The Influence of Shared Leadership in Positive Youth Development Through Sport

by

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Author's Declaration

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including

any required final revisions, as accepted by my examiners.

I understand that my thesis may be made electronically available to the public.

Abstract

Leadership research has begun to expand and develop, with scholars attempting to understand which leadership styles may be the best fit for their own specific research contexts. Currently, leadership research is starting to explore shared leadership, a form of leadership that is bringing about positive impacts on non-profit and various sport organizations (Jones et al., 2018; Ensley & Pearce, 2000; Pearce et al., 2004; Shilbury & Ferkins, 2011). Organizations are beginning to adapt strategies to help foster the connection and communication between paid staff and unpaid volunteers, board members, and even participants (Shilbury & Ferkins, 2011). Leadership research also has looked at understanding how leadership styles can impact youth development in sport (Vidic & Burton, 2011).

However, there is a specificity missing in the current and past leadership research that is available, mainly to do with context. Sport-for-development (SFD) and positive youth development (PYD) are two key characteristics that must be kept in mind when conducting leadership research as it provides significant implications for the context of studies. Although leadership research is said to be important, scholars still cite that there is oversight from sport organizations when developing programs on leadership and implementing the correct style (Svensson et al., 2017). This is a clear gap in the literature pertaining to leadership research, and is an area that, if researched and developed, could provide practical implications to sport organizations.

Given the listed emphasis on previous research, and the gaps that exist, the purpose of this study is to understand how shared leadership assists Adventure4Change, a local non-profit organization, in achieving its desired outcomes. This study is framed in a case study context and is developed using theory from concepts such as positive youth development, sport-for-development, and shared leadership. Various characteristics of Adventure4Change are explored including the impact that shared leadership has on areas such as PYD and organizational capacity, while also ensuring that the tensions and challenges are critically examined throughout the study.

This qualitative study illustrates the process of a local non-profit implementing a youth soccer program and how utilizing a specific leadership strategy in shared leadership can impact the outcomes of that program. To understand the outcomes of the program and how leadership shaped those, both semi-structured interviews and focus groups were used. Eight individual semi-structured interviews were conducted along with two focus groups to collect data. The participants of the interviews and focus groups included staff, volunteers, parent of program participants, and youth participants; 17 individuals in total were spoken to across these interviews and focus groups.

Braun and Clarke's reflexive thematic analysis was used to develop themes from the interview data in order to draw final findings and conclusions. A number of themes were developed across the different areas of focus for the study. The themes spanned a number of topics such as the roles of staff in shared leadership, how shared leadership specifically impacts organizational capacity, how shared leadership effects positive youth development, and the tensions and challenges that an organization must navigate through the shared leadership process. The findings suggest that shared leadership is important in developing a level of trust between Adventure4Change and the community it is serving, trust that spans across ethnic and racial diversity, diversity in roles and responsibilities, and the safety of program participants. Areas of organizational capacity such as financial, resources – both human and physical, and building program sustainability were found to be positively impacted by shared leadership.

Youth felt inspired and valued, trusted by their leadership, and were enabled to be leadership and share responsibility of the programs they were involved in. The families felt closer and more connected to their community and felt safe in the spaces that their children were involved in. The topics of sustainability and gathering feedback were the main areas that were found to be most challenging for the organization, but it was found through the data that early signs of sustainability were forming, and feedback may have to be gathered in a strategic way by building trust between organization and community.

The end of the study offers recommendations for practice for Adventure4Change, the organization under study. It also provides a direction for further research as leadership research, specifically shared leadership research, is a developing sector that shows much promise in its early outcomes.

Keywords: *Shared leadership, Positive youth development, Sport-for-development, Organizational capacity, Non-profit organizations, Youth sport*

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Dedication

I want to dedicate this thesis to the Sunnydale community, a community that allowed me to be a part of their lives for the duration of this study. A community that welcomed me in with open arms, and shared a portion of their experiences, struggles, and most importantly, their triumphs. They are truly a special community, and they are the reason I study the contents that I do. They are the reason I was able to persevere through the lows and celebrate the highs. They reminded me every day that recreation is important, and that above all else, community will always be there for you.

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1 Introduction

Youth can be engaged in meaningful sport programs that build additional skills and provide them with a space to grow and develop. This context is known as Sport-for-Development (SFD) which is a concept that helps to explain the impact that sport can have on diverse populations, beyond the commonly cited physical benefits of sport. SFD research in this area seeks to explain how community sport can benefit those involved, remove barriers, and enhance social capital (Schulenkorf, 2012; Schulenkorf, 2017; Morgan, 2017; Misener & Mason, 2006; Chalip, 2006). Much of sport-for-development research is concerned with community sport in youth contexts, while an additional focus is on international efforts that are driven through the use of sport; a phenomenon identified as sport-for-development-and-peace. Positive youth development (PYD) is of significant interest to SFD practitioners and scholars who seek to ensure that programs achieve multiple outcomes and contribute to the holistic development of youth (Jones et al., 2018; Ha & Lyras, 2015). In this way, SFD and PYD work in tandem with one another and draw parallels and connections to each other.

Positive youth development is an approach in sport and leisure management research that is closely tied to both community sport and SFD as it has been noted much of the outcomes of sport-for-development, fit within the framing of positive youth development (Fraser-Thomas et al., 2005; Crocker et al., 2007; Jones et al., 2016). What needs further explanation, however, is how to dissociate between individual level change and system level change as both of these categories are very different (Durlak et al., 2007). Researchers continue to explore whether and how sport-for-development practices specifically impact a population, and whether that is only at the individual level, or if it has a systemic impact (Durlak et al., 2007; Sehn & Holt, 2008).

In seeking to understand the outcomes associated with SFD, it is important to examine the organizations that deliver SFD and their structure, resources, and actions (Svensson et al., 2017). Organizational processes and in particular, leadership, is a key dimension of overall organizational capacity which has been shown to impact the ability of an SFD organization to achieve its mission and create individual and systemic impact (Svensson et al., 2019; Schulenkorf, 2017). The primary focus of leadership research within SFD is to assess the traditional, vertical methods of leadership and how it may be adapted to better fit within non-profit sport organizations. This might involve moving from a more vertical and hierarchical method of leading, this method being a traditional style in organizations, to a horizontal and flat leadership approach which is more in lined with shared leadership. Shared leadership is "a dynamic, interactive process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals" (Pearce & Conger, 2003, p. 1). A vertical form of leadership may involve just one person making the decision for everyone, or a single person delegating everyone else to do the bulk of the work instead of leading from the ground level. For the purposes of language, much of the literature speaks about 'vertical' leadership, so the term 'traditional leadership' can be understood as the similar to vertical in this sense. The shared leadership approach may prioritize the relationship between paid staff and non-paid board member, which is important when looking at a non-profit organization such as Adventure4Change, the organization under study, that relies on unpaid volunteers and collaboration. A key takeaway is that the traditional methods of leadership may not be sufficient in the non-profit sport-for-development sector, but as of right now, the literature for specifically shared leadership in SFD areas is limited.

Much of the research on shared leadership is in the entrepreneurial or business sector, which provides important background information, but the leisure and SFD sectors are unique and must have research committed to them to attempt to fill in the gaps in what we don't know about leadership. We know that in general, shared leadership can be an effective strategy in organizational settings to achieve their desired outcomes whether it be retaining volunteers, mobilizing resources, etc., so advancing the knowledge of such outcomes in SFD settings is important in adding to the contextual knowledge of leadership research. (Katzenbach, 1997; Bergman et al., 2012; Batchelor & Ling, 2015). It's because of such outcomes that shared leadership should be considered an important concept in the leisure sector, whether one is a part of an organization serving the community, a part of the community themselves, or a scholar. As mentioned in the opening statement, the literature cites a number of goals that SFD organizations attempt to achieve, such as enhancing social capital. Enhancing social capital can directly benefit community, expand connections and opportunities, and provide autonomy (Morgan, 2017). If SFD organizations are concerned with this type of work, leadership that can potentially enhance those areas should be of the utmost importance to them. This then leads scholars to think about team dynamics and how to better influence shared leadership efforts (Ensley & Pearce, 2000; Svensson, 2019). Shared leadership is one leadership style or approach that may be the driving force that SFD organizations can use to achieve positive youth development outcomes, however, there remains little research that explores the potential links between PYD and shared leadership. Understanding the influence of this particular approach to organizational leadership is key in further developing the pool of knowledge within this area of leisure management research.

Specifically, when looking at Adventure4Change, they have various goals of their own that they are trying to achieve that align with many other SFD organizations but are specific to

their values and approach. Some of the goals and outcomes that they are looking to achieve include removing dependency, which can also be thought of as building sustainability. Adventure4Change has a big emphasis on creating practices that leave the population well equipped to live their lives through their own means, rather than being reliant on an organization providing handouts. Further, they hope to create leaders through their programming, which will eventually help with the goal of removing dependency. Building community is also an intended outcome of Adventure4Change's existence. They hope to bring the community of Sunnydale together in order to create an environment for the families to live the lives that they hope for.

The proposed research will provide an important contribution to the literature by examining the mechanisms within shared leadership and their ties to desirable outcomes within a local SFD organization. By understanding the influence of shared leadership within this context, SFD organizations can adapt their approach to ensure that their structure and decision-making effectively achieves their mission and enhances the lives of youth in their local community. Thus, the purpose of this research is to understand how shared leadership influences Adventure4Change's ability to achieve its desired outcomes. Specifically, the research is guided by four research questions:

1.) Who is involved in shared leadership in a SFD organization and what are their roles in shared leadership?

2.) How do shared leadership and organizational capacity influence one another within a sport for development organization?

3.) How can shared leadership be used to achieve positive youth development outcomes in the SFD context?

4.) What are the challenges, if any, that are associated with adopting and implementing a shared leadership approach?

The sustainability of SFD organizations is paramount to ensuring that youth have access to local sport opportunities. Other community sport programs can be expensive, require significant transportation, and demand extensive time commitment from families. This is not always possible or desirable. Families should not have to struggle to enroll their kids in sports programming that has been proven to be a positive influence. Children may miss out on the influence that sport may have in their lives that can keep them from engaging in dangerous behaviour, but also can aid in mitigating any changing environments that they may be experiencing their home, family, or social life (Fraser-Thomas, et al., 2005). In response, SFD organizations offer local, low-cost, purposeful sport programs that can achieve both sport development outcomes (e.g., athlete development) as well as other instrumental benefits (e.g., education, health, mentoring, youth leadership).

