collaboratively to develop education and awareness on EDI as indicated by Jack (FT Staff, Man),

... people in my job [senior leadership role] know that we need more diversity, so that most of us are constantly looking for how do we create opportunities to create more diversity, whether it's gender related, or whether it's ethnicity or other kinds of diversity

of people within the organization. It's about creating the opportunities and then it is about making sure that you fulfill those opportunities.

Specifically, a place where senior leaders can get together would help them learn new ways of thinking to create opportunities for people from diverse backgrounds. Better leadership needs to be provided to make headway when it comes to EDI, as stated by Kathy (Member of the Board, Woman):

But, you know, we need to be providing the leadership in terms of awareness and education, about these barriers, and we need to be doing the work at that level, to try to make people aware of what they are and how to, you know, make them disappear. It isn't that hard. But the biases and the sort of groupthink that has just sort of been the way it's been, oh, we can't possibly do that, we just don't have the time, we just don't have the staff, I mean those are legitimate concerns ... but if you don't have the understanding of what to do with those resources once you have them, it still won't happen.

The above could be done through the education and awareness component of the EDI Resource Centre. As well Kathy's previous quotation highlights that resources alone are not enough without education and awareness. Additional information on what to do with the resources and how to achieve what is required (e.g., what are the steps to achieve the action item) could be provided to NSOs through this education and awareness component of the EDI Resource Centre. This was exemplified by Jack (FT Staff, Man) "... because of the nature of the resource constraints within an organization, like [XXX] Canada, [XXX], it often feels a bit more like firefighting at times."

Wyatt (FT Staff, Man) had a similar view and stated that to gain more diversity in leadership, we simply should provide everyone with the same opportunity "... give [the] same

opportunity to everyone.” It is evident that it is not easy, as FT paid staff and MOBs discussed. Providing education and awareness through an EDI Resource Centre would help to develop awareness around EDI, to make change easier. As someone who works with athletes who experience disabilities, Olivia (Member of the Board, Woman) stated how valuable education has been to her organization and as a Member of the Board “... I think we're all being educated more and more. I think it's helpful for me being on the board of and being involved in this side to share my experiences and what the right thing to do is on the board level. So, I feel that that is a value to our association.”

Overall, NSO FT paid staff and MOBs felt an EDI Resource Centre would help NSOs support underrepresented employees as it would be a place to share resources that are already constrained and develop EDI education and awareness.

Theme Two: Assistance to Strategically Invest in EDI

In addition to an EDI Resources Centre, NSO FT paid staff and MOBs felt that extra assistance could be provided for them to strategically invest in EDI. Specifically, they felt that human resources assistance (sub-theme one) and assistance to diversify grassroots sport was needed (sub-theme two). In doing so, this would help minimize the barriers to participate in sport thus assisting in realizing EDI.

Sub-Theme One: Human Resources Assistance

FT paid staff and MOBs expressed changes that their NSOs were making to encourage diversity within their organization. Hiring practices focused on seeking diverse candidates was a common approach that NSOs were incorporating, specifically thinking outside of the box also described by Eleanor (Member of the Board, Woman) “... I asked every board member to think about their, you know, their community, the people they're working with and not go for the easy

choice.” Celine (Member of the Board, Woman) also stated “... we've really sort of strived [to] attract different people and of different ages and [who] have different skills.” This is also mentioned by Felicia (FT Staff, Woman), “... my vision is that it comes down to hiring and like being very specific with who you're hiring.” Felicia (FT Staff, Woman) also expressed that underrepresented groups need to be involved within these conversations “... involving equity seeking groups or equity deserving groups in the planning and implementation process.”

However, expression of how to go about and sharing of these practices could be taken a step further was a common point that was discussed in the semi-structured interviews. Participants expressed the need for assistance as it related to hiring programs that promote diversity, specifically on implementing diversity targets and thinking outside of traditional recruitment methods. When speaking about making additions to the NSO's committees Eleanor (Member of the Board, Woman) also expressed new mandated quotas for a sport that is predominately dominated by women “... they've reviewed their constitution recently. And now, if we want to put someone forward for Canada on a committee, we need to provide two names, one male and one female.” Although, to fulfill these quotas or mandates, hesitation has been experienced in knowing what you can and cannot ask candidates to disclose, especially when they are in a volunteer role by Eleanor (Member of the Board, Woman):

It's difficult to ask people to identify themselves. And to what extent can you ask question without being intrusive? And you want to volunteer? You are not, you know, you're not doing a survey and anonymous survey? So, if you've got someone and I do or do you have someone in front of you to identify yourself? I mean, your private life is your private life.

This was also alluded to by Celine (Member of the Board, Woman),

I'm pretty sure that we have a transgender disabled person. I'm not about to ask them to identify as [XXX] and I'm not asking them, but I know this particular person has been very, very involved in the transgender world.

Assistance on the aspect of human resources could be helpful. Additionally, participants discussed assistance (as described next) being needed at the grassroots level of sport as well.

Sub-Theme Two: Diversify Grassroots Sport

FT paid staff and MOBs stated that assistance to diversify participation and break down barriers would help them with supporting underrepresented employees. This was of significant importance for sports that are predominately dominated by white people. Participants who were in sports that are traditionally dominated by white people, expressed difficulty finding diverse representation at leadership levels when the sport itself is not diverse at the grassroots/community level. Therefore, support is required to strategically invest in diversifying sport participation. The conversations specifically revolved around reducing barriers at these levels for a diverse range of participants. This can be done by putting resources towards increasing the visibility of sports that are traditionally white, as expressed by Erin (Member of the Board, Woman):

Canada is behind in this regard ... last year, at a World Championships, Canada did have a mixed duet, and it was represented by a pair who came out of retirement, you know, because we just didn't have the infrastructure. So now things are in place where we are having to encourage EDI on a number of fronts from the very grassroots.

Additionally, support can be put towards decreasing barriers at the participation level (e.g., equipment, transportation, language, cultural). Wyatt (FT Staff, Man) stated that it was about being present everywhere in Canada "I think it's doing more, more training, be more present

everywhere in Canada”, however, this would take more resources. Sam Forty-One (Member of the Board, Man) expressed already attempting to do this, to grow their sport:

We have literally blow up, [XXX] courts that are portable, and you can take them and set them up. And we take the equipment, and we go out and meet and actually participate with the young people and older people. And then benefit for us as growing our sport.

Amber (FT Staff, Woman) acknowledged that making their sport available to all was an initiative their NSO was trying to do, but spoke to the various transportation, language, cultural, and equipment barriers that would need to be removed with the use of more funding to attract newcomers to Canada to the sport:

I think the ideas are there, I don't think the resources are there. So, it's like when we wanted to increase diversity, in order to make meaningful change in just one area, you know, the investment was going to be in the neighbourhood of \$150,000 ... So, in order to start addressing all of these things, and you're looking at, hey, they don't have equipment, so you need to find equipment for them, they don't have transportation, do you need to make that happen? You now need to have a better understanding of how this fits into their culture, what can, and can't they do? Well, that takes expertise, we now need to talk to them, well, that takes a third-party person to come in and do that research and analyze it and all of the time.

Amber (FT Staff, Woman) also stated that without proper assistance (which their NSO cannot always give due to the size of the organization), it is easy to revert back to what was done before. When speaking about a new program that their clubs have enrolled in to make welcoming, safe, and inclusive communities Amber (FT Staff, Woman) stated that although the club has been enrolled in an EDI related program “making things welcoming, safe, and inclusive, is hard work.

And it is really much easier to just go back and do what you have always done.” Participants spoke to the overwhelming number of competing priorities their NSO has, and they cannot force clubs to do anything. Jack (FT Staff, Man) extended this theme by stating most of the people who work in their NSO have played the sport, and he is unsure if diverse talent can be attracted at the NSO level if the sport itself is not diverse at the grassroots level:

... the nature of a sport organization, it tends to be very biased towards the people who are familiar with the sport ... if the sport isn't diverse, then that's going to impact your ability to attract people ... why would a BIPOC person want to work in a predominantly, you know, white privileged, sport? They aren't going to think [about applying] for that [XXX] job.

Additionally, Kelly (FT Staff, Woman) added to the conversation by stating that their NSO has changed their divisions in their sport to include people of the LGBTQ and trans community (accompanied by a trans inclusion policy). She also stated that their NSO made connections with local Indigenous community organizations to build an equitable, diverse, and inclusive community within their sport at the grassroots level, she expressed a continuation of this partnership, “... we're looking to partner with them and work with them a bit more to get into the Indigenous community...” The aforementioned quotations highlight the need for assistance to continue to invest in diversifying and removing barriers from grassroots sports, to improve diversity at leadership levels. Support at the grassroots level will move up to having more support at the organizational level.

Theme Three: A Values-Based Approach

An evident theme from the discussions with FT paid staff and MOBs was implementing a values-based approach. Practices that were discussed illustrated a need and desire to accomplish

a values-based culture that fosters EDI. However, when discussing what the culture was like at the FT paid staff and MOBs levels, differences were found in responses from FT paid staff and MOBs. Therefore, the differences will be discussed first in a theme called subcultures and then the similarities will be discussed in sub-themes called accountability and proactivity.

Sub-Theme One: Subcultures

There were differences between culture at the FT paid staff and MOBs levels. Specifically, MOBs often said that they were unsure how to describe the day-to-day culture in their NSO, exemplified by Erin (Member of the Board, Woman) "... I can't speak to what's happening inside the NSO." This was also echoed by Jack (FT Staff, Man) "... I would say that the culture at the board level is, is very different from the culture on the ground in the organization." Pam (Member of the Board, Woman) stated that depending on the position of the MOB it may also affect the knowledge of the culture within the NSO:

... I only see what's happening in the organization from an arm's length perspective. And I know that in both organizations, the President works closely with the CEO and is therefore much more aware of the daily sort of machinations of what's going on within the organization. And I just sort of see the results of what's going on.