However, SFD organizations may be utilizing an ambiguous or outdated leadership style that will not yield positive or beneficial results. My research aims to add to a developing body of literature that is focused on providing insight on the experiences of both participants and leaders of sport-for-development programs. Through this communication of experiences, this research hopes to provide meaningful next steps that both researchers and practitioners can take and either implement into the field or add to the research for further development.

2 Literature Review

The following section provides an overview of the key literature regarding topics that are important to understand for the context of this study. First, I provide a broad review of the key characteristics of the overarching context for the study – sport-for-development (SFD). Second, the review outlines the concept of positive youth development and provides a background on how the research involving youth and children has changed and evolved, particularly related to SFD. Finally, the concept of shared leadership is explored and contextualized through various literature within the leisure sector and informs how non-profit and sport-for-development organizations can be positively impacted by this leadership style.

2.1 Sport-for-Development

Sport-for-development, or SFD, is a broad concept in leisure studies that many scholars investigate in order to understand how change can be made in a variety of geographical locations for a variety of populations. In this section, there will be an overall discussion of what SFD is, but also its implication for the development of youth.

It is not uncommon to think of sport as a tool to bring people together and establishing at least a short-lived truce while engaging in some sort of team sport. However, it was not until the late 90's and early 2000's that sport as a development tool that could be governed by organizations such as the UN came into focus (sportanddev.org, 2021). Many scholars use a definition proposed by Lyras and Welty Peachey (2011) that defines SFD as "the use of sport to exert a positive influence on public health, the socialisation of children, youths and adults, the social inclusion of the disadvantaged, the economic development of regions and states, and on fostering intercultural exchange and conflict resolution" (p. 22). There was a heavy focus within SFD on community sport and how SFD integrates into this context and how it can be a driver for

social change. SFD can be translated to an international context by shifting focus to sport-for-development-and-peace, but there is still a plethora of research at the local community level that explores how sport can be a unique pathway to transform communities – specifically communities that historically face barriers to leisure and recreation (Schulenkorf, 2012). Much of the local sport-for-development research is focused on how communities that are described as 'culturally divided' can created connections and enhance social capital through the use of sport (e.g., Schulenkorf, 2017; Morgan, 2017). For example, Morgan (2017) found that individuals can enhance areas of their lives such as positive psychological capital, self efficacy, and employability (Morgan, 2017).

SFD provides positive outcomes for those participating in the programs, but also those that choose to volunteer their time working for SFD organizations and the events that are provided. On top of the proof that volunteers provide necessary and invaluable support for SFD initiatives' abilities to operate and exist, volunteers may also be positively influenced by the very programs that they work for (Welty Peachey et al., 2013). Welty Peachey et al. (2011) studied an SFD soccer program working with a homeless population and found that volunteers were positively affected in areas such as "enhanced awareness and understanding, building communities and relationships, enhanced passion and motivation to work in the social justice field, and development of self-satisfaction through a feel good mentality" (p. 27). Their research shows that volunteers gain a greater understanding of the sector that they are serving within the SFD initiative and can transfer that knowledge into their everyday lives outside of their volunteer activities (Welty Peachey et al., 2011). For many volunteers, the social aspect of SFD volunteerism is a key reason they choose to be involved. Welty Peachey et al., (2013) conducted a study on how a SFD event effected volunteers and why they chose to serve, and it was found

that meeting "…like-minded individuals" as well as the youth that were participating in the events (p. 9-10). This social aspect may also be a strong enough reason for people to return and volunteer again, creating a sense of community and purpose for volunteers. Since most of the volunteers in Welty Peachey et al.'s (2013) study worked in a sector that involved serving youth on a day-to-day basis, "the understanding and career factors were motives for those who hoped to gain skills they could bring back to their jobs and lives" (p. 10).

Increasingly, SFD research has been linked to the concept of community health, specifically how 'community-level interventions' have the ability to be more effective than 'individual-level' tactics to improve communities (Edwards, 2015). The idea that Edwards' (2015) research builds on is that SFD initiatives increase community capacity; community capacity being "the interaction of human capital, organizational resources and social capital existing within a given community that can be leveraged to solve collective problems and improve or maintain the wellbeing of a given community" (Chaskin, 2001, p. 295). With this increase in community capacity, the communities themselves are better set up to thrive in a variety of areas, not just recreationally. It is believed by scholars such as Edwards (2015) that sport and SFD can provide a unique pathway to support community health, a path that allows for the gaps in individual-level public health initiatives to be addressed. Edwards (2015) concluded their study by calling for further research to be conducted in developing a theoretical framework and context for public/community health in sport-for-development. My research intends to respond to this call to action by adding to a pool of knowledge surrounding SFD research in the context of communities, and the branches of this area (leadership, organizational capacity, positive youth development).

SFD is becoming an increasingly popular term, but this may lead to the term being

overused or not completely understood by the general population; there is a difference between sport-for-development and development through sport. To distinguish these, the terms sport-plus and plus-sport are two specific types of sport development that have a different focus and method, both of which are different from what is known as 'traditional sport'. Traditional sport is known as having "…an implicit assumption or explicit affirmation that such sport has inherent developmental properties for participants" (Coalter, 2010, p. 298). Plus-sport is a term used when speaking about "initiatives where development is the primary objective, and sport is used as a tool to support or achieve that" (Lecrom & Dwyer, 2013, p. 10). This is a unique approach compared to sport-plus where "programmes are predominantly focused on developing and sustaining sport organizations in order to meet sport-specific objectives, while also using sport to address larger social issues" (Coalter, 2009, as cited in Whitley et al., 2013, p. 1). Both perspectives are utilized within SFD research, but it is important to understand whether an organization is using a sport-plus or plus-sport approach as they both have different intended outcomes and serve different purposes. Both are respected approaches within SFD research. For example, Whitley et al. (2013) studied a sport-plus program for youth in South Africa where they utilize sport programs to address social issues. The reasons cited that the youth would participate in the program include wanting to pursue new opportunities, fun, and social interaction and sense of belonging (Whitley et al., 2013). An example of plus-sport in SFD research is found in Lecrom and Dwyer's (2013) article regarding a sport diplomacy effort in an attempt to provide a better understanding between the cultures between China and the US; the approach was identified as a plus-sport approach. Lecrom and Dwyer (2013) explained "…that sport and coaching were reflective of culture (theme three) demonstrates sport's power as a cross cultural teaching tool, perhaps even more so than previously thought" (p. 10).

2.2 Shared Leadership

As mentioned in the introduction to the study, shared leadership is "a dynamic, interactive process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals" (Pearce & Conger, 2003, p. 1). It is specifically described as taking the more vertical, top-down approach to leadership and flipping it towards a more "bottom-up" approach that prioritizes fostering connections between unpaid staff and senior board members; the idea of decentralizing the core of the leadership group was identified by scholars as a primary objective of shared leadership (Jones et al., 2018).

There were a variety of shared leadership characteristics that the literature highlighted as being beneficial. For decades, scholars have known that "a team's performance may depend on its ability to draw on the leadership skills of its members (Katzenbach, 1997, as cited in Bergman et al., 2012, p. 18). Vertical leadership is often found in a single leader who controls all the workings of a workplace or a certain project, so this means that a single leader speaks for every one of their employees who, often times, are diverse with different points of view and unique experiences. Teams and group's function best when utilizing the diverse skillsets of the individuals that make up that group, and the individualistic, vertical style fails to do this (Freund, 2017). Contractor et al. (2012) developed a diagram of the dimensions of shared leadership where there are three primary dimensions that include distribution, role multiplexity, and time. The main takeaway from this diagram is that each dimension works in tandem with one another and is more woven together to allow for a more "egalitarian or reciprocal distributed structure" (Freund, 2017, p. 16). The idea being that each leader can work in an interconnected fashion and can display "greater or lesser influence depending on their capabilities and the team's changing needs" (Freund, 2017, p. 16).

Shared leadership in previous studies has been found to foster a greater sense of trust, cohesion, and connectedness within teams that utilize it (Bergman et al., 2012; Small & Renstch, 2010). However, the literature points out that there are factors that can change and adapt the shared leadership process throughout a team's life cycle while working on a project. Team size, team social support, and team members familiarity all can influence the development of a team's shared leadership (Lorinkova & Bartol, 2020). Some scholars believe that more research needs to be done of shared leadership on the specific factors that can influence and morph the outcomes of the project while shared leadership is in use (Wassenaar & Pearce, 2012). The primary gap although, is the fact that there is a limited amount of research on leadership in the SFD context. Although it is said to be powerful, there isn't enough literature to provide a rigorous overview on the different nuances and situations that shared leadership may be applied to.

Shared leadership was specifically found to improve the commitment of volunteers and that shared leadership also has an improved sense of involvement. Since sport-for-development has such a focus on community sport in youth contexts, much of the time in a not-for-profit or NGO setting, it is important to understand the leadership that is present. Volunteerism is a primary source of capital for community sport, and it provides the organizations with the leadership that they need to run programs, while also providing the volunteers themselves with a source of enhanced social capital (Nicolson, Hoye, & Cuskelly, 2008; Kay & Bradbury, 2009). However, shared leadership in particular is a form of leadership that has been found to be effective within various organizations such as SFD organizations. Further, the research also shows that this style of leadership may help non-profit's retain volunteers for the future, thus contributing to the sustainability of their practices (Batchelor, 2015).

Further, the complexities of how to best employ shared leadership need addressing, such

as the potential need for a collaborative leadership style such as servant leadership. Svensson et al.'s (2022) research that is concerned with servant leadership's influence on shared leadership's ability in SFD attempts to justify the positive outcomes that may be present when using both leadership styles. Svensson et al. (2022) identified parallels between servant and shared leadership, including the fact that "the empowering nature of servant leaders as well as the collaborative nature of shared leadership align with the focal missions of SFD organizations" (p. 17). Shared leadership practices help organizations achieve goals to their fullest potential, but the complexities of how to best practice this style of leadership is relatively unknown due to the lack of a large pool of SFD leadership literature and research (Svensson et al., 2022).

2.2.1 Shared Leadership in Non-Profit Organizations

Shared leadership is important in the non-profit sector whether the non-profits are sport based or not. Literature illustrates that shared leadership has a variety of benefits in addition to improving the commitments of volunteers as discussed above. It also can foster the ability to innovate in a workplace. Hoch (2012) draws from the earlier work of West and Farr (1989) and states "innovation is important as it influences organizational capability to adapt to change and remain competitive in changing surroundings" (p. 160).

In the non-profit sector, some scholars even state that shared leadership is more effective than in private or for-profit organizations (Ensley & Pearce, 2000). Pearce et al. (2004) conducted a study comparing a vertical leadership style to shared leadership specifically in the non-profit sector. Out of the criteria that they studied, including potency, social integration, problem solving quality, and perceived effectiveness, "vertical leadership was not found to be an important predictor…" (Pearce et al., 2004, p. 195). However, vertical leadership as the dominant style is still widely used today. My research will investigate whether shared leadership

can positively impact areas of a non-profit SFD organization such as organizational capacity and the positive development of the youth being served. Further, in this information and technology age, virtual meetings have become important in the day-to-day operations of organizations, including non-profits. Pearce et al. (2004) identified that shared leadership is an ideal form of leadership for virtual teams. Its important to note this because increasing your geographical reach for resources such as volunteers will only aid in the "transfer of knowledge between teams and organizations" (Pearce et al., 2004, p. 196). This is an especially important consideration for multinational organizations who may require volunteers or employees from different areas of the world/continent. For local SFD initiatives, one could still see how being virtually connected is an asset as many of the volunteers may have other careers to attend to, and the ability for shared leadership to still be an asset to those not physically there is important.

At a more macro level, organizational structures can operate in a variety of ways, but may differ from non-profit compared to for-profit organizations; it is important to identify the differences in styles and how they might transfer from a non-profit to for-profit. A literature review by Rojas (2000) identified four models of organizational structure that measure an indicator called organizational effectiveness and how they operate in non-profit and for-profit organizations. A model focusing on a more heterarchical structure versus a hierarchical "is perceived as having higher degrees of production, commitment, and effective leadership with less interpersonal conflict…" (Rojas, 2000, p. 98). However, the study identified that the model's influence on organizational effectiveness may vary between for-profit and non-profit, specifically because of the differences in values between the two. Rojas (2000) stated that if the structure is refined to have a focus on the core goals of the non-profit, it could be effective. How shared leadership could fit into all of this is through the nature of the heterarchical structure,

where all positions of the organization can have an influence at any level of leadership. Jones et al. (2018) writes that once a shared leadership environment has been created and characteristics are set in place, "… [shared leadership] structures can bring a voice to the community" (p. 93). Providing a voice to populations that are historically marginalized, populations that voices are silenced or deafened, is one of the foundational reasons why this research is important.

2.2.2 Shared Leadership in Non-profit Governance

Local sports councils, volunteers, NGOs, and grassroots movements are all intertwined in the governance of non-profit sport. Governance in sport is a topic that has a following of its own, with scholars dedicating time explore why sport governance is important, how it operates, the leadership within them, and why having a solid governance foundation is important to the success of any sports system at any level (Nowell & Foster-Fishman, 2010; Ferkins et al., 2018; Misener et al., 2013; O'Boyle et al., 2019). However, "leadership research that relates to the governance of sport organizations both within the nonprofit and professional context has received very little focus" (O'Boyle et al., 2019, p. 189). Leadership has a large part in ensuring that governance systems are successful and run smoothly, and therefore finding the correct type of leadership is of the utmost importance. One point of concern amongst leadership within sport governance is the balance in power between paid board members, and volunteers on the 'lower levels' of the typical hierarchy of leadership (Inglis, 1997). This is currently where the focus lies when it comes to building an understanding of how leadership should operate within non-profit sport governance; specifically, how shared leadership can impact governance boards within sport.

The tensions between paid board members and volunteer have been investigated and worked on by various organizations to examine the outcomes. Shilbury and Ferkins (2011) wrote

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an article on New Zealand football and how the dynamic between the CEO and board changed as a result of the shift to shared leadership from a traditional vertical approach. The shared leadership leads to a crossover where the paid staff start to mix ideas and interact with the volunteer board for decision making processes, rather than volunteer boards being told what the decision is (Shilbury & Ferkins, 2011). From the feelings of the board that were experienced as a result of the shift in leadership values came a collective effort to develop a strategic plan to continue to make the change in leadership; it is a strategic plan to help carry out community initiatives from New Zealand Football (Shilbury & Ferkins, 2011). It was even found by Inglis (1997), as cited by Shilbury and Ferkins (2011), that "both paid and volunteer personnel thought that the presidents and board members should have more influence in the area of developing and assessing long-range plans and strategy for the organisation" (p. 118). Paid and volunteer staff bring different perspectives and different opinions to the organization, and it is the role of shared leadership to balance those and get the best out of all levels of employee, paid or not (Shilbury & Ferkins, 2011).

2.2.3 Shared Leadership in Sport-for-Development

The concept of shared leadership has had little exploration within sport-for-development research even though it has proven to be effective in practice, in that it places an emphasis on community (Jones et al. 2018). Not only that, but PYD can intertwine in this context as it aids in illustrating how youth can help guide the community to a place that directly benefits them and leads to their development.

Various scholars advised that for SFD organizations to achieve their intended outcomes such as community capacity, positive youth development, and community development, bottom-up management approaches should be adopted (Schulenkorf, 2012; Skinner et al., 2008; Freund,

2017), so can shared leadership be that bottom-up approach? Jones et al. (2018) stated that

"despite a burgeoning body of literature on SFD projects utilizing decentralized management

approaches, there has been far less attention to related SL strategies" (p. 83).

Shared leadership has more recently in the past few years been explored in the sport-for-

development-and-peace context, more specifically, determining the outcomes and effects on

organizational capacity (Kang & Svensson, 2019; Svensson et al., 2019; Kang, 2021). The

leadership of an organization relates heavily to the organizational capacity of it; so, ideally,

without a strong foundation for leadership there may be no room for growth in capacity.

Research shows that the organizations in the non-profit sector that have a better organizational

capacity have the ability to achieve greater outcomes (Svensson et al., 2019). It was found by

Svensson et al. (2019) that shared leadership has a significant relationship with organizational

performance in sport-for-development-and-peace organizations. It was also found that by

adopting shared leadership styles, it can help to "partially [mediate] the relationship between

human resources capacity and organizational performance" (Svensson et al., 2019, p. 553).

Even though organizational capacity is critical to the performance to non-profits, the

current leadership of these organizations don't place enough emphasis on this portion of their

organizations (Svensson et al., 2017). Organizations must shift a focus on how they can increase

their ability to utilize resources from both within and outside of their organizations because

"capacity…directly influences a nonprofit's goal achievement ability" (Svensson et al., 2017, p.

2055). Hall et al. (2003) developed a popular framework for organizational capacity that includes

three dimensions of capacity; human resource, financial, and structural capacity. Some other

scholars have created their own list of what attributes within capacity are important such as the

list from Christensen and Gazley (2008) that includes HR, external environment, financial and

management, and infrastructure, and Brown et al. (2016) that lists human, financial, physical, and social as the important dimensions of capacity.

Svensson et al.'s (2019) article on the impact of shared leadership on innovation in the workplace highlighted some key considerations for future research that include focusing on both the individual level impact and organizational impact that shared leadership can have. In this case, the idea of 'the workplace' could be thought of as any organization that has different levels of employees and volunteers that work together and rely on one-another to complete tasks and achieve goals. As previously mentioned in the discussion around SFD, it is known that organizational/systemic change is much different and more impactful than individual level change, and therefore it must be measured and studied differently. It is important that future research explore and examine a wide range of dimensions that may be impacted by shared leadership such as financial, partnerships, infrastructure, and planning in addition to Svensson et al.'s (2019) study on workplace innovation. This type of research would allow various organizations to understand how the different dimensions that affect shared leadership might affect organizational performance, as Svensson et al. (2019) noted when they stated that a greater organizational capacity level leads to better outcomes. Within this study, results showed a significant difference in the scores of executive leaders versus non-executive leaders, and with a large focus of shared leadership being the dynamic between higher up executives and employees such as volunteers, there must be research focused on the differences between their perceived feelings towards shared leadership.

Although there is a focus on abandoning vertical leadership in order to gain traction with a shared leadership approach, there may be a need for additional research efforts on how shared leadership can be fostered through some vertical leadership. Hoch (2013) notes that "vertical

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leadership can stimulate shared leadership" (as cited in Svensson et al., 2019, p. 555). In addition to vertical leadership, servant leadership is another area of research that should be explored based on its merit in Jones et al.'s (2018) study stating it "may serve as a catalyst for shared leadership" (as cited in Svensson et al., 2019, p. 555).

Ultimately, to examine the purpose and research questions of this study – a main part of the research being to understand the influence shared leadership has on positive youth development – we must speak to how leadership in general, and perhaps other styles of leadership affects PYD. Much of the literature that is available right now is about the different forms of leadership within sport. Vidic and Burton (2011) studied the effects that four leadership styles have on the motivation of highschool and college varsity/intramural athletes. The four leadership styles that they identified as being most common were servant, transformational, transactional, and passive/avoidant (Vidic & Burton, 2011). Transformational leadership is a commonly used leadership style amongst coaches and has been examined by scholars to identify how the relationship between this leadership style and PYD operates (Newland et al., 2019; Turnnidge et al., 2016). Vidic and Burton's (2011) research focused on qualities of motivation in youth sport and the impact that leadership has on it. They drew on self-determination theory and achievement goal theory, the former highlighting characteristics such as competence, autonomy, and relatedness; language that is familiar in PYD research and youth sport in general (Vidic & Burton, 2011). The latter is a theory that specifically relates to PYD and is referenced in research efforts focused on how youth achievements can influence their development (Greenwood, 2008; Jowkar et al., 2014). Since there are different forms of leadership used in leisure contexts, pinpointing which one is most effective, or at all effective, may be difficult. It was mentioned that shared leadership may need some influence from vertical leadership, and servant leadership

can influence shared leadership. This may be another challenge and complexity of shared leadership research – attempting to understand if shared leadership is always mutually exclusive or if it can at all be mutually exclusive from other types of leadership.

As previously referenced, transformational leadership is a style of leadership that has been researched in the PYD sector, but from an angle that primarily focuses on coach to athlete relationships (Newland et al., 2019; Turnnidge et al., 2016). The research shows that teams that have a coach with an "above average [transformational leadership] related to greater PYD…" (Newland et al., 2019, p. 35). Newland et al.'s (2019) research, simply put, shows that when a participant experiences a certain kind of leadership style, their levels of PYD increase. The question for my research then becomes, does a similar event take place when a participant participates in a program that was conceived through a shared leadership approach? Although the setting changes slightly with it now being in a SFD environment, it is clear that research has shown leadership can have an affect on PYD, so now the focus becomes researching the different contexts.