Additionally, Mark (FT Staff, Man) explained that getting diverse representation on the board is challenging and as a result, the lived experiences of the board directly affect the decisions that are made creating a misalignment:

I know that...one of our challenges has been, for example, the board of directors. And I think that that's a challenge across the National Sporting Organization landscape...I think it was a little bit just in terms of like the composition, and the represent...when it comes to whether it's like hiring practices or like development opportunities in the country, like

it's a homogenous board with a certain experience, they might not even identify any issues or problems with that.

Despite the above differences, similarities between FT paid staff and MOBs were identified on the values of accountability and proactivity as it related to supporting underrepresented people in their NSOs and developing a culture that fosters EDI.

Sub-Theme Two: Accountability

Participants felt that the culture of sport in Canada should move towards a culture shift with a focus on the value of accountability as participants were concerned that accountability towards EDI actions was seldom practiced. The value of accountability was defined by participants as individuals, organizations, and stakeholders being held responsible for their actions as they relate to EDI initiatives and goals. This could be done by encouraging values-based decision making and developing policies that are flexible to diverse needs, as indicated by Sabrina (Member of the Board, Woman):

I think, if it's one of your values, then you have to follow through. And you have to make decisions and set priorities that speak to that as something that is important to the organization and something that is going to, in your mind bring you forward to a better place.

As well as indicated by Amber (FT Staff, Woman):

... we believe ... culture stems from good governance. So, when you've got sound policies, and people who understand their roles and responsibilities, and have good values, and understand how to make decisions through their values, and then all of a sudden, everything else kind of flows from there.

Additionally, funding accountability criteria and the incorporation of internal mandates by increasing staff capacity to review applications appropriately at the Sport Canada level is needed, illustrated in this quotation by Jack (FT Staff, Man):

I once sent a form into Sport Canada ... you fill this form in, and I sent it in, and ... then I had to report on it six months later, and I opened it up, and I realized it hadn't saved properly. And I was like, oh, my goodness, and I was trying to find it. I went back to the email, and I'd sent it in incomplete. Nobody ever asked. I mean, I'm not saying nobody had ever read it, but it was like, okay, that's interesting.

Bailey (Member of the Board, Women) spoke to a funded program that was counterintuitive as a result of funding being cut:

... when the federal government came in with a program ... to hire women coaches, you know, we did that. But there wasn't the follow up there wasn't ... once the funding was cut, or they ran out of the funding, then the coach was cut, rather than cut one of the male coaches, they cut the female coach who was hired into that program, because the funding was no longer available, which was not the purpose of the program.

The lack of accountability following the funding program (from the funder to ensure the program was sustainable) resulted in the program no longer serving its purpose, which was to hire women coaches.

The discussion on accountability continued when referring to actions following a guideline. Specifically, guidelines need to be followed by clear actions demonstrated by Eleanor (Member of the Board, Woman), "... it's not only nice words, [but] we need to have actions following." In addition to actions, a system with clear guidelines is necessary, as indicated by Amber (FT Staff, Woman) "You need to have a cohesive system where everyone is connected,

and everybody listens to each other and that comes from governments working together.” Sam Forty-One (Member of the Board, Man) extended on the above and stated that guidance from Sport Canada would assist their NSO with achieving their goals, “... we could use some more guidance on what is expected of us and grow from that ... we understand broadly that we need to be doing these things but were not into a structured thing with actual policy.”

Overall, NSO FT paid staff and MOBs have illustrated a desire for accountability, with a call for more support from governing bodies like Sport Canada to achieve it.

Sub-Theme Three: Proactivity

The value of proactivity was defined by participants as taking initiative towards EDI actions before a problem/issue/challenge occurs at the organizational level. NSO FT paid staff and MOBs provided how they could approach EDI more proactively (at the organizational level), if they were not already attempting to change their EDI portfolios in their organizations. Fiona (FT Staff, Woman) explained the need for a proactive approach that takes more time because right now boxes are just being checked “I think the problem is that there's so much of it is ticking boxes” Erin (Member of the Board, Woman) stated that revamping their strategic plan was next on their list, as it relates to EDI as their current strategic plan is coming to an end:

... we've started some of the programming for sure. But we definitely have, you know, lofty goals in terms of how we want the things to change. And ... because ... our last strategic plan just is ... finishing in 2024. So that's why the new [plan] is coming in.

Jack (FT Staff, Man) stated that their values drive the choices that they make, and they are very important to the organization “I’d say the values are aspirational ... they are definitely more than just wallpaper ... the drive the choices that we make.” Logan (FT Staff, Woman) discussed that EDI are within their portfolio and they are taking steps to incorporate EDI within their

organization to revamp a previous working group on EDI “we're looking at re-implementing a working group that was kicked off [started] a few years ago, and then nothing happened.”

Brianne (FT Staff, Woman) stated that their organization is making headway by taking the following steps “... we do have policies, we do have definitions. But I don't know if at every level and every moment we're living those [values] we don't have programs specifically dedicated to that.”

Additionally, participants discussed that to improve sport in Canada it should be done to represent Canada and the diversity that Canada has within the country. Being proactive also meant building a community that creates happiness and invests in Canada as described by Amber (FT Staff, Woman),

And the fact that, you know, we're expecting all of this change to happen while we're still trying to run that day-to-day business and make sure that sport is fun for people to play, and that they have coaches, and they have opportunities, and that facilities are in good repair, and that they have [XXX], and that, you know they have governance and all those things. You just don't make it happen without more money, but more money won't fix it, it needs to be a unified approach.

Jack (FT Staff, Man) stated that change would take a rebranding approach, and although Jack expressed this as a barrier this is what their organization needs to represent the diverse culture of Canada “I think the biggest barrier is kind of like rebranding who and what we're about and creating an environment where people actually want to ... be part of that organization.”

Eleanor (Member of the Board, Woman) said their approach has been a work in progress and provided some examples to demonstrate this:

... all our policies have been [in a review state] for the past three or four years and they are finalized now ... our website [and] our communication in general, are oriented towards EDI and we've done some actions. So, it's not perfect. We're still working on it. It's a work in progress. And we're aiming to do more.

Some NSO FT paid staff and MOBs discussed the impact of having proactive mentorship opportunities in their NSO. It was stated that this helped to ensure underrepresented people get a voice at the table, as indicated by Felicia (FT Staff, Woman) when speaking about hiring diverse people as something she hopes her NSO could do in the future "... and then once they are there having mentors lined up for them, and having budgets set aside to give them extra coaching." Celine (Member of the Board, Woman) also speaks to this theme recognizing that after hiring someone who experiences a disability in their NSO,

But also, another thing we've done, one of our new board members is she's not been on a board before. And she represents disability, and she has the skill set. But we know we're going to need to mentor her and give her training opportunities.

Erin (Member of the Board, Woman) spoke to the idea of mentorship when having athlete representation on their board "We have also got a new athlete rep who is far more active in getting our athlete council going. And so, we've been mentoring her along to get that moving more."

It is important to note that this proactive approach would be assisted by the value of accountability and the EDI resource centre identified in theme one and additional assistance in theme two.

Following analysis of the interviews, the 4-I VF was utilized to determine where NSOs could be oscillating on the continuum in terms of their approach to EDI. Using the examples

provided by participants an NSO would fall between stages one (inactive) and two (intuitive) of the 4-I VF if they perceived their organization broadly understood what EDI means and how it can be achieved. Three participants discussed these statements which would fall between stages one and two of the 4-I VF. An NSO would fall between stages two (intuitive) and three (institutional) if participants felt that EDI in their organization was a part of hiring practices, policies, programming, training, and workshops, had goals in the strategic plans, and that EDI content was a part of their communication efforts. Based on fifteen participants' responses, their NSOs would fall between stages two and three of the 4-I VF. Finally, if the participant stated that EDI drove their everyday decision making and the choices the organization makes, they would be at stage four (inspirational). However, only one member of the board described this enactment of EDI being woven into everything they do.

Discussion

The qualitative interviews that were conducted as part of this study were utilized to address the study's research questions. Question one investigated *what FT paid staff and MOBs believe their NSO needs to support underrepresented employees*. From the perspectives of FT paid staff and MOBs, an EDI Resource Centre and assistance to strategically invest in EDI could be what NSOs need to support underrepresented employees. Specifically, the EDI Resource Centre could be a place for NSOs to share resources and develop education and awareness on EDI. Assistance to strategically invest in EDI through human resource assistance and diversifying grassroots sport could help achieve this same goal. This could be done through information on diverse hiring practices, tips on how to have conversations related to EDI, and information on how to meet diversity quotas with experts in the EDI discipline. It is possible that this information exists within the Sport Information Resource Centre (SIRC) – an organization

that aims to bridge the research to industry gap in sport in Canada. Therefore, SIRC could be a potential resource that NSOs are not leveraging at this time as participants did not mention SIRC in their interviews. This EDI Resource Centre could be expanded upon to be a research hub for Sport in Canada. It could have collaboration areas (e.g., spaces where discussion can happen between multiple NSOs) to discuss and get assistance on important topics like EDI, safe sport, and sport law (as some examples). All of these topics are interconnected and NSOs could work together to utilize Sport Canada resources in a more effective manner.

Research question two investigated *how the aforementioned support could develop a culture that fosters EDI*. From the perspectives of FT paid staff and MOBs a culture that fosters EDI could be built using the EDI Resource Centre and assistance to strategically invest in EDI from a values-based approach. The values of accountability and proactivity could be a start to developing a culture that fosters EDI. Regarding accountability, it could mean FT paid staff and MOBs follow through with their EDI objectives and goals with measurable actions.

Accountability could also mean that Sport Canada plays a larger role in evaluating NSOs' approaches to be equitable, diverse, and inclusive. Regarding proactivity, this could mean that NSOs take initiative towards their EDI goals before a problem/issue/challenge occurs, in the future. For example, an NSO could take steps to hire a consultant or partner with funding organizations like Mitacs to help develop an EDI communications checklist. This EDI checklist could be used before making social media posts to ensure diverse audiences are captured. For example, before posting a hiring announcement, the EDI checklist would ensure that the job posting aligns with EDI values and encourages diverse candidates to apply to the NSO. Attention to detail when implementing the values of EDI are important to ensure the approach is not improperly aligned and develops dispirited employees (Kerwin et al., 2014).