2.3 Positive Youth Development

Youth and sport-for-development go hand in hand. As mentioned previously, one of the primary goals of SFD is to achieve positive outcomes for communities and those individuals that inhabit those communities. Positive youth development remains a key concept and approach within SFD. Scholars draw on the concept of positive youth development – or PYD – to justify SFD efforts. An entire theory and a widely used model by Holt et al. (2017) was developed specifically to PYD, and it is clear that there is a linkage between it and SFD. SFD organizations may use what is called a sport based PYD approach to their programming which can be seen to foster "personal and social development of youth" (Jones et al., 2019, p. 3). However, it should

be noted that these personal and social developments of youth are more individual outcomes of sport based PYD. Jones et al. (2019) stated that "it is naïve to think they alone can reverse longstanding trends of injustice" (p. 3).

The term positive youth development stemmed from an emerging area of research surrounding general youth development from as early as the 1940's (Benson et al., 2007). These kinds of studies were concerned with delinquent behaviour in children and what systems could be put in place to change their course away from wrongly doings. In the 1970's the Youth Development and Delinquency Prevention administration started to create intentional programs to ensure children wouldn't engage in what was considered bad behaviour (Benson et al., 2007). Once the 1990's hit, the literature and language around how to best engage in youth development work was changing. Without the literature explicitly saying the term positive youth development, the focus started to shift to a place where the ideas were concerned with "identifying positive, developmental 'building blocks' which help youth stay on a successful developmental trajectory" (Benson et al., 2007, p. 899), i.e., a shift was occurring in the literature towards positive youth development. Specifically, the environments that kids are in were at question and how they may influence child's behaviours. Much of the work on defining youth development programs and initiatives came from the federal level with multiple reports being published from both the National Research Council and the National Institute for Child Health and Human Development (Benson et al., 2007). A late 90's work from Bronfenbrenner and Morris (1998) included a summary of findings that is regarded as a clear and concise explanation of youth development research findings, the summary states:

The research findings presented here reveal growing chaos in the lives of families, in childcare settings, schools, peer groups, youth programs, neighborhoods, workplaces, and other everyday

environments in which human beings live their lives. Such chaos, in turn, interrupts and

undermines the formation and stability of relationships and activities that are necessary for

psychological growth. (p. 1022)

Larson (2000) was also an early scholar concerned with positive youth development, but from a

psychological approach, which is where much of youth development interests stemmed from.

They provide context for the psychopathological approach to youth development and how a

foundation may be laid for understanding developmental studies. Even though the research on

youth development has trickled into other subjects such as leisure studies, it is important to note

where the foundation came from in the early 1940's as described above, that being psychological

and sociological work (Larson, 2000; Bronfenbrenner & Morris, 1998; Benson et al., 2007).

Positive Youth Development critically examines the current approaches to youth

programming that really sees a youth's background as more of a struggle and something that

makes them incapable; PYD rejects this claim. "The positive youth development approach aims

at understanding, educating, and engaging children in productive activities rather than at

correcting, curing, or treating them for maladaptive tendencies or so-called disabilities" (Damon,

2004, p. 15). Damon's (2004) research aided in the understanding of what PYD is and why it is

different from the current approaches to youth programming and research interested in youth that

are considered "troubled" – this is the language of much of the literature, not the language

accepted by this current research. The key takeaway from the theory is in the name, positivity.

The concept relies on seeing the children and youth in a positive light rather than seeing them as

people who need to be saved (Damon, 2004). Benson and Pittman (2001) noted that there are

four criteria in PYD: (1) comprehensive scope, (2) promotion, which is considered to be the key

criteria, (3) developmental in nature, and (4) it is symbiotic. Some scholars may differ in what

they believe are the central tenants of PYD. For example, Damon (2004) has three central ideas compared to Benson and Pittman's (2001) four. However, even though some scholars may list some slightly different wording their criteria, many of them still hold the same beliefs about PYD theory, those beliefs being that youth have the ability to grow and develop regardless of their backgrounds and upbringing (Gomez & Ang, 2009; Catalano et al., 2002; Fraser-Thomas et al., 2005).

Benson et al. (2007) noted that PYD is an overarching topic for many areas including psychology, health, sociology, social work, and more. Fields such as psychology also have literature dedicated to positive development of youth while participating in sport. Larson (2000) explained in their article about the psychology of positive youth development that "adolescents experience a unique combination of intrinsic motivation and concentration that is rarely present during their daily experiences in schoolwork and unstructured leisure" (p. 178). They went on to make the overall claim that sport can help to positively develop a sense of initiative among youth. Lerner et al. (2000) suggested that the five 'C's of positive youth development are a key concept, those being competence, character, connection, confidence, and caring and compassion. It is then stated that if a program is able to incorporate the five 'C's, then contribution will emerge as the sixth and final 'C'.

Development in a community context has shifted over the decades. In the "late 1960's and early 1970's 'development was linked with community organization and coordinating local political and economic resources to achieve civil right, social justice, and the 'common good'" (Holt & Coakley, 2016, p. 38). This was a more group focused definition of development that saw the overall group come first, and then the individuals would be able to benefit from that development and start to form their own sense of growth and development. It was in the 1980s

that the shift came to include an individual first focus that said healthy communities would be built up from individuals that have focused on positive development first and foremost. There was also an increasing focus on young people at the front of this developmental shift (Holt & Coakley, 2016)

2.3.1 Positive Youth Development in Sport and Sport-for-Development

"Youth sports have long been assumed to produce positive developmental outcomes" (Holt & Coakley, 2016, p. 41). Holt and Coakley (2016) said that in 2005 the UN created the International Year of Sport and Physical Education, signifying a change in understanding surrounding sport. The UN's action of creating a year dedicated to sport and physical education was all about acknowledging that sport could be used as a tool for youth to promote a healthy lifestyle, mainly in places that have a large amount of poverty and unhealthy living conditions. This kind of language and action is seen in SFD and SDP efforts from various organizations that are recognized by the UN, such as Right to Play, but this International Year of Sport and Physical Education also lead researchers to think about PYD in different contexts.

PYD has become a focal point in many areas of scholarly research and an increasing number of scholars are realizing its importance, especially in sport-for-development research. Schlunkorf et al. (2016) emphasized the importance of PYD in SFD research when they share their review "indicating that PYD is the most common framework guiding SFD scholarship" (p. 1). In Benson et al.'s (2007) article that helps define PYD, they refer specifically to Damon's (2004) article that emphasized that community works "both [as] an incubator of positive development as well as a multifaceted setting in which young people can exercise agency and inform the settings, places, people, and policies that in turn impact their development" (p. 895).

Youth from various walks of life continue to be involved in sport-for-development

research, including youth involved in refugee SFD research. Primarily, youth refugees are the topic sport-for-development-and-peace research as they are a part of what is understood as the at-risk populations that SFD aims to positively impact (Ha & Lyras, 2013). It is known that when speaking about youth that have historically been marginalized, they "are more likely to experience difficulties during the process of adaptation to a new society when compared to general immigrants due to cultural differences (language, lifestyles, values), and traumatic life events they experienced before moving (political conflict, exposure to war related violence, deprivation)" (Ha & Lyras, 2013, p. 123). These reasons are exactly why the SFD sector is so important for youth, it provides an avenue for positive youth development for them where it currently it may not be as accessible and/or prominent.

Youth may also struggle to be involved in traditional sports programs due to costs increasing (Clarke, 2008; Ifedi, 2008; Kremarik, 2000). With annual household expenditure on recreation rising from just under $4000 in 2017 to over $4600 in 2019 – the largest increase over a two-year period in the last decade – research on the benefits of affordable community sport programming is of the utmost importance (Tighe, 2021). Holt et al. (2011) studied access to sport among families that identify as under-waged were provided $250 a year to help their children participate in sport, but that was still not enough money, especially if there were multiple children in the family that wanted to participate. Further, sport at higher levels become more expensive as children progress, and therefore it becomes less accessible to these families. Some of the families in Holt et al.'s study (2011) provided some avenues to navigate financial barriers, one of which was through funding provided by non-profit organizations. Based on Holt et al's. (2011) research on the barriers to recreation for low-income families, there are some improvements that need to be made to this proposed solution. It is highlighted in the research

that the families that are well informed on the availability of this funding were the ones getting the funding, but if a family does not know where to look or where to find such resources they are out of luck (Holt et al., 2011). In order for youth to continue to get opportunities in sport, "…ways to sustain sport involvement are required, especially among children from low-income families" (Holt et al., 2011, p. 497). This is where SFD can make an impact; with providing an alternative to expensive youth sport or providing support to those who want to participate and take their skills to the next level. Further, when SFD takes financial pressure off of families that are under-waged, it also can push a sport-plus outcome and have impacts beyond just physical fitness such as social capital which has been referenced previously in this section. Jones et al.'s (2016) research set up the importance of PYD in the process of youth sports programs, not just the outcomes that are presented. As of now, "youth sport programmes, particularly in North America, have a clear vision of the youth development outcomes they should be targeting, yet only vague conceptualizations of how that development is achieved" (Jones et al., 2016, p. 162). It is also noted that even though the research highlights the important factors that may affect PYD such as organizational capacity, there is not enough focus on them in research studies surrounding PYD (Jones et al., 2016). A primary finding from Jones et al.'s (2016) review of PYD and SFD literature was that there is context missing from much of the research; this meaning that there is a lack of rationale or reasoning behind the approach to the research. Further, rarely did the research studies indicate what the status of the organizational capacity and resources was. It is important to understand the level of resources and capital a sports program has because "without sufficient funding, facilities, equipment or training, it is unlikely that activities will contribute to any sort of sustainable change, regardless of the programme logic" (Jones et al., 2016). This research by Jones et al. (2016) set up the importance for scholars in

their research on SFD and PYD, and therefore informs my research and the gaps that are important to fill from the current pool of knowledge. My research intends to illustrate and dissect factors that are important to SFD programs such as shared leadership and PYD in order to understand how organizations best operate to yield the best results for participants. The research will build on the findings from research such as Jones et al.'s (2016) integrative review of youth programming to understand better how SFD programs can be best practiced and how certain factors effect these outcomes and processes.

Outside of SFD initiatives, it can often be hard for families who have been historically marginalized to access recreation and sport opportunities for their kids because sports continue to be institutionalized while becoming more expensive (De Knop et al., 1996). Community programming often is a great option as they can sometimes do their best to reduce barriers to access, but it was noted by scholars that these centres do not get enough attention to be funded correctly and therefore can struggle to self sustain (Hellison & Cutforth, 1997). This is why the effort for SFD and SDP programs to adopt PYD is of the utmost importance. Providing accessible programming that can aid in the missions that are conceptualized with PYD theory in mind should be a primary goal of practitioners and sport provides. Further, Durlak et al. (2007) state that there a variety of both system and individual level changes than can occur from promoting competencies in youth. Self and social awareness, self-management, responsible decision making, and relationship skills are all individual level changes that can occur in different settings including community, school, and family settings. These changes lead to the desired youth outcomes that include an increase in prosocial behaviour, academic achievement, grades, and peer acceptance, as well as a decrease in negative behaviour, violence/aggression, school discipline, and peer rejection (Durlak et al., 2007, p. 270).

Although individual level change is a positive and should be encouraged, there too needs to be a focus on system level changed as identified by Durlak et al. (2007). Changing the system is believed by scholars to enhance the ability of youth to personally grow and experience PYD (Durlak et al., 2007; Scales et al., 2001). System level change may occur through what is considered by Durlak et al. (2007) as an ecosystem that can include "[availability] of resources and services existing at the neighbourhood or local community" (p. 271). As mentioned previously, scholars such as Hellison and Cutforth (1997) highlighted that community and non-profit programming can be underfunded, but if interventions are put in place through the focus of PYD, system level change can be a primary focus and may influence decision made within "politics, economics, and cultural norms and values" (Durlak et al., 2007, p. 271).

My research intends to take the approaches and foundations of leisure research such as positive youth development, sport-for-development, and shared leadership and connect them in a way that showcases how SFD organizations can best provide youth programming by adopting an intentional leadership style to foster collaboration and sustainability.

3 Methodology

3.1 Introduction

This chapter will highlight both the methodological choice of the research study, and an overview of the methods. This section will begin with a discussion of the intended methodology and why it is selected in addition to its significance. Then, the section will go on to outline the methods, including the sampling process, data collection methods, and finishing with the data analysis technique and procedure.

Most importantly in terms of the particular focus of this study, qualitative research methods are needed to expand the breadth and scope of knowledge surrounding shared leadership. Much of the research at the moment is quantitatively oriented in order to measure the impact of shared leadership. Qualitative measures will help to "answer more in-depth questions associated with why and how shared leadership is developed and influence organizational outcomes in SDP agencies" (Svensson, 2019, p. 555).

3.2 Methodological Approach

A Case study methodology will be employed for this research study. The choice to use this methodology came from the idea that the study does have boundaries to it, those being the particular program within the singular non-profit organization - Adventure4Change. Merriam (1998) says that "the case [is] a thing, a single entity, a unit around which there are boundaries (p. 27). Case study research has been carried out in the context of organizational research for decades, and there are arguments made that it may be one of the best, if not the best approach for organizational research (Berg, 1968). Boblin et al. (2013) implemented a case study research method to understand how a change in practice at acute-care organizations would impact patients and practice. They then looked at whether case study would be the best or appropriate choice to

understand these types of studies in other organizations. In the end, depending on the case study approach, it was said that a researcher can really attempt to understand how the new practices are implemented and how they take shape in an organization (Boblin et al., 2013). Although Adventure4Change is not a healthcare organization, community recreational programs still provide benefits that may stretch further than physical. With case study research, we were able to understand how a shared leadership approach is being implemented, how it takes its form, and how participants react to this style.

Further, case study research has "distinctive attributes: Particularistic (it focuses on particular situation, event, program, or phenomenon); Descriptive (it yields a rich, thick description of the phenomenon under study); Heuristic (it illuminates the reader's understanding of phenomenon under study)", characteristics that can be seen to parallel generic qualitative inquiry (Yazan, 2015, p. 139). Lim's (2011) work highlights the fact that with an intention to understand a topic on a deeper level, comes an intentional use of analysis techniques such as thematic analysis – a technique that will be discussed later in this chapter. The use of semi structured interviews allowed for rich data to be collected with the use of open-ended questions within the interviews, a method that is cited as fitting well within basic qualitative methodology (Kalkhe, 2014).

I set out a number of goals with this study that were underlined by the three primary research questions and its overarching purpose. Case study research allowed me as a researcher to conduct research within the boundaries of the particular organization and program being studied. I believe that the case study research aligned with the previous mentioned descriptions given by Yazan (2015), Kalkhe (2014), and Merriam (1998).

3.3 Organizational Context

Adventure4Change is an incorporated non-profit organization that has a multitude of programs that they provide to the population that they serve. In this specific study, the soccer program that they provide in the summer was investigated, but they offer more than just sports and recreation programs. They offer programs such as after school tutoring, English classes, and sewing classes. Their programs are defined by the community, and it is by listening to the community that they build their program structure.

The summer soccer program under study was a program created about five years ago due to demand from the community. Adventure4Change saw the interest in soccer from a few individuals within the community and quickly realized that creating an accessible way to play soccer would be an important pillar of community building and youth development. Their focus in creating the program was to ensure that more than just a couple of kids could experience a program such as the soccer program that exists today with coaches, high level players, and important partnerships. Today, the soccer program draws upwards of 50 boys and 20-30 girls, all ranging in skill level and age.

All of their programs, whether they be sports based for the youth, or for the older population of parents and guardians, align with their mission. A4C's mission is comprised of focuses on creating leadership qualities in the community, building partnerships with organizations and individuals, and finally, addressing the complex situations that their families find themselves in; situations including "limited income and family dislocation" (Adventure4change.org). They believe that "Strong neighbourhoods and families help to raise healthy children and improve economic and social life" (Adventure4change.org)

Adventure4Change's staffing structure is a mix of both paid staff members – of which

there are about six key paid staff, and then volunteers both from within the community and through partnerships that they have created with other organizations. Of the six key paid staff members, each have a unique role ranging from admin, partnerships, community engagement, youth programming, system navigation, and executive direction. Adventure4Change have a strong commitment to creating leaders as mentioned, so many of the volunteers that they have are from families within the community, both youth and parents. The collaboration between the volunteers and community members and paid staff is a key consideration in this study investigating the shared leadership approach.

3.4 Methods

3.4.1 Sample

The type of sampling that was used for this study was purposive sampling from a non-profit organization named Adventure4Change (A4C). A4C is a non-profit community programming organization that operates out of the Waterloo Region, primarily serving families and youth in the Sunnydale community. The Sunnydale community is home to a population that is diverse in nature, families that are new to Canada, have English as their second language, or live in densely populated neighbourhoods all call Sunnydale home. Adventure4Change states their vision as "every child and youth living a life of opportunity, hope, vitality and contribution" (adventure4change.org). From a shared leadership perspective, seeing characteristics such as opportunity and contribution in their vision, is what separates them from other organization. A4C empowers and puts youth in positions to lead within their own community, amongst their family, friends, and classmates. A focus of A4C is "those who participate with us, whether they are residents of the community, from nearby neighbourhoods, volunteers to be leaders in their world by equipping them with the understanding and tools required to live lives of vitality and

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contribution" (adventure4change.org). So, A4C is unique in that they transfer those shared leadership attributes into the community itself, promoting a self-sustaining environment within a population that is historically marginalized.

With the help of fundraising opportunities, grants, and stakeholder partnerships, A4C is able to provide a number of free programs to the families, especially youth, in the community. The soccer program that was at the center of this research endeavor is one example of mobilizing a partnership for the betterment of others. A local soccer club partnered and lent the use of equipment and human capital (e.g., soccer coaches) to A4C in order for them to run a program that is of a higher quality. In terms of the sample, there were a few different groups that were recruited for sampling and interviews. The participants were made up of staff, both paid and volunteer, as well as participants in the programming that is being run by the organization, A4C. Along with paid staff, volunteers such as coaches, parents, and youth in the community were also interviewed. This allowed us to gain insight into the perspectives of a diverse group of people throughout all levels of the organization and program. These were the people involved in the planning and execution of the program, so involving them in the data collection process was key in exploring the proposed research questions.

Lastly, the youth actually involved in the programs, or their parents, were also interviewed in order to understand the impacts of shared leadership on positive youth development. Conducting interviews with participants and parents of participants provided a unique, ground-level lens into the research topic at hand.

3.4.2 Data Collection

Semi-structured interviews and focus groups were both used to collect data in this study. Interviews were conducted primarily with program staff, volunteers, and parents to allow for

individual perspectives to be shared. Focus groups were the appropriate choice for this study because they are related to semi-structured interviews but "with a number of participants that aim to explore a specific set of issues" (Skinner & Andrews, 2009, p. 112). The reason behind this choice is that I wanted there to be a guide to follow loosely for the participants, but also be able to flow smoothly from topic to topic in conversational tone. For example, if some of the interviews being conducted are with youth, they may find it hard or remain attentive to speak in an open-ended format for 30-45 minutes. Further, the interviews had to be structured in a way that teases out the intentions of the case study methodology. A question that was asked of the parents that contributed to forming a story of shared leadership in programming was about how the parents viewed the roles of their children in the program (e.g., did they see the ability of their children to lead come through in the soccer program?). Further, conducting focus groups instead of individual interviews with the children allowed them to be more comfortable as focus groups are "socially oriented, studying participants in an atmosphere more natural than artificial experimental circumstances and more relaxed than one-to-one interview" (Skinner & Andrews, 2009, p. 113). This meant that meaning making and how the participants attach meaning to the experiences was a priority of the research, so tailoring questions towards that framework was important. An example of a question in a focus group that helped create meaning was around how they felt when playing soccer, and what kind of emotions they experienced. This was important because whether the emotions were happiness or anger, the answers to this question all contributed to meaning creation.

For both the interviews and focus groups, an interview guide and the appropriate questions needed to be crafted in order to operationalize the study. Probing questions were a large part of the interview process, so it was important to have a number of them on hand. For

example, when asking staff about what the roles of the youth were in the soccer program, it was important to have a follow up probe about if the youth have a voice in creating change or if they even have a voice at all in the program evolution. It was important to create the right questions and conduct the interviews in such a way that the participants did not feel victimized. Each interview and focus group were transcribed verbatim so that it could be looked back on in the process of creating codes and themes. The interviews were conducted in person rather than over the phone or video call service, this was important in trying to remove barriers for participation. Individual interviews were conducted over the course of a two months in the second quarter of 2022. The initial priority of data collection was to speak to the paid and unpaid staff as these interviews gave insight into more organizational structures of how shared leadership operates in SFD programming. However, it became clear that conducting interviews when it was most convenient for the participants was the best way to go forward as it helped to mitigate any stalling in the data collection. Not only were interviews with staff important, but also youth/parents of youth in the programs themselves as they helped guide the answering of the research question regarding positive youth development.