Accountability was discussed from an organizational EDI goal standpoint and a funding perspective. Participants called on Sport Canada for accountability on both of these aspects. A proactive approach to EDI was illustrated in the results when it came to approaching EDI. FT paid staff and MOBs felt that they were making some progress on their approach but could do better and participants provided numerous suggestions to do so. Further integrating the values of EDI into the core of the organization would enhance the organization's approach to building a stronger more equitable, diverse, and inclusive culture, by embedding the values within the core of the organization (MacIntosh & Doherty, 2005).

Participants explained the need for a proactive approach that takes more time because right now EDI are just being stated as important and as a result, is a box to check. MacIntosh and Doherty (2005) discussed the impact that values have on informing and driving the behaviour of employees. Many organizations have released EDI statements that make claims of EDI being values of the organization (Lachance et al., 2024). However, we know that more work needs to be done to achieve diverse representation within sport organizations (Canadian Women & Sport, 2023). Although these statements within policies are important (Peers et al., 2023), the results of the current study suggest that more support may be needed for NSOs to fully implement the values of EDI and get to the inspirational stage of the 4-I VF.

Given the analysis of NSOs' progress on the 4-I VF continuum, fifteen out of the nineteen participants allude to NSOs oscillating between the intuitive (stage two) and institutional (stage three) stages. By incorporating the opinions of FT paid staff and MOBs, NSOs are slightly further within the 4-I VF continuum than alluded to by Lachance and colleagues (2024) with respect to their analysis on supporting EDI documents. Within the context of Bell-Laroche and colleagues (2014) this would mean that the values in question (i.e.,

EDI) are shared and diffused but are leadership dependent, indicating the NSO is at stage two (intuitive). Next, if the values in question (i.e., EDI) are embedded system-wide and evident in organizational policies, practices, and procedures; the NSO is at stage three (institutional). The current study further developed the stages of the 4-I VF to provide specific examples from valuing an EDI perspective to indicate where an NSO would fall on the 4-I VF. These specific examples described above indicate how an NSO could progress through stages one to four of the 4-I VF using and integrating the values of EDI. This approach could be used as a DM strategy to improve EDI in NSOs. It is also possible that Sport Canada could assist with providing the support outlined in this study, given the Government of Canada is an important funder to many NSOs in Canada (Government of Canada, 2022).

Hearn and Louvri  r (2016) encouraged empirical research that will improve diversity management. In addition, they highlighted that research should be conducted that incorporates men’s viewpoints. It appears that women and men who participated in the current study are “on the same page” in terms of the support they believe their NSO requires to realize EDI within their organization. The largest difference across the results, was between FT paid staff and MOB  s when speaking to culture. There were subcultures that were evident at each of these levels. It seems FT paid staff and MOB  s feel the culture of the organization is different at the FT paid staff level (in the organization’s day to day) and at the MOB level (where MOB are primarily in decision-making roles). Naess (2023) found similar information in their integrative literature review with inconsistencies in the multiple cultures that sport creates – specifically from a volunteer perspective (Legg & Karner, 2021). However, to fully espouse the values of EDI, the whole organization needs to be on the same page (Kerwin et al., 2014), this includes both FT paid staff and the MOB. If the MOB are primary operational (e.g., engaging in decision-

making only) they may not feel the need to be in tune with day-to-day operations. Kerwin and colleagues (2014) stated that to conceptualize the organization's values, recruitment, management, and strategizing must align with the values. Priority should be placed on ensuring people are "on the same page" with organizational operations and goals thus, revealing the importance of aligning governance structure with daily realities (Rampersad & Hussain, 2013). Since values have the ability to drive behaviour, values can help drive social change towards embedding EDI in NSOs' culture.

Limitations and Future Research

The sample size of the current study was not racially diverse. Given the underrepresentation of BIPOC individuals at leadership levels in sport (14%; Canadian Women & Sport, 2023), the sample size is perhaps representative, unfortunately, of the current state of sport in Canada. It is important to note that other elements of diversity (e.g., disability, socioeconomic status, sexuality) may also affect the results of the study but were not captured in the current study. Providing NSOs with the support outlined could help to foster a culture that incorporates the values of EDI. Implementing the results from the current study within NSOs could improve EDI within organizations, but future research will be needed to assess if these approaches (e.g., improving accountability) are successful.

A future study where a researcher and an NSO work together to utilize the expanded 4-I VF and DM strategy in the current study could be interesting. Incorporating an evaluation component to assess culture before and after the approach could help to determine if the support provided can improve an organization's approach to value EDI. Consultations with Sport Canada could also be beneficial to determine how the government can help to provide the supports and assistance outlined in the current study. If leaders of Sport Canada cannot provide the requested

support and assistance, starting a conversation would be beneficial to receive some additional insight on who could provide the support and assistance and develop next steps for NSOs to improve their approach to EDI.

Conclusion

The findings of this study denote that NSOs require additional support and assistance from stakeholders like Sport Canada to support underrepresented employees. Three themes were identified, an EDI resource centre, assistance to strategically invest in EDI, and benefit from a values-based approach. Specifically, the focus was on the elements of creating an EDI resource centre and providing assistance to strategically invest in EDI. Additionally, based on fifteen of the participants' responses it appears that NSOs are oscillating between the intuitive and institutional stages of the 4-I VF. This signals the values of EDI could be leadership dependent and not always embedded within the organization's culture. Practically, this research provides NSOs with concrete examples of how they can utilize the 4-I VF developed by Bell-Laroche and colleagues (2014) to implement the values of EDI within their NSO as a DM strategy. Also highlighted and encouraged is a further conversation between Sport Canada and NSOs' FT paid staff and their MOB to further implement the values of EDI within the culture of NSOs.

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Chapter V

Discussion and Concluding Thoughts

Summary of Findings

The purpose of this thesis was to assess the Canadian National Sport Organization (NSO) landscape through developing a graph to show EDI engagement and consistency and to further understand how EDI can be embedded within an organization's culture through a Management by Values (MBV) approach. This was investigated through a three-study approach. Each of these studies are summarized next.

In study one, it was found that although NSOs are valuing equity, diversity, and inclusion (EDI), inconsistencies were observed between forward (i.e., websites) and inward (i.e., supporting documentation) facing information. Inconsistencies were illustrated in the graph where EDI engagement and consistency were measured. Three NSOs scored zero on EDI engagement and zero on EDI consistency. The highest score observed by two NSOs on the graph was a nine for EDI engagement and a four for EDI consistency. The remaining ten NSOs had scores between 0,0 and 9,4 for EDI engagement (maximum score of 22) and consistency respectively (maximum score of 11). It was also found that NSOs are using the terms EDI based on their websites and supporting documentation to develop human resources management and organizational culture, to create opportunities for diverse sport participation, and to eliminate barriers within their organization and their respective sport.

Consistency is the first step to a values-based perspective that aligns with the 4-I Values Framework (4-I VF; found in Figure 1.1) developed by Bell-Laroche and colleagues (2014). As demonstrated in the graph, EDI information was not consistent between being posted on NSOs' websites and within their supporting documents. A disconnect was revealed in study one where

alignment between the external and internal environment is theoretically necessary to align important values. Often times, there were identical sentences used to describe an NSO's approach to EDI in their supporting documents, indicating that NSOs did not take the time to adapt the document to their organization. This was seen in study one between Athletics Canada and Ringette Canada and Alpine Canada Alpin and Swimming Canada as some examples. This represents a reactive, not proactive, approach to value EDI.

In study two it was found that, NSO full-time (FT) paid staff and members of the boards of directors (MOBs) agreed on the three factors – the organization's culture operating diversity, inclusion of employees in strategic direction, and equitable organizational practices – of the Diversity Engagement Survey (DES). The degree to which participants agree with the factors of the DES could be improved if NSOs are adaptive to change with new policies and develop an inclusive and positive culture. Participants felt they would want to leave the organization for personal reasons, organizational processes, and the culture. Thus, these three aspects could be contributing to the leaky pipeline (LP; when people leave the organization due to barriers). To assist in plugging a possible LP, there are ways that NSOs could combat the aforementioned barriers, such as: accommodating a person's specific needs, being transparent on financial and day-to-day decisions in the organization and utilizing a values-based approach to improve an organization's culture to be equitable, diverse, and inclusive. Additional barriers that may influence the LP were identified when analyzing the equity-owed intersecting identities (n=7) of participants. Specifically for people who have equity-owed intersecting identities' challenges related to accommodations, burnout, and self-limiting behaviours were identified.

Study three provided insight into the assistance NSOs need to be able to support underrepresented employees within their organization through qualitative semi-structured

interviews. Findings revealed that further support could be provided through an EDI resource centre, assistance to strategically invest in EDI, and a values-based approach to valuing EDI in the workplace. As well, how this support could develop a culture that fosters EDI was investigated. The 4-I VF developed by Bell-Laroche and colleagues (2014) was used as a guideline to determine how NSOs were approaching EDI from an MBV approach. Based on participants' responses, NSOs are currently oscillating between stages two (intuitive) and three (institutional) of the 4-I VF. When analyzing this with the 4-I VF, the values of EDI in NSOs seem to be currently leadership dependent and not strategically leveraged (Bell-Laroche et al., 2014). This conclusion is based on the results displayed in study three when NSOs provided examples of what they were doing to approach EDI. Some consequences of not fully integrating the values of an organization are dispirited employees, confusion of members, and outlook of the managers not being credible (Lencioni, 2002). To realize the full potential of integrating the values of EDI, a broadened 4-I VF was developed in the current chapter (described in the contribution to theory section) and can be leveraged if used as a diversity management (DM) strategy.

While the results of each study were interpreted separately in Chapters II, III, and IV (also known as studies one, two, and three respectively), they can also be integrated to determine an overall contribution to the literature and theory of sport management. The thesis results will be interpreted together next.

Contribution to Literature

Barriers to Advancement

The pipeline theory—that women do not reach upper-level management positions due to there being a minimal number of women in lower management positions (Turkel, 2004)—was

broadened upon in the sport context being called the leaky pipeline (LP; Aman et al., 2018; Hancock & Hums, 2016). The LP within the sport industry context is when women leave the sport industry due to various barriers and thus, do not get considered for upper-level management positions. The LP literature within the sport management field to date is limited to two research studies. Hancock and Hums (2016) found that a woman's career choice may be affected by their gender and Aman and colleagues (2018) found that women are underrepresented in senior leadership positions. Prior to this study being conducted, it was unclear what the LP is in the Canadian NSO context.

The barriers that could persist and lead to individuals leaving their sport organizations are personal reasons, organization processes, and the culture of the organization, indicated in this thesis. In study two it was found that people with equity-owed intersecting identities (n=7) are facing different challenges. To exemplify, there was a participant who shared that their disability was not accommodated, another participant shared that they felt they could not leave their NSO because of their age, and another participant spoke to the continual burnout they experience in their NSO. These challenges could relate to their equity-owed intersecting identities of race, age, position, tenure, and disability. It is possible that if people's equity-owed intersecting identities are not accommodated in an equitable manner (providing everyone the resources they need to succeed; this may be different for each person) then they may leave the organization. The aforementioned barriers (i.e., personal reasons, organization processes, and the culture of the organization) could be addressed to keep people in sport generally, and particularly people who have equity-owed intersecting identities. Overall, the LP could be experienced by more people than just women, supporting and expanding on existing research within the sport management context (Aman et al., 2018; Hancock & Hums, 2016). Additionally, the current research also

extends the LP to include belonging and proposes that the LP could also be plugged if employees feel like they belong. Generally, the participants in the current thesis felt like they belonged in their organization when they were connected to the organization, and the culture was inclusive.

Equity, Diversity, and Inclusion in Sport through Diversity Management

Within sport management, several researchers have broadened upon the concept of diversity management. For example, Johnson (1992) discussed the difference between valuing diversity (being open to having diverse people within the organization) and managing diversity (strategies undertaken by the organization to diversify the members within the organization). Doherty and Chelladurai (1999) applied these concepts to the sport context via their organizational culture and valuing diversity framework. A call to action was raised for managing diversity to be proactive, not reactive to external pressures. This finding aligns with the current thesis in study three when participants spoke to their EDI approaches needing to be proactive.

Patchett and colleagues (2021) broadened upon Doherty and Chelladurai's (1999) framework to combine the framework with concepts from Ferdman's (2014) framework on multilevel inclusion. Patchett and colleagues (2021) framework was developed to measure a recreation organization's engagement with diversity and inclusion. These researchers called the framework the Integrated Framework for a Culture of Diversity and it combined change and power theory to examine how an organization's culture is impacted by diversity and inclusion. These authors included in their future research that additional information is needed given the inequities that exist and persist for participants within recreation organizations, but also within the staff at the organizations as they show incompetencies related to diversity and inclusion practices. Their research recommendations stated that more information is needed specifically from leaders within organizations. Studies two and three fill this gap where FT paid staff and

MOBs were sought to share their opinions on their NSOs' approaches to EDI. Although Patchett and colleagues' (2021) framework was not used in the current study, study two and three provided a perspective on EDI from organizational staff per Patchett and colleagues' (2021) call for future research.

Outside of sport management, Hearn and Louvri  r (2016) called for an intersectional approach to DM. These researchers stated that often men are left out from the conversation, but more research should be conducted incorporating their viewpoints. Although women's viewpoints and people with equity-owed intersecting identities were at the forefront of this thesis, men's viewpoints were also incorporated within the analysis in studies two and three. Men's thoughts are incorporated as participants in this thesis and thus, within the results, therefore, contributing to the conversation regarding the investigation of the LP, responses to the DES, and support required by NSOs to increase diversity in their organizations. Therefore, this thesis adds a data analysis from studies two and three to the sport management literature that incorporates men and also people with equity-owed intersecting identities in two studies.

Kluch and Rentner (2022) developed a case study that incorporated various components of DM. Specifically, they stated five action steps that help to shape institutional culture as it relates to diversity and inclusion. To promote diversity and inclusion Kluch and Rentner (2022) proposed: (1) get buy-in from leadership; (2) create an infrastructure for inclusive practices; (3) educate on the experiences of marginalized members of the community; (4) foster campus-wide collaboration; and (5) evaluate and assess diversity and inclusion efforts. These action steps could be applied to the NSO context, when NSOs adopt the 4-I VF as a DM strategy. In fact, based on the results of this thesis NSOs are already incorporating some of the action steps. NSOs are seeking to evaluate EDI progress, building inclusive programs, incorporating gender

diversity in recruitment and hiring practices, as well they are collaborating on EDI efforts (which is identified in study one). As found in study three, leaders of NSOs are eager to collaborate through an EDI resource centre to share resources with other NSOs. Also within the resource centre was a need for education and training on EDI. Importantly, evaluation and assessment were mentioned when participants spoke about accountability; this includes holding their NSO accountable for the goals and strategies they put in place to be equitable, diverse, and inclusive. The results of this thesis inform the DM strategy using the 4-I VF proposed in the contribution to theory section.

The aforementioned approaches to DM incorporate diversity and/or inclusion. Some approaches incorporate these concepts (mainly diversity) from the cultural perspective. However, culture is developed from values and assumptions (Doherty & Chelladurai, 1999). Therefore, it is proposed that a values-based approach be incorporated within a DM strategy. For an organization to be diverse, it should also incorporate equity, diversity, and inclusion practices to ensure the diverse needs of each person are accommodated and they feel supported within their role. Therefore, a DM strategy is proposed from a values-based perspective to incorporate EDI by utilizing and adapting the 4-I VF (Bell-Laroche et al., 2014).

To do so, it was important that the tenets of DM remained present. The DM strategy developed and described below is in alignment with the literature on DM. This DM strategy will assist in diversifying the workplace by incorporating the values of EDI within the culture of the organization, thus attracting diverse talent and developing an employee environment that works for all. It is also a proactive approach to mitigate potential problems, not a reactive approach responding to problems that have occurred (Fink & Pastore, 1999). The values of EDI should be considered assets to the NSO leader who chooses to implement a DM strategy through an MBV

approach. The results from the current thesis were used to frame and develop the DM strategy that is accompanied by an adapted 4-I VF, described next.

Contribution to Theory

Approach to a Values-Based Organizational Culture

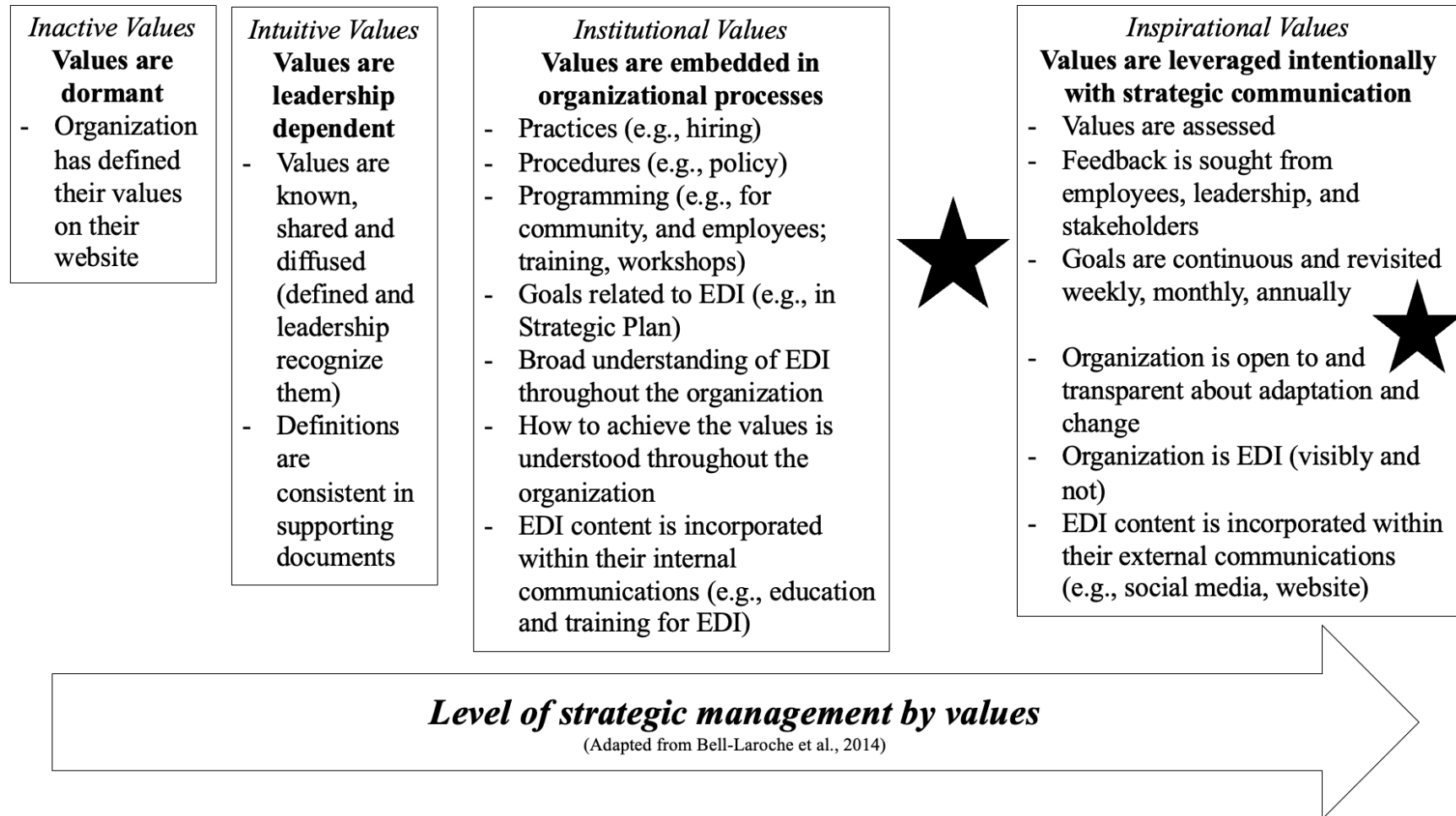
Eagerness from NSO employees to implement an MBV approach was observed in Bell-Laroche and colleagues (2014) study. This is because effective use of organizational resources can be achieved when values are embedded within an organization's culture (Dolan et al., 2006). When adopting MBV, leaders are to be proactive and utilize communication skills when attempting to activate their desired values (Dolan et al., 2006; Dolan & Garcia, 2002). Leaders can reward performance that aligns with the values, leading to motivated employees (Paarlberg & Perry, 2007). Overall, these shared values have an influence on an organization's performance (Bell-Laroche et al., 2014).