In order to reduce barriers related to technology, all data was collected in person. However, with in person focus groups and interviews came the challenge of picking a site to hold them so it was not a burden to the participants to get to the site (Thummapol et al., 2019). Building trust was a key part in accessing a space to conduct said focus groups, so "the relationship with research participants must be carefully managed, as it can affect participation and retention" (Thummapol, 2019, p. 4-5, as cited in Liamputtong, 2007). Building trust in the recruiting process was important. For example, our main channel to recruiting participants was having the youth program director send out the information for the study. They are a trusted

individual in the community and interact heavily with the population. Having the information brought to participants from a trusted source helped to build my credibility as a researcher and visitor in Sunnydale.

Language and communication were also considerations that were taken into account. Due to the demographic of the community, there were some participants whose first language was not English. At times, it was important to have another individual help to explain the details of the study that were provided on the information form. When conducting the interviews, I clarified questions in a number of ways to ensure that the participants understood and were able to answer the question.

3.4.3 Data Analysis

Reflexive thematic analysis was used to analyze the data that is collected from the individual interviews conducted. Reflexive thematic analysis is a branch of thematic analysis developed by Braun and Clarke. "Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79) through a a step-by-step process. They state that "through its theoretical freedom, thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex, account of data" (Braun & Clarke, 2006, p. 78). There are six steps that Braun and Clarke (2006) list as being part of the thematic analysis process: (1) Familiarize yourself with your data; (2) generate initial codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; (6) producing the report.

A key component to this data analysis process was ensuring that I read the data enough, which is part of the first step of Braun and Clarke's steps. Braun and Clarke (2006) speak about immersing yourself in the data and that can involve "repeated reading of the data, and reading

the data in an active way – searching for meanings, patterns and so on" (p. 87). Going past just the semantic meanings of codes in step two is important for this study and therefore a focus will be on creating latent codes for the contents of the data. Braun and Clarke (2006) describe that thematic analysis at the latent level goes beyond the semantic content of the data, and starts to identify or examine the underlying ideas, assumptions, and conceptualizations - and ideologies - that are theorized as shaping or informing the semantic content of the data" (p. 84). Using latent coding aided in the later steps of the process which have to do with "…sorting the different codes into potential themes…" (Braun & Clarke, 2006, p. 89). An example codes that could be sorted into themes included connection to local community or neighbourhood involvement. These are examples of a couple codes that were highlighted in the transcripts of interviews, codes that are a little non-specific, but help to capture the essence of the data. Eventually the codes and collections of sorted codes were made into a concise set of initial themes such as physical benefits or developing leaders and collaboration, before refining and organizing them into final themes that covered the scope of the research question.

However much the steps of thematic analysis helped in the organizing of thoughts, in the reflexive method of thematic analysis, there is freedom in thinking of these steps as guiding principles rather than a rigid structure that cannot be strayed from. Reflexive thematic analysis, or reflexive TA, is an approach to TA that "emphasises the importance of the researcher's subjectivity as analytic resource, and their reflexive engagement with theory, data and interpretation" (Braun & Clarke, 2021, p. 330). This approach was important in this study as I do believe that my reflexivity as a researcher were a key perspective and resource for data analysis. This importance was mainly the case in data analysis when sorting through the different meaningful perspectives that participants shared, including their stories. Emphasizing and

creating stories is exactly what reflexive TA can do along with describing events. That's why a theme such as inspiration towards life success is so important as it highlights real stories and experiences of participants, and these stories, I believe, become all the more meaningful in a case study such as this one.

3.4.4 Trustworthiness of Data

Trustworthiness in data is a way of deeming the research as legitimate, and therefore was a main priority of this research study. One of the primary tenets of deeming research as trustworthy is by identifying transferability and whether it can be generalized (Nowell et al., 2017). Since this is a case study, the research is within the bounds of the specific community sport setting, so it is important to take into account that the research cannot automatically be scaled to any level or context. I believe that a case study approach builds in a level of self awareness to the scalability of the research.

Being transparent in the data analysis process is also a tactic to achieve trustworthiness, it can establish dependability on the data (Nowell et al., 2017). Since thematic analysis is employed in the analysis process, including the coding practice and process in the appendices is a way that the reader can reference and follow along with the researchers' thoughts. Lastly, researcher reflexivity was useful in establishing trustworthiness so that there is a level of critical reflection on the part of the researcher.

Keeping these three characteristics of trustworthiness in mind as the analysis was being completed added a level of rigour to the process and shows the reader that the data can be trusted. In a study working with populations that are historically marginalized, I believe that establishing trust in them was of the utmost importance in terms of ethics and morality.

3.4.5 Researcher Positionality and Assumptions

The way I positioned myself as a researcher stemmed directly from my involvement in youth sport since I was five years old, to my involvement in coaching when I reached my adulthood. My experience in youth sport has always been from the perspective of someone with a large amount of privilege, but as I got older and became involved with coaching and working within the SFD sector, I realized sport has the power to induce change in people's lives; specifically, people who do not have the privilege I do. My primary belief about youth sport, with the right leaders, is that it has the ability to be a positive factor in kid's lives', and it can do this in a multitude of ways that I've seen firsthand; from English as a second language skills, making friends, skill development, etc. However, as with many areas of leisure studies, there are potential negative outcomes and limitations. Ideas such as further marginalization, alienation, and overcomplication of the organizational process come to mind and must be recognized by researchers such as myself. As a researcher I took my understanding of these ideas with me throughout the study, from conception of the idea, the finalizing of findings. I explored the positive change that shared leadership can have on youth populations, while at the same time understanding and recognizing both the limitations, and the positionality that I bring to my endeavours.

4 Findings

Through data collection and analysis of a number of interviews and focus groups, a variety of findings were generated about shared leadership, how it is practiced among leaders, its role in organizational capacity, and its place in positive youth development. The challenges of shared leadership are also evident and will be discussed in this chapter. The themes related to each of these areas will be discussed in four sections, with each section encapsulating a different research question.

4.1 Roles and Responsibilities of Leaders Within Shared Leadership

The section below offers findings related to the first research question of the study: *Who is involved in shared leadership in a SFD organization and what are their roles in shared leadership?* There were three themes generated from the data that relate to the research question at hand: building trust and safety, relationality through diversity, and caring, listening, and kindness.

4.1.1 Building Trust and Safety

The first role that was seen as important in shared leadership among participants was the ability to build trust and develop a feeling of safety when interacting with staff, volunteers, and other program participants. A staff member at Adventure4Change mentioned that the community may not be quick to feel a sense of trust, but it can be built:

> "I'm telling you, it's not easy for this community where we are working, not easy for the girl to come out very easily. And to trust someone and [staff member] is the one who build trust, and those moms agree to bring their daughters out." (Participant 10)

Participants also compared their practices to other sport organizations where building a sense of trust and solidarity aren't as critical, whereas the staff at A4C are always looking to

make a lasting impact in the name of trust and safety:

"Relationships are critical. So, when we take kids, they're like, the only thing we know they're gonna get out of it are some skills, maybe no one from there has tried to keep in touch, no one has offered to come around and you know, say hi and whatnot. But so many of our volunteers from our summer soccer program, continue to stay involved and continue to be around and, you know, maintain connection and relationships with parents, kids, community, etc.…" (Participant 9).

Since the volunteers stay connected and form relationships, it could be said that they become a part of the community, thus bringing – or sharing – the leadership amongst the community itself that is being served. Where staff speak about their role in building trusting relationships, parents also feel the impact of the staff on their kids being able to stay out of trouble. "I trust the [staff member]. I say go, no [staff member], I don't want to send because a lot of kids, sometime kids smoke, I don't trust because I don't send him" (Participant 2). This parent feels strongly about this leader at A4C in that if they aren't there, they may not feel as comfortable with their kids going out unsupervised as the parents may not feel good about the influence some other kids may have on theirs. This connection that the staff members build with participants not only shares the leadership and forms relationships with participants, but it also indirectly builds a relationship with the parents as well, contributing to this feeling of trust and safety.

In addition to the previous example, another parent sees the impact of simply having a bigger team of more staff and volunteers contributing to a sense of safety. When asked if they are able to put trust in the staff when their children participate in programs they responded saying "…maybe this year I give no problem because a little bit bigger. Safe yeah, because we have a

lot of volunteers before we don't have a lot, but now a lot of people volunteer" (Participants 16). The size of the group also matters to this parent, saying that before when it was a smaller group of leaders it was harder because there simply weren't enough eyes, but now with the bigger group, they feel safer.

A4C has been able to recruit volunteers to help run these programs through the foundational idea of shared leadership, they have given real responsibilities to community members and allowed them to engage in trust building and providing a sense of safety – just one of the many roles they have. Across the different levels of participants, that being staff, parents, and children, trust and safety all are important. It is also important to note that even though safety and trust may manifest itself different across the different demographics and feel a great impact.

4.1.2 Relationality Through Diversity

A key advantage of shared leadership is its ability to gather a variety of perspectives from diverse demographics. It was found throughout the interviews that the diverse nature of the leadership amongst A4C and its soccer program contributed to feelings of comfort and relationality. The participants of the soccer program, especially the girls found it helpful to have a diverse leadership group made up of women. "I love playing soccer, but when I heard it was all boys, I was like no I don't want to play because they are aggressive, and I'm scared of them. And I asked if there was girls and there was so I joined. It's kinda good, really fun" (Participant 6). Gender diversity in leadership however is not the only strong point of A4C's shared leadership approach. A4C finds themselves in a position to be serving a community of dominantly BIPOC individuals and families, and being able to utilize a shared leadership approach to access not only a variety of different skills and perspectives, but also have the leaders relate to the participants on

a different level, that was described as special by one A4C staff member:

>"So if you're going to lead, dominantly families of color, mostly African, some middle
>
>eastern and kids of colour, you'd better have you better represent them in your leadership
>
>structure. And I love it when mom's kids come in, look at [staff member] and say, 'you're
>
>like me'. We did, we've done tutoring, public-school kids and years ago, when Africans
>
>Association university or group came in and began to do the touring with us. I watched
>
>the lights go on in kids lives, black kids coming out of white classrooms all day long with
>
>white teachers coming in here and being tutored by an African...magic, magic."
>
>(Participant 8).