Bell-Laroche et al. (2014) called for a more strategic approach to MBV by NSO leaders; they suggested doing so using their 4-I VF. The 4-I VF acted as a preliminary framework that was developed from their study to achieve the aforementioned goal. It is important to note that the 4-I VF is a continuum framework for NSOs to work through, as they can move ahead and backwards within the continuum. The 4-I VF framework was further utilized in the current study. From the results of the current study the 4-I VF has been broadened upon with an associated DM strategy to assist NSOs in embedding the values of EDI through an MBV approach. The 4-I Equity, Diversity, and Inclusion Values Framework (4-I EDI VF) can be found in Figure 3.1. The 4-I EDI VF was built upon using the results of this thesis and was inspired by Bell-Laroche and colleague's (2014) 4-I VF.

The 4-I EDI VF provides specific step-by-step recommendations to NSOs to assist the organization in implementing the values of EDI. Stage one highlights that the values of EDI are inactive, they may be listed on NSO websites, but they are not defined as they would relate to the NSO's organizational practices in supporting documents. Stage two delves deeper into the values of EDI by having ongoing discussions about the values of EDI and integrating the organization's specific EDI definitions into practice. Stage three is an inward organization-wide implementation of EDI as values, where the values of EDI reinforce decision making. Stage four is an inward and outward consistency of the values of EDI through intentional communication to bring the organization and its stakeholders together with the use of EDI as values. The current study built upon the original 4-I VF to provide specific examples of what NSOs can do to move through each stage as it relates to being equitable, diverse, and inclusive. The results from this study bolstered the framework so there is no ambiguity in terms of NSOs knowing where to start to value EDI.

Figure 3.1

4-I Equity, Diversity, and Inclusion Values Framework¹²



¹² The stars in this figure represent the continual check in that an MBV approach requires. First with internal stakeholders to proceed to stage four, then with internal and external stakeholders while achieving the objectives of a values-based approach in stage four.

The stages as they relate to EDI are described next alongside incorporated content from the original 4-I VF developed by Bell-Laroche and colleagues (2014). The action items related to valuing EDI are a contribution of this research as practical recommendations.

Stage One is the inactive values stage. Within this stage, the values of EDI are not used, stated or defined. Additionally, there are no discussions of EDI being values of the NSO. This is because the values are not used in planning, decision making, or governance. For NSOs to move to the next stage they could start to incorporate the values of EDI within their strategic planning. As seen in the current thesis, specifically within study one in the graph, some NSOs had the values of EDI stated within their strategic plan, but they did not define equity, diversity, and inclusion as it would relate to their organizational practices.

Stage Two is the intuitive stage. EDI as values within this stage need to be known, illustrated by the MBV approach described by Dolan and colleagues (2006). In addition to the values of EDI being stated and known, they are shared, diffused, defined, and included within organization related discussions. However, these discussions are initiated by leaders, and thus, the values would be leadership dependent. The discussions should be continual and undertaken regularly, as a result the values of EDI are consistently seen within management practices by employees. For NSOs to move to the next stage, communication of EDI as values needs to be consistently made and reached to the inward facing organization. In the context of the current study and seen in study one, this could mean having clear EDI definitions as they relate to the organization (e.g., not having a generic definition). These definitions are then integrated into the organizations' strategic plan and utilized by leaders in their day-to-day practices. There is conversation about adding these values to the website. For example, when a leader makes a decision, they are reflecting on and explaining how their decision is aligned with EDI.

Stage Three is the institutional stage. At this stage, the values of EDI are embedded clearly within strategic planning. Additionally, the NSO is starting to incorporate the values within the organization's systems, implementing them system-wide. For example, the values of EDI can be seen in policies, practices, and procedures. Within this stage, the values of EDI are consistently reinforced and a part of discussion and decision making by the employees of the organization (at all levels), including leaders and managers practices. However, the values of EDI are seen inside the organization only (e.g., only in supporting documentation; inward facing and not displayed on the NSOs' website; forward facing). This was seen in the current thesis in study one, that although some NSOs had engagement towards EDI which was stated facing inward, they were not published outwardly on the NSOs' websites resulting in EDI inconsistency.

Additionally, and seen in the current study in studies one and three, NSOs leaders who were accomplishing tasks that would be at stage three had EDI related goals in their strategic plan, EDI practices were incorporated within their programming, and EDI content was incorporated within their internal communications (e.g., seen in study one, where EDI were being used to create opportunities for diverse sport participation). To move to the next stage, it is recommended that NSOs reach out to their outside stakeholder and community groups (e.g., athletes, part-time staff, fans) and engage in values-based conversations about EDI.

For example, checking in with territorial/provincial level organizations and grassroots level organizations. This could be considered a check-in and is inspired by step five (evaluation and assessment) of Kluch and Ruenter's (2022) five action steps to DM. The check-ins are represented by the two stars on the 4-I EDI VF. Check-ins were seen in the current thesis in study three where participants stated that they were working directly with grassroots level

organizations to try their sport and doing so in neighbourhoods that do not traditionally participate in their sport (identified in theme two assistance to strategically invest in EDI, sub-theme two diversify grassroots sport).

Stage Four is the inspirational stage. This is where the values of EDI are incorporated within the organization's culture. The NSO engages in intentional leverage of the values of EDI through strategic communication. Additionally, the values of EDI are used to engage and inspire the internal and external stakeholders of the organization. EDI as values are used to bring stakeholders and employees towards a common objective. This means that the values of EDI are seen within and outside of the organization. The external stakeholders also operate in an EDI values-based culture where ownership of the values of EDI are stated and felt. No NSOs within the current research were completely at this stage. Also at stage four is another check-in both internally and externally, to evaluate EDI progress.

The above framework was adapted from Bell-Laroche and colleagues (2014). It is important to note that when an NSO moves to the next stage, they should incorporate the elements in the new stage, while also maintaining what was done in previous stages. Overall, the goal of using this framework is to ensure the values of EDI become a shared responsibility by all employees in the organization, with the leaders consistently communicating and reinforcing the values (Bell-Laroche et al., 2014). This shared responsibility is infused out to the NSO members and external stakeholders as well. The discussion should be broadened to affect sport as a whole (Bell-Laroche et al., 2014), which was also a finding in study three of the current study, that had implications for equity, diversity, and inclusion starting from the grassroots level up. It is important that the values of EDI are activated beyond the organization (e.g., valued by fans and

athletes for example) to be fully implemented within an NSO's organizational culture (Bell-Laroche et al., 2014).

Similar to Bell-Laroche et al. (2014), organizations will be able to determine where they are on the 4-I EDI VF by reflecting on their intention to use the values, but for EDI specifically. Bell-Laroche and colleagues (2014) also suggested resource sharing to further support NSOs on the journey to incorporate the values. This was reinforced in the current study. How an NSO's culture comes together may be different to other NSOs, but the process to get there may be similar. This uniqueness from NSO to NSO further reinforces that the 4-I EDI VF could be beneficial to leaders of NSOs who are approaching EDI from MBV.

The exact amount of time required to integrate the values of EDI within an organization's culture through an MBV approach is unknown at this time. However, it is known that the effort will differ for each NSO depending on where they currently fall on the 4-I EDI VF (Bell-Laroche et al., 2014). Additionally, to incorporate EDI as values within the organization will not happen overnight by releasing an EDI statement. This was seen in study one of the current study, where NSOs that had EDI statements were not consistently using the values of EDI throughout all of their inward and outward facing information. Therefore, to be at the inspirational stage of the 4-I EDI VF it will take more than just an EDI statement or policy to achieve a culture that values EDI through an MVB approach.

Implications for Sport Leaders

Leaders of NSOs expressed eagerness to receive the results of the current research in a digestible format (e.g., breaking down academic terms such as methodology or exploratory factor analysis). Many participants suggested an infographic with more details on how they could implement the values of EDI utilizing an MBV approach. Therefore, to fulfill this request and

implement the strategies of knowledge management – use, create, and share knowledge (O'Reilly & Knight, 2007) – an infographic was developed and can be found in Appendix F. This infographic will be shared with people who participated in the research of this thesis as it summarizes the results of the current study in a digestible graphic format. More specifically, the steps of the 4-I EDI VF that were developed can be found in lay terms on the infographic in Appendix F. Although sport leaders can utilize this infographic and reach out to the author with any questions, it would be beneficial to meet with NSO sport leaders and show them the infographic as the infographic could be further improved using focus groups and continued conversation as the EDI landscape in NSOs (hopefully) evolves.

Within the sport context, NSO sport leaders can take the results from this study and approach their team in areas in which they are doing really well, areas of improvement, and tangible examples provided throughout this thesis to demonstrate what other NSOs are doing (to share resources). This document acts as a shared resource for NSOs to utilize MBV to implement the values of EDI within their organization's culture. Specifically, the NSOs that were included within the first study of this thesis can utilize the graph developed that displays EDI engagement and consistency to see where they can improve and to demonstrate progress. For the FT staff and MOBs of NSOs who participated in study three of this thesis, I will be reaching out to them to share the findings of the current study. Although all participants will receive the results following the thesis defence. There were five participants representing four NSOs who were explicitly eager to receive the results and feedback on how they can improve.

Future Research – A Community Based Participatory Research Project¹³

¹³ It is important to explain why there is new literature in this section of Chapter IV. Within my original proposal for this thesis, I proposed doing a community-based participatory research study. However, due to time constraints of the thesis and the extensive time that this study would take to conduct, my internal committee members and

The current study serves as a starting point to assess the Canadian NSO landscape through developing a graph that displays EDI engagement and consistency and to further understand how EDI could be embedded within an organization's culture through an MBV approach. It was of importance to assess the landscape prior to working with an organization to determine what the current best practices are as it relates to EDI. The information has now been gathered, and future research can be conducted to evaluate existing approaches and help NSOs with an MBV approach to value EDI. To successfully evaluate these programs, a form of action research – community based participatory research (CBPR) can be used.