Without these multiple leadership voices and this role of the leaders focused on diversity, one may not see these levels of participation or a level of comfort that was felt by participants. Parents, when asked about the importance of diversity in leadership, say that it has made them feel like they belong to the country that they now live in:

>**"**It's important, that one is a big important for particularly for us because it's bring us
>
>together when we come here Canada they say as you cannot say people 'hi' in a country
>
>you cannot eat together, you cannot talk, but now when we know even if they are
>
>Canadian we say hi each other, we give food each other, we are like same people"
>
>(Participant 3)".

For a family to come to Canada and not feel welcome enough to interact with other Canadians, it is incredibly hard as this parent states, but A4C and the leaders have helped them feel like they belong. Not only is their diversity in the leadership, but it is coming from within their own communities, and it is something that the community wants more of, that being volunteers with real and meaningful responsibilities.This idea of real and meaningful

responsibilities is important when noting that diversity does not stop at ethnicity, race, and gender however important, but it also extends to skillset and interests from staff and volunteers. There are unpaid volunteers that are able to have an impact on the programs simply by being interested in helping people grow on the soccer pitch, and off, as one staff member notes:

"But then you also get it where like, it's not just people with specific skills. So, like, if we were running a men's soccer team, out of our area, yeah, we would mostly end up recruiting, or people would be interested in coming if they were like coaches, if they were soccer focused people, right. But with kids, you have folks from you know, like to just love kids, and just want to be around them and go, oh, soccer is a good medium for that. But then you also have some really focused soccer people that go, 'I love soccer, like, man, the I guess I can work with kids'. And you have this really dynamic, right, leadership structure where you got some people who really like kids, and some people really like soccer and some parents and some, you know, staff, people that need to make sure that everything's aligning with what we're trying to do." (Participant 9).

Accepting and being open to the shared leadership seems as if it has allowed A4C to get people involved that, as this one staff member mentioned, "…[align] with what we're trying to do" (Participant 9), and awards responsibilities to them in the areas that they feel they are best at.

4.1.3 Caring, Listening, and Kindness

Shared leadership is about empowering individuals, and listening to those who have perspectives from the ground level, that ground level being straight from the community in this case. Leaders that show they care for the ones they serve can build a relationship that is unique, and works to the advantage of everyone involved, because they can listen to their participants, and put them in positions to share responsibilities. A parent discussed how important it is that

their children are being heard and listened to in the soccer program and emphasized how it made them feel as immigrants in Canada: "Its important, that, because for our color, we wear hijab like we are different country, when someone listen to you is…is you feel like your own country. But when you don't feel something like what you need, and you tell them and they don't care? Like, you feel like why am I here? I am nothing" (Participant 3). This quote really highlights the importance of the active listening that A4C provides. This parent showcases that when words of an organization are followed up by action, it makes them feel like they are part of a community.

Building on the previous theme of relationality through diversity of leaders, it was also evident that leaders also viewed their role as one that spreads a deep level of kindness and tries to inspire. One staff member noted that they view their role as exactly that, using their understanding of the backgrounds of the community, they listen to the concerns, and possible apprehensions, and build a relationship that inspires:

> "So for me from the background, the woman is very reserved, and especially the girls and when they come here, so I, I'm always looking at recreational programs for the moms and for the young girls so they can get involved and they don't feel like behind and they don't think that the way they look and the way they are wearing, they are different from the other worlds I want them to they feel that okay, the way we look, and the way we wear, we can do so many things" (Participant 10).

Adventure4Change staff really place a focus on the community feeling like they are just like everyone else, and that is stated in this quote about making the participants feel like the are at the same level as others and not behind the curve. The program participants also feel these efforts of caring and kindness by their coaches and leaders, some of which they know from the community they live in. The kids described their coaches as "kind, confident, responsible"

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(Participants 11, 12, 13, 14, 15), while other participants went so far as to say their coaches were "…the best part" (Participants 4, 5, 6, 7). It was clear that A4C has been able to put together a leadership team with diverse perspectives that allows them to develop a deeper connection with the participants. Another example that was given by an A4C staff member, was about the effort level of volunteers, and their willingness to go the extra mile:

"You know, we have volunteers and volunteers…and volunteers are coming in to run a program and be a part of something, we have those kinds of volunteers, they come in at seven o'clock, they leave at nine. But we have these other people that—weird volunteers who show up at six, help set up the program and are here till 9, and then walk them home and hang out in their homes and then come back two days later to see how they're doing" (Participant 8).

Shared leadership's positive effects such as retention and effort level on volunteerism is key in non-profit and sport-for-development work.

4.1.4 Technical Sport Leaders

The technical knowledge of the leadership team is a role that not only can improve the skills of a soccer participant, but also can inspire and create new opportunities or experiences for youth in sport. "It wasn't my first-time playing soccer because as soon as I moved back to Sunnydale, they were playing soccer in December. All December was soccer last year. Not this year. But when we met the summer [volunteer coach] tell me how to shoot and be goalie, so I'm a really good goalie and shooter" (Participant 4). It was also common for participants to want to be like their coaches because they were good at soccer or strive to "…be better than them" (Participant 14). Some of the participants saw this program as an opportunity to hone their skills and maybe even take the next step. Even one parent noted that there may be further opportunity

for their children in soccer when they grow up and play in the future: "Maybe 18, 17, if you're playing the future maybe you keep going you know, my son too was, is good, 18 years old now" (Participant 16). Another parent shared a conversation they had with their child about participating in soccer: "He say 'Mom…I have to go. I want to go to America.' I want to say he happy. He say maybe he likes more soccer. I say maybe I have to leave him; Maybe I say, you can go" (Participant 2). The technical sport aspect made this parent feel as if there may be a brighter future ahead in terms of sport and that, if the time comes, the kid may want to try and take the next step in sport.

Shared leadership allows an organization to bring together a group of people to work towards collective goals, and in this case one of the goals is improving soccer skills; however, this goal can also translate to a higher purpose. One program volunteer discussed:

> "A team in sports I feel like it brings everyone's, like, talents together and what they're capable of like all their capabilities to achieve a common goal, and I guess that common goal that we were all trying to achieve with began like developing kids soccer skills, creating a sense of community for them, and just giving them opportunity to feel that they can...like when they work hard for something, they're able to achieve that goal…" (Participant 1).

Whether it's a coach teaching a kid how to be a goalie or driving a kid to want to take their skills to the next level, technical sport knowledge remains a key role of leaders within the shared leadership model of a non-profit sports context. Shared leadership's ability to draw in leaders with the skills, temperament, and attitude to connect with participants to develop their technical knowledge and skill in a sport remains unique and impactful.

4.2 Shared Leadership's Impact on Organizational Capacity

The following section illustrates the findings corresponding to the second research question that asks: *How do shared leadership and organizational capacity influence one another within a sport for development organization?* There are three themes that were generated related to this research question: Reduction of program costs, expanding the organizations network, and shared leadership's influence on program sustainability.

4.2.1 Reducing Cost of Programs

Shared leadership is versatile in the benefits it can provide related to the effective functioning of an organization. A4C is sharing their responsibility in both staff and volunteers, and in doing so it is removing the need to make more specific hires:

"I think there is a there is a chosen path there that I think [staff member] who this year initiated adventure routines, project like, I think [they] come from a value like ethic base that is very much focused on servant leadership and, and collaboration and not one person or not an organization being central or needed, [they've] often said, If Adventure4Change stopped getting money and stopped having funding, it wouldn't stop what we're doing. Because, because we're not set up in a way that is reliant on funding, the work would go on, we would find a way…" (Participant 9).

Shared leadership is taking away the pressure of spending extra money from an organization like Adventure4Change. As a participant in the shared leadership approach, being connected to the community and having volunteers and partnerships that can provide you with the resources you need is paramount in expanding organizational capacity; and sharing that knowledge and connection is where shared leadership really flourishes: "I guess I'm the guy who somewhat has been up to now, who's largely connected to the community know where the

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resources are. But [staff member] is picking up a lot of that, and so [they] know people now, who to call" (Participant 8).

Without having to spend extra money on staff and other resources, it then can bring down the cost of the programs for the participants themselves, which is important to A4C's community members. When asking a parent if they ever thought that their whole family would be involved in programs when they came here, they responded:

> "No, because we don't have nowhere to go and where are we can do it and friends can't find it. I say it's not easy for us. It's not like our country guys. I say it's okay, but now it's like our country when they open for free program just to pay 25-dollar whole family it helps us lot. Even I volunteered to one day" (Participant 3).

From an accessibility standpoint, a reduction in program cost opens up a variety of opportunities for families such as the one this parent is a part of, stating that now they are a part of this community, they can participate. Its volunteers such as this parent alongside the volunteer coaches, youth, and staff who are able to take ownership of the programs, and when everyone owns it, everyone can share it.

4.2.2 Expanding Organizational Network

Shared leadership can act as a networking tool as well, drawing in new staff, volunteers, and participants. Adventure4Change does their best to empower participants and put them in positions to where they can be their own leaders and the young adults can lead the kids. Multiple participants of the soccer program echoed the same wish, to be strong leaders like their coaches, and help the community and give back (Participants 11, 12, 13, 14, 15). These youth are already showing an interest in giving back and leading, and a shared leadership approach can give them that opportunity for real responsibility and duties.

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However, it's not just about finding the next volunteers for your programs, it is about finding new participants as well. One staff member finds passion and purpose in recruiting new participants to A4C's programs, stating: "I will love to give those [parents] more courage that okay, your [children] can do more. Right? They can do it. Like just bring them out. Don't think that they are wearing something, or they look something. No, it's not the same. They come out and see the world. They can do more, right? So, I will love to be more and more involved" (Participant 10).

Sometimes it may take a certain level of trust to gather new participants, and this staff member sees trust building as their role in the collective shared leadership process. Since sharing ownership is a part of what A4C is trying to do, recruiting new participants can go hand in hand with recruiting volunteers. "We had some moms here, a lot with snacks, different days for some really fun ones for people and like, there's those highlights of different people contributing from, I'd be away one day and the [staff member] of [soccer club] said, 'I'll do it I'll run the session', stepped in" (Participant 9). Sometimes an expansive network comes out of necessity, says one staff member, speaking about the demand for soccer in the community:

> "…and that's four nights a week who's gonna do that?...And so, we figured out for that season, how to get these kids back and forth to soccer, and I thought well that will only help those two kids... Well, hold on, how about all the other 25 kids that want to play soccer, like we're not doing them a favor, that we're actually making them envious of the situation. And so, we thought, okay, there's gotta be a way, and we've we did this prior to other situations, bringing the resources that are in the city, this is a resource rich city, this is a financially rich city. How do we bring this to our community?" (Participant 8).
> At that point, it is about finding a way, or the best way, to develop a network that can

provide an organization like A4C with resources, ideas, and perspectives – shared leadership just happened to be the avenue that they took. It was a natural progression that took place for them, and it continues to grow:

> "then the next summer after that, we were thinking, man, that was great, It was good fun, but there's got to be a better way to get kids playing and actually developing and learning and, and whatnot. So, we…we did a little soccer program for girls and boys and it's really cool, just started up doing some training doing some, like, we had some coaches that come in and volunteers and we did it a bit more formally" (Participant 9).