Leaders of organizations have grown an interest in action research methodologies as a concern for equity (Farrington & Bebbington, 1993) and knowledge for action (Korten, 1980). The premise of CBPR is to engage people who experience marginalization in the conversation and allow them to share their voice by conducting research based on what the community needs (Reason & Bradbury, 2008). Therefore, it is important to determine who the equity-owed groups are to engage them in the CBPR project (this could differ from sport organization to sport organization, dependent upon the location of the organization). Sport organizations may seek help from researchers to ensure their EDI programs go beyond a blanket statement. Utilizing CBPR to enhance EDI programs allows for the co-production of knowledge development through collaboration (Frisby et al., 2005). The DM strategy that was developed, broadening upon the 4-I VF in the current study could be used as a tool in collaboration with an NSO. Tenets of CBPR could be used to assist an organization from a values-based perspective to implement an MBV approach with the aforementioned strategy and framework.

supervisor supported cutting this study and only conducting the interviews that were presented in study three. Therefore, I was asked to briefly describe how an CBPR could be conceptualized and add these details as a future research project to Chapter IV. As a result of this thinking, new literature is presented in this section.

Limitations and Delimitations

Although this thesis produced a number of important contributions to the field of sport management, conducting the research was not without limitations. To start, the sample size on the diversity aspect of race and ethnicity limited the findings of the current study. To be more specific, it is unclear how more people who identify with the Black, Indigenous, and People of Colour community would respond to the research questions asked in this thesis. However, the current sample size being mainly Caucasian may be reflective of the current Canadian NSO sport context. Another equity-owed intersecting identity that was not captured in this thesis (unless participants decided to share) was sexuality and disability. Additionally, the sample size also limited the type of quantitative analysis that was conducted in study two. Both sample size in terms of number of participants but also in terms of who was participating (e.g., race) is an important consideration in EDI research.

The current study was also limited to the NSO level of sport in Canada and only FT paid staff and MOBAs were eligible as a starting point and to ensure the capacity of the project was achievable. However, sport in Canada largely runs on volunteers and part-time staff. An MBV approach also includes all employees (not just paid) to be successful, therefore, these groups should be included in future research. As well, external stakeholders (e.g., fans, athletes), members, and grassroots organizations would also contribute to an MBV approach, and therefore, their thoughts should be incorporated in future studies.

The discussion from study one was developed based on the Canadian Sport Policy (CSP) 2.0 (2012). Depending on when and what is incorporated in the new iteration of the CSP 3.0 (which was supposed to come out in 2023; Sport Information Resource Centre, 2023), it would be beneficial for new thinking on implications of the results of this study for sport leaders. For

example, more specific guidelines may be provided in CSP 3.0 on how to implement a values-based perspective. Those guidelines could affect how NSOs can implement the implications from the current study in their organization. At this time, there is not a prospective date for when the CSP 3.0 will be released.

Additionally, the DM strategy developed does not include step by step requirements outlined in the CSP 3.0 because it is yet to be made available publicly. Collaboration between an NSO and a researcher through CBPR in a future study when CSP 3.0 is released could be helpful to align the DM strategy with the CSP 3.0. Examining the organizational strategies that NSOs employ to help achieve a values-based approach to EDI in alignment with the funding requirements of the government would provide important information on how to help realize the inspirational values.

Additionally, the leaky pipeline was researched in study two to gather management strategies to help plug it. This was assessed through examining NSO FT paid staff and MOB's opinions. However, due to the structure of this study, intention to leave was analyzed. As a result, the actual behaviour of leaving or having left an NSO was not investigated. Therefore, future research on the LP could be done by investigating people who have left sport organizations and solicit their thoughts and opinions.

A delimitation of this study was the time to completion of the author's thesis. The data collection and analysis of the three studies were conducted over two years simultaneously while also fulfilling other the requirements of the thesis. Study one specifically was a snapshot in time. It was important to assess NSOs in terms of addressing EDI before reaching out to the NSOs for participation in the remaining studies (i.e., in studies two and three). Therefore, it would be

valuable to replicate the study conducted in study one to determine if the results are similar or different, and if so in what ways by comparing the current graph findings.

Conclusion

In this thesis, the Canadian NSO landscape was assessed through developing a graph that displays EDI engagement and consistency. Although inconsistencies were noted in how NSOs are approaching EDI, NSOs are espousing EDI on their websites and in supporting documentation. EDI are being used by NSOs to develop human resources management and organizational culture, to create opportunities for diverse participation in sport, and to eliminate barriers. Additionally, FT paid staff and MOBs feel that they are engaged and included in their NSO's approaches to be equitable, diverse, and inclusive. To improve EDI, FT paid staff and MOBs believe their NSOs need an EDI resource centre, assistance to strategically invest in EDI, and a values-based approach to support underrepresented people. Improving the culture of an organization could help to plug the LP. These actions could also help to ensure people with equity-owed intersecting identities feel like they belong in their NSO by accommodating people's diverse needs. Furthermore, EDI can be embedded within an organization's culture using the 4-I EDI VF as a DM strategy.

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Appendices

Appendix A

Ethics Board Approval

Université d'Ottawa

Bureau d'éthique et d'intégrité de la recherche

University of Ottawa

Office of Research Ethics and Integrity

H-11-22-8620 - REG-8620 - Certificat d'approbation éthique / Certificate of Ethics Approval

(English message follows)

Cher/Chère Erika Gray,

Veuillez trouver ci-joint le certificat d'approbation éthique pour le projet intitulé «Equity, Diversity, and Inclusion in Canadian National Sport Organizations».

Le certificat est valide jusqu'au : 08-12-2023

This approval is solely for Phase 2 of the project. Phase 1 does not require ethics approval. A separate application will be submitted for Phase 3 at a later date.

Recherche financée : veuillez faire suivre une copie du certificat au [Service de gestion de la recherche](#).

Si vous avez des questions, n'hésitez pas à communiquer avec le Bureau d'éthique à ethique@uottawa.ca ou en composant le 613-562-5387.

Vous pouvez voir votre demande en vous connectant à votre compte [eReviews](#).

Cordialement,

Kim Thompson
Responsable d'éthique en recherche

Ceci est une réponse automatisée, merci de ne pas répondre à ce courriel.

Dear Erika Gray,

Please find attached the certificate of ethics approval for your research project titled "Equity, Diversity, and Inclusion in Canadian National Sport Organizations".

This certificate is valid until: 08-12-2023

This approval is solely for Phase 2 of the project. Phase 1 does not require ethics approval. A separate application will be submitted for Phase 3 at a later date.

Funded research: A reminder that you must provide a copy of this certificate to [Research Management Services](#).

If you have any questions, please contact the Ethics Office at ethics@uottawa.ca or by telephone at 613-562-5387.

You can view your project at any time by logging into [eReviews](#).

Best regards,

Kim Thompson
Protocol Officer

This is an automated message. Please do not reply directly to this email.

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Ottawa (Ontario) K1N 6N5 Canada Ottawa, Ontario K1N 6N5 Canada

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Université d'Ottawa

Bureau d'éthique et d'intégrité de la recherche

University of Ottawa

Office of Research Ethics and Integrity

H-11-22-8620 - MOD1-8620 - Modification approuvée / Modification Approved

(English message follows)

Cher/Chère Erika Gray,

Merci d'avoir soumis une demande de modification pour votre projet de recherche intitulé «Equity, Diversity, and Inclusion in Canadian National Sport Organizations».

Ces modifications ont été approuvées et sont assujetties au certificat d'approbation éthique, valide jusqu'au 08-12-2023.

Recruitment Process: Once the NSO leader who is at the top of the organizational chart agrees, they will be asked to forward a recruitment script to their employees on behalf of the PI.

Research Instrument: Upon accessing the survey, eligibility questions (paid staff) will appear. Those deemed eligible will then be required to provide consent before proceeding to the survey.

Documentation: Relevant documents have been revised accordingly.

Si vous avez des questions, n'hésitez pas à communiquer avec le Bureau d'éthique au ethique@uottawa.ca ou au 613-562-5387.

Vous pouvez voir votre demande en vous connectant à votre compte **eReviews**.

Cordialement,

Kim Thompson
Responsable d'éthique en recherche
Président(e) : Daniel Lagarec
CÉR : Comité d'éthique de la recherche en sciences de la santé et sciences / Health Sciences and Sciences Research Ethics Board

Ceci est une réponse automatisée, merci de ne pas répondre à ce courriel.

Dear Erika Gray,

Thank you for submitting a modification request for your research project titled "Equity, Diversity, and Inclusion in Canadian National Sport Organizations".

These modifications are now covered under the certificate of ethics approval, valid until 08-12-2023.

Recruitment Process: Once the NSO leader who is at the top of the organizational chart agrees, they will be asked to forward a recruitment script to their employees on behalf of the PI.

Research Instrument: Upon accessing the survey, eligibility questions (paid staff) will appear. Those deemed eligible will then be required to provide consent before proceeding to the survey.

Documentation: Relevant documents have been revised accordingly.

If you have any questions, please contact the Ethics Office at ethics@uottawa.ca or 613-562-5387.

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Best regards,

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Ottawa (Ontario) K1N 6N5 Canada Ottawa, Ontario K1N 6N5 Canada

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University of Ottawa

Office of Research Ethics and Integrity

H-11-22-8620 - MOD2-8620 - Modification approuvée / Modification Approved

(English message follows)

Cher/Chère Erika Gray,

Merci d'avoir soumis une demande de modification pour votre projet de recherche intitulé «Equity, Diversity, and Inclusion in Canadian National Sport Organizations».

Ces modifications ont été approuvées et sont assujetties au certificat d'approbation éthique, valide jusqu'au 08-12-2023.

Recruitment and Sample: Due to low participation rates (52 surveys thus far), recruitment will now target all interested National Sport Organizations.

Si vous avez des questions, n'hésitez pas à communiquer avec le Bureau d'éthique au ethique@uottawa.ca ou au 613-562-5387.

Vous pouvez voir votre demande en vous connectant à votre compte **eReviews**.

Cordialement,

Kim Thompson
Responsable d'éthique en recherche
Président(e) : Daniel Lagarec
CÉR : Comité d'éthique de la recherche en sciences de la santé et sciences / Health Sciences and Sciences Research Ethics Board

Ceci est une réponse automatisée, merci de ne pas répondre à ce courriel.

Dear Erika Gray,

Thank you for submitting a modification request for your research project titled "Equity, Diversity, and Inclusion in Canadian National Sport Organizations".

These modifications are now covered under the certificate of ethics approval, valid until 08-12-2023.

Recruitment and Sample: Due to low participation rates (52 surveys thus far), recruitment will now target all interested National Sport Organizations.

If you have any questions, please contact the Ethics Office at ethics@uottawa.ca or 613-562-5387.

You can view your project at any time by logging into **eReviews**.

Best regards,

Kim Thompson
Protocol Officer
Chair: Daniel Lagarec
REB: Comité d'éthique de la recherche en sciences de la santé et sciences / Health Sciences and Sciences Research Ethics Board

550, rue Cumberland, pièce 154 550 Cumberland Street, Room 154
Ottawa (Ontario) K1N 6N5 Canada Ottawa, Ontario K1N 6N5 Canada

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University of Ottawa

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H-11-22-8620 - ANN1-8620 - Certificat d'approbation éthique renouvelé / Certificate of Ethics Approval Renewed

(English message follows)

Cher/Chère Erika Gray,

Merci d'avoir soumis une demande de renouvellement pour le projet de recherche intitulé «Equity, Diversity, and Inclusion in Canadian National Sport Organizations».

Veuillez trouver ci-joint le certificat d'approbation éthique renouvelé, valide jusqu'au 08-12-2024.

Recherche financée : Veuillez faire suivre une copie du certificat renouvelé au [Service de gestion de la recherche](#).

Si vous avez des questions, n'hésitez pas à communiquer avec le Bureau d'éthique à ethique@uottawa.ca ou en composant le 613-562-5387.

Vous pouvez voir votre demande en vous connectant à votre compte [eReviews](#).

Cordialement,

Coordonateur / Coordinator
Coordonnateur de l'éthique

Ceci est une réponse automatisée, merci de ne pas répondre à ce courriel.

Dear Erika Gray,

Thank you for submitting a renewal request for your research project titled "Equity, Diversity, and Inclusion in Canadian National Sport Organizations".

Please find attached the renewed certificate of ethics approval, valid until 08-12-2024.

Funded research: A reminder that you must provide a copy of this certificate to [Research Management Services](#).

If you have any questions, please contact the Ethics Office at ethics@uottawa.ca or by telephone at 613-562-5387.

You can view your project at any time by logging into [eReviews](#).

Best regards,

Coordonateur / Coordinator
Ethics Coordinator

This is an automated message. Please do not reply directly to this email.

Attachement(s) / Attachment(s)

[approvalLetter1699557128275.pdf](#)

550, rue Cumberland, pièce 154 550 Cumberland Street, Room 154
Ottawa (Ontario) K1N 6N5 Canada Ottawa, Ontario K1N 6N5 Canada

613-562-5387 • 613-562-5338 • ethique@uOttawa.ca / ethics@uOttawa.ca
www.recherche.uottawa.ca/deontologie | www.recherche.uottawa.ca/ethics

Appendix B

Diversity Engagement Survey and Open-Ended Questions

Equity, Diversity, and Inclusion in Canadian National Sport Organizations

Participant Eligibility Screening

Thank you for your interest in participating in the study entitled *Equity, Diversity, and Inclusion in National Sport Organizations*. Before proceeding to the survey, we need to confirm your eligibility to participate below:

Are you a paid, full-time staff member or Board of Director in your National Sport Organization?

Yes (participants will then be directed to the Letter of Information Page)

No (the below message will then be displayed in the disqualification page)

Unfortunately, you are not eligible to participate in this study. Thank you for your time and interest. If you have any questions, please contact the Primary Investigator Erika Gray.

Thank you for participating in this survey which is designed to gain your perspective on how equity, diversity and inclusion is embedded within the culture of Canadian National Sport Organizations. The survey should take approximately 10 minutes to complete and there are no right or wrong answers. Thank you in advance for your time and consideration.

Diversity Engagement Survey (7-point Likert scale from strongly agree (seven) to strongly disagree (one))

Thinking about your experiences in your NSO (referred to as organization for the remainder of the survey), please indicate your agreement with the following statements:

1. I feel that my work or studies contribute to the mission of the organization
2. I feel connected to the vision of this organization
3. I feel connected to the mission of this organization
4. I feel connected to the values of this organization
5. This last year, I have had opportunities at work to develop professionally
6. There is someone at work who encourages my development
7. I receive recognition and praise for my good work similar to others who do good work at this organization
8. In my organization, I am confident that my accomplishments are compensated similar to others who have achieved their goals
9. In this organization, I have opportunities to work successfully in settings with diverse colleagues

10. I believe my organization manages diversity effectively
11. In my organization, I receive support for working with diverse groups and working in cross-cultural situations
12. In this organization, there are opportunities for me to engage in service and community outreach
13. I trust my organization's leadership to be fair to all employees
14. If I raised a concern about discrimination, I am confident my organization would do what is right
15. I believe that in my organization harassment is not tolerated
16. At work, my opinions matter
17. I consider at least one of my co-workers to be a trusted friend
18. I feel that I am an integral part of my department
19. I am valued as an individual by my organization
20. Someone at work seems to care about me as an individual
21. The culture of my organization is accepting of people with different ideas
22. The leadership of my organization is committed to treating people respectfully
23. In my organization, I experience respect among individuals and groups with various cultural differences
24. I believe that my organization reflects a culture of civility

Open-Ended Questions

We are now interested in learning more about your experiences within your organization. There are no right or wrong answers. Please elaborate on the following questions:

1. Do you feel like you belong in your National Sport Organization? Please explain why or why not.
2. Have you considered leaving your National Sport Organization? Please explain why or why not.
3. If you could improve how your National Sport Organization responds to and address Equity, Diversity, and Inclusion – what would you do or suggest?

Demographic Information & Interview Participation

1. What NSO do you belong to?
2. What is your current position in that NSO?
3. How long have you been working in your NSO?
4. How do you identify?
 - a. Man
 - b. Woman
 - c. You don't have an option that applies to me. I identify as: _____
 - d. Prefer not to say
5. What is your ethnicity? (please select all that apply)
 - a. Caucasian
 - b. African American
 - c. Latino or Hispanic
 - d. Asian

- e. Native American
- f. Other/unknown
- g. Prefer not to say

If you are interested in participating in an interview to further discuss your experiences in your National Sport Organization, please follow this link to a google form where you can enter your email to be contacted with further information. Your survey responses and email cannot be linked in any way to ensure anonymity of your responses. Please note that priority to participate will be given to people who identify as women or a part of the Black, Indigenous, and People of Colour community.

Do you identify as part of an underrepresented group?

Yes

No

Please state your email:

Thank you for participating!

Appendix C

Semi-Structured Interview Guide

Thank you for agreeing to take part in this study. This interview will be recorded, and I will be taking field notes throughout to help ensure accuracy. The general purpose of this research study is to gain my perspective on how equity, diversity and inclusion is embedded within the culture of Canadian National Sport Organizations. Thus, I will be asking you questions about your experiences in the sport industry, which may include you discussing aspects of your own experiences that can highlight both the good and potentially the bad experiences. Please know, your answers will remain strictly confidential, and your anonymity will be assured at all times. Your participation is also completely voluntary, and you can withdraw at any time. The video and audiotape will be erased once the study is complete. Following our interview, the interview will be transcribed verbatim, all identifying information will be removed, and you will have 12 days to make any changes.

Do you consent to participating in this interview?

Do you consent to video recording?

Great, thank you – let's begin!

I will now ask you some questions that will pertain to you and your past experiences within the sport industry.

1. Could you please describe your career path?
2. Are you currently in, or aspiring to a senior leadership role within the sport industry (e.g., President, Vice President, CEO etc.? If yes, what role? If no, have you aspired to this type of role in the past?
3. Are you aspiring to a role within a different field? If so, what field?
4. Along your career path have you encountered any barriers and if so, what were they?
 - a. Have these barriers ever made you want to leave your current NSO?
5. *State difference between sponsors and mentors.* Did you have any sponsors or mentors that helped or hindered your career path?
 - a. Have you had either a sponsor or a mentor who advocated for you?
 - b. How would you describe these people?
6. Throughout your career path, have you felt more supported by certain fellow colleagues?
7. Based on your experiences within past sport organizations, did you feel supported by the culture in the organization?
 - a. Did you feel supported by Human Resources or the equivalent to an HR in your sport organization(s)?
 - b. Could you give an example of when you did not feel supported/empowered within your organization and how it could have been dealt with differently?
 - c. Could you give an example of when you did feel supported/empowered within your organization?

8. Do you believe leaders in sport organizations have a role to play in making sport organizations more supportive for diverse senior leadership levels?
 - a. If so, how do you think sport organizations could be more supportive to increase diversity?
 - b. Do you believe leaders play a role in EDI initiatives?
9. Could sport organizations develop any other initiatives to break down barriers to increase diversity at the senior leadership level?
 - a. How could Sport Canada support these initiatives?
 - b. Do you have any recommendations?
10. Is there anything else you would like to add?

Before we conclude the interview, I have some demographic questions that I would like to ask you.

1. What year were you born?
2. What is your highest level of education?
3. How do you identify?
4. Are you comfortable stating your preferred pronouns?
5. What is your ethnicity?
6. What is your role within your NSO?

Thank you for your time and insights.

Appendix D

National Sport Organization Equity, Diversity, and Inclusion Table Legend

Acronym	Meaning
AR	Annual Report
Black Text (not bolded)	On the NSOs website
DEI Policy	Diversity, Equity, and Inclusion Policy
E & I Policy	Equity & Inclusion Policy
EAP	Equity & Access Policy
EDI	Equity, Diversity, and Inclusion
GE & GE Policy	Gender Equity & Gender Inclusion Policy
Italicised Text	Included within a policy document/SP/EDI statement/other document if applicable to the context
Shaded Boxes	Not on website
SP	Strategic Plan

Equity, Diversity, and Inclusion Table

NSO Name	Diversity Definition	Equity Definition	Inclusion Definition	EDI Statement	Supporting Documents Downloaded	Organizational Values	Description of EDI Training, Education, Recruitment, Committee, and/or Hiring Practices
Alpine Canada Alpin	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	EDI Policy, SP	<i>Yes</i>	Training & Education
Athletics Canada	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	SP, DEI Policy, Transgender Inclusion Policy	<i>Yes</i>	<i>No</i>
Badminton Canada		<i>Gender equity</i>			SP, GE & GE Policy, Diversity & Access Policy	<i>Yes</i>	<i>No</i>
Biathlon Canada	<i>Yes</i>	<i>Yes</i>		<i>No (mention of EDI in Bylaw amendment)</i>	By-Law Amendment, SP	<i>Yes</i>	<i>Training & Recruitment</i>
Bobsleigh Canada Skeleton		<i>Yes</i>			EAP	<i>Yes</i>	<i>Training</i>

Bowls Canada					SP	Yes	<i>EDI Committee, Training</i>
Boulingrin							
Canada Basketball					SP, EAP, Transgender Inclusion Policy	Yes	
Cycling Canada							
Cyclisme					SP, AR,	<i>Success Factors</i>	
Canada Soccer	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	Yes	SP, AR	Yes	<i>Yes</i>
Hockey Canada	<i>Gender equity</i>				Action Plan	Yes	<i>Yes</i>
Lacrosse Canada	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>		SP		
Ringette Canada	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	Yes, Policy	EDI, Trans-Inclusion, AR	Yes	
Skate Canada	<i>Yes</i>	<i>Yes</i>	Yes	Yes	SP, AR	Yes	Training, EDI Working Group
Swimming Canada	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	Yes	EDI Policy, SP, AR	Yes	<i>Training</i>
Triathlon Canada	<i>Yes</i>	<i>Yes</i>			EAP, SP, Operational Plan, AR	Yes	<i>Training</i>
Wheelchair Basketball Canada	<i>Transgender Inclusion Only</i>				SP, AR, Transgender Inclusion Policy	Yes	<i>Education</i>

Appendix E

Equity, Diversity, and Inclusion Engagement and Consistency Score Cards for All 16 NSOs

NSO Name: Alpine Canada Alpin			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	1 (EDI Policy)	
Diversity Definition	0	1 (EDI Policy)	
Inclusion Definition	0	1 (EDI Policy)	
EDI in Hiring	0	0	
EDI Education	1	1 (EDI Policy)	1
EDI Committee/or Working Group	0	0	
EDI Statement	0	0	
EDI Policy	0	1 (EDI Policy)	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	0	0	
Total Engagement: 6/22			Total Consistency: 1/11

NSO Name: Athletics Canada			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	1 (DEI Policy)	
Diversity Definition	0	1 (DEI Policy)	
Inclusion Definition	0	1 (DEI Policy)	
EDI in Hiring	0	0	
EDI Education	0	0	
EDI Committee/or Working Group	1 (EDI Committee)	0 (role of committee should be outlined in their DEI Policy)	
EDI Statement	0	0	
EDI Policy	0	1 (DEI Policy)	
Equity as a Value	0	0	
Diversity as a Value	0	0	
Inclusion as a Value	0	1 (Inclusivity in their SP)	
Total Engagement: 6/22			Total Consistency: 0/11

NSO Name: Badminton Canada			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	0	
Diversity Definition	0	0	
Inclusion Definition	0	0	
EDI in Hiring	0	0	
EDI Education	0	0	
EDI Committee/or Working Group	0	0	
EDI Statement	0	0	
EDI Policy	0	0	
EDI Statement	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	1 (Inclusiveness/equal opportunity as one value)	1 (Inclusiveness/equal opportunity as one value)	1
Total Engagement: 2/22			Total Consistency: 1/11

NSO Name: Biathlon Canada			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	0	
Diversity Definition	0	0	
Inclusion Definition	0	0	
EDI in Hiring	0	1 (Recruitment in Strategic plan and By-law amendment)	
EDI Education	0	1 (In their Strategic Plan)	
EDI Committee/or Working Group	0	0	
EDI Statement	0	0	
EDI Policy	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	0	0	
Total Engagement: 2/22			Total Consistency: 0/11

NSO Name: Bobsleigh Canada Skeleton			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	1 (in their strategic plan)	
Diversity Definition	0	0	
Inclusion Definition	0	0	
EDI in Hiring	0	0	
EDI Education	0	1 (in their strategic plan)	
EDI Committee/or Working Group	0	0	
EDI Statement	0	0	
EDI Policy	0	0	
EDI Statement	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	0	0	
Total Engagement: 2/22			Total Consistency: 0/11

NSO Name: Bowls Canada Boulingrin			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	0	
Diversity Definition	0	0	
Inclusion Definition	0	0	
EDI in Hiring	0	0	
EDI Education	0	0	
EDI Committee/or Working Group	0	0	
EDI Statement	0	0	
EDI Policy	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	0	0	
Total Engagement: 0/22			Total Consistency: 0/11

NSO Name: Canada Basketball			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	0	
Diversity Definition	0	0	
Inclusion Definition	0	0	
EDI in Hiring	0	0	
EDI Education	0	0	
EDI Committee/or Working Group	0	0	
EDI Statement	0	0	
EDI Policy	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	0	0	
Total Engagement: 0/22			Total Consistency: 0/11

NSO Name: Cycling Canada Cyclisme			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	1 (Equity & Access Policy)	
Diversity Definition	0	0	
Inclusion Definition	0	0	
EDI in Hiring	0	0	
EDI Education	0	1 (SP)	
EDI Committee/or Working Group	0	1 (Downloadable description of the committee)	
EDI Statement	0	0	
EDI Policy	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
inclusion as a value	1	1 (Sustainability & Inclusion – listed together)	1
Total Engagement: 5/22		Total Consistency: 1/11	

NSO Name: Canada Soccer			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	0	
Diversity Definition	0	0	
Inclusion Definition	0	0	
EDI in Hiring	1	1 (press releases)	1
EDI Education		1	
	1	(Workshops/coach education in press releases)	1
EDI Committee/or Working Group	0	0	
EDI Statement	0	0	
EDI Policy	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	1	1	
		(Include all)	1
Total Engagement: 6/22			Total Consistency: 3/11

NSO Name: Hockey Canada			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	0	
Diversity Definition	0	0	
Inclusion Definition	0	0	
EDI in Hiring	0	0	
EDI Education	0	1 (Action Plan)	
EDI Committee/or Working Group	0	1 (EDI Task team and Diversity and Inclusion Advisory group in Action Plan)	
EDI Statement	0	0	
EDI Policy	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	1	1 (Inclusiveness and equal opportunity – together as one value)	1
Total Engagement: 4/22		Total Consistency:1/11	

NSO Name: Lacrosse Canada			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	0	
Diversity Definition	0	0	
Inclusion Definition	0	0	
EDI in Hiring	0	0	
EDI Education	0	0	
EDI Committee/or Working Group	0	0	
EDI Statement	0	0	
EDI Policy	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	0	0	
Total Engagement: 0/22			Total Consistency: 0/10

NSO Name: Ringette Canada			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	1	1 (EDI Policy)	1
Diversity Definition	1	1 (EDI Policy)	1
Inclusion Definition	1	1(EDI Policy)	1
EDI in Hiring	0	0	
EDI Education	1	1 (workshops)	1
EDI Committee/or Working Group	0	0	
EDI Statement	0	0	
EDI Policy	1	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	0	0	
Total Engagement: 9/22			Total Consistency: 4/11

NSO Name: Skate Canada			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	0	
Diversity Definition	0	0	
Inclusion Definition	1	1 (Strategic plan)	1
EDI in Hiring	0	0	
EDI Education	1	1	
	(EDI Statement)	(Downloadable resources on website)	1
EDI Committee/or Working Group	1	1 (EDI Working Group in SP)	1
EDI Statement	1	0	
EDI Policy	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	1	1	
	(Has values but no mention of EDI, however, explains how they have adapted inclusion to their set of values)	(Has values but no mention of EDI, however, explains how they have adapted inclusion to their set of values)	1
Total Engagement: 9/22		Total Consistency: 4/11	

NSO Name: Swimming Canada			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	1 (In EDI Policy)	
Diversity Definition	1 (EDI Statement)	0	
Inclusion Definition	1 (EDI Statement)	0	
EDI in Hiring	0	0	
EDI Education	1 (Resources available)	0	
EDI Committee/or Working Group	0	0	
EDI Statement	1	0	
EDI Policy	0	1	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	0	0	
Total Engagement: 6/22			Total Consistency: 0/11

NSO Name: Triathlon Canada			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	1 (EAP)	
Diversity Definition	0	1 (EAP)	
Inclusion Definition	0	0	
EDI in Hiring	0	0	
EDI Education	0	1(Operational Plan)	
EDI Committee/or Working Group	0	0	
EDI Statement	0	0	
EDI Policy	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	0	0	
Total Engagement: 3/22			Total Consistency: 0/11

NSO Name: Wheelchair Basketball Canada			
	EDI Engagement Information is Foreword Facing on their Website	Information is in a Document (that was downloadable on their website)	EDI Consistency
Equity Definition	0	0	
Diversity Definition	0	0	
Inclusion Definition	0	0	
EDI in Hiring	0	0	
EDI in Education	0	0	
EDI Committee/or Working Group	0	0	
EDI Statement	0	0	
EDI Policy	0	0	
Equity as a value	0	0	
Diversity as a value	0	0	
Inclusion as a value	1	1	1
Total Engagement: 2/22			Total Consistency: 1/11

Appendix F

Infographic for Utilizing an MBV Approach to Value EDI for NSOs