4.2.3 Reaching for Sustainability and Collective Responsibility

A primary goal of A4C is trying to build program sustainability and removing a dependency on the core staff, and they have been able to work towards these goals because of shared leadership. A staff member speaks on the importance of sharing ownership and how it can progress a program towards sustainability. "Shared leadership is all about ownership. If 'I' own it then nobody else can, but if 'we' own it...yeah" (Participant 8).

When assessing whether a program is sustainable because of shared leadership, it is important to see the responsibilities spread out amongst a group of people rather than one or two individuals. When some of the participants were asked if there was a main leader or if the leadership was spread, they would say it was "pretty spread out" (Participants 4, 5, 6, 7). A staff member also said that they had a lot of responsibility in the beginning of the soccer program, but through its evolution, they have been letting others in the community take on more of a leadership role. "…But then last year, and two years ago, I tried to phase out as best I could, and that was healthy. So, a lot more volunteers stepped up, girls program developed on its own without any staff" (Participant 9).

Another staff member, when asked directly if the program is sustainable had this to say: "To degrees, I think the sustainability of something's never tested until like, until it has like a major thing. Right, right. And especially in our world, like a major lack of leadership, right? If we pulled out, soccer would happen much more naturally and organically, like it would still go on" (Participant 9).

This staff member trusts that regardless of their participation in soccer programming, it would still exist in the community, and shared leadership may have been an enabler of that due to the leaders that it has developed and the resources it has recruited.

4.3 Shared Leadership's Role in Positive Youth Development

The section below highlights several findings surrounding shared leadership and its role in promoting positive youth development. These findings aid in the answering of the third research question that asks: *How can shared leadership be used to achieve positive youth development outcomes in the SFD context?* There were a number of themes that were generated from the data that included shared leadership providing an inspiration for young people, establishing a sense of community and enhanced settlement experiences, having youth feel valued and trusted, increased responsibility and leadership positions, and finally, aiding youth in developing healthy social and physical habits.

4.3.1 Inspiring Success in the Lives of Youth

Shared leadership plays a key role in inspiring youth in a variety of ways. Looking forwards to a bright future, in whatever capacity youth may see themselves in, is a unique outcome of adopting a shared leadership approach. Women and girls began to see themselves as fitting in on a soccer field, in leadership positions, and generally having more opportunity than they had before. Further, youth became inspired by seeing their coaches thrive and by having

their skills passed along to themselves, whether it be higher education, sport, or leadership skills.

4.3.1.1 Women and Girls in Sport. The leaders at A4C see sport and programming as something that everyone should be able to access, it's explained by staff may not be that simple to get the girls in the community out and playing. However, this staff member does their part in the outreach effort to recruit women and girls in sport and achieve the goal of making them feel like they belong:

> **"**That is the outcome - that they feel that okay, the way we look, wherever we from, what we are wearing, we can still do games, we can still do soccer. Before, Whenever I talk to the moms, they were, they were saying that how will they play soccer and if they are not wearing like sports clothing, I say 'no, they can', they can start, there are ways we can help for them. And when they come out and they see, even the moms who are coming there to watch their daughters and feel so proud about it" (Participant 10).

This staff member specifically finds themselves concerned with engaging with the mom's and girls of the community to get them involved and, like they say, ensure that they understand the opportunities at A4C or for everyone.

This message of trying new things and discovering new passions is echoed throughout A4C from multiple voices and leaders, all with the same message of no matter the experience or skill level, there are opportunities for them:

> "We want the kid who have never kicked, there's a picture out here where girls learning to kick a soccer ball for the first time. She thought the soccer ball was something you carry. We want that girl who makes University team when she tries out, so I don't know how you get that without shared leadership" (Participant 8).

An important note here is the inclusive nature of the programs. The range in skill level

will be vast as per this staff's previous quote, but because the leadership team is dynamic and adaptable through its shared nature, they are able to serve a diverse set of participants.

The participants also feel the specificity of the program is special. "I love playing soccer, but when I heard it was all boys, I was like no I don't want to play because they are aggressive, and I'm scared of them. And I asked if there was girls and there was so I joined. It's kinda good, really fun" (Participant 6). The opportunity to participate in a program designed just for them, with only them in mind was important, and it allowed the leadership to focus in on the aspects of the program that were important to women and girls in sport.

4.3.1.2 Role Modelling as a Tool for Building Life Skills. An important reason why it is important to allow leaders the opportunity to have a meaningful impact on programs is because it can provide them with experiences filled with knowledge and learning. A participant may get the chance to look up to their coach or volunteer and aspire to bigger and higher goals, such as education. A participant cited that they wanted to "go to the same school and program as them, Waterloo" (Participant 11). Since many of the coaches and volunteers are from the community/surrounding community, there is a familiarity there, leading to creating role models.

A4C is committed to teaching their participants about life, the world around them, and that there are new experiences waiting for them; experiences that this staff member says they need to make the youth ready for:

> "They're having these key experiences that expose them to the world outside their neighborhood is critical, critical. They need to know that there's a bigger world out there that they can tap into and experience right, you know, whenever and that those ways are made possible" (Participant 9).

However, the learning may not stop at the participants, but rather extend to the leadership

itself, particularly in the newer leaders. When asked about if this leader enjoyed taking on a larger responsibility with the soccer program, they responded, "No, I definitely did. Yeah, so it was a great learning experience. And I can't wait for this summer like the (kids) are so nice. And I just like to be like a role model who they can look up to so yeah" (Participant 1).

In a different leadership model, a newer member of the staff may not have the opportunity to take on a larger role in the programs, but shared leadership sees the value of new and fresh perspectives and makes the most of them.

4.3.2 Sense of Community

The leaders of the soccer program had a great role in building a sense of togetherness and community among program participants and their parents. It was apparent through data collection that the parent's felt like this was their home and their community; it had become more than just a place to live. "[A4C are] like a community cause me, I don't want to move anywhere, right, I like it here I see I don't want to move, yeah" (Participant 2). This parent also sound that the A4C hub was "…like a second house" for them (Participant 2).

The program and leadership welcomed in family members and the community felt that, and staff noticed the impact, and said "dads would come uncles would come older brothers, younger brothers, sisters sometimes coming. It was just really cool. It was really cool" (Participant 9). The relationships that are built were found to be a reason why the kids wanted to keep participating, or was the reason they would rather participate at A4C than somewhere else, said this staff member: Lots of those [kids] said, like, when they went to that [program] with the [organization], they go like, man, it's not nearly as cool or fun or epic, like, like the community that relationships in the at Sunnydale is way better than this' (Participant 9).

In addition, the network that was developed through shared leadership opens up an

accessible set of resources for the community and provides them with avenues to make them feel more at home. This staff member spoke about A4C's focus on bringing the resources and relationships to the community: "But what if, if soccer is in the community, then the community gets to engage Johnny in soccer, the dad can be on the field and the mom can be sitting on the bank watching and everybody celebrates…" (Participant 8). The trouble was said to be in the accessibility of key resources, and they were too important to miss out on for these families, so it was about developing a system and team that could make assets more accessible:

> There are bursaries and stuff, but then that's fine. But if you don't know how to acquire the bursaries and apply for them, then—then they mean nothing to you. And most of our families didn't even know they existed, let alone how to acquire them. So, we said, okay, we got to figure out how to bring it here. And we've done—we've been doing, that's always been our thinking for a long time, is bringing in resources to these—these families and letting them access them (Participant 9).

Having that focus on the community and accessibility through relationships is something that families may not have had before A4C. This parent stated that prior to moving to the region, it was hard for them to get engaged and involved in the support that they needed or wanted. "Yeah. Before we live in Toronto, we don't have that much. You know city busy. Everywhere you go" (Participant 16). The familiarity and strong connections that are built through shared leadership are invaluable to the families that are being served because of the knowledge and livelihood it can provide.

4.3.3 Valuing and Trusting Youth

Shared leadership also showed its ability to make youth feel valued. The approach brought leaders in that affirmed their worth, and made youth feel that they had caring adults and

role models in their lives.

The impact that a caring adult can have on a child can range from as small as participants saying they feel more confident and feel better even out of soccer, such as in school (Participants 11, 12, 13, 14, 15), or as large as this parent who wants to see them in safe place with the ability to contribute to society:

"When your kid, one go college and, and one go to…jail, another one in the road, And he don't do in government, anything, and he don't do himself, anything. He don't do any family, but when they have like this place, it's okay. Even the religion, no problem. But if the person, if he can be who he — who he is, and man they need, and family, is better. He can help for the government; he can help his neighbor; he can help himself. Yeah, it's better. I like the leader, they come here, they are all nice" (Participant 3).

This parent finds special importance placed on the leader's ability to be a good influence on youth to be the people that society needs. They worry that they may not end up in a place that the family sees as safe, but when the program, participants feel valued and feel a sense of worth, it can directly impact their direction in life.

Importantly, A4C sees the leadership as more important than the actual sport in achieving self worth in youth. A staff member highlights why they think this is the case:

"And I think it's I think it's more about self worth and self value as much as it is to do with confidence, and I think the two are intimately linked. I watched, you know I watch some of our sometimes our volunteers on the soccer field with the kids and the kids are not, because some of our kids are not good soccer players, but man they are getting enthusiastic reinforcement over and over again. And then getting people sitting down with them afterwards and say you're, in whatever way that they're saying, 'you're an

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important person, you are, or you have, good value'" (Participant 8).

This idea is further emphasized in another conversation from another staff member when speaking about different leadership structures. They explain that what other organizations lack real meaningful connection, A4C makes up through shared leadership:

"Because they didn't know the people, they didn't, like the people didn't know them. It was just there's a structure that they stuck with. They didn't moderate and mediate it to who was there. There's no further connection, like you meet these folks, for one week, you do it and then you're done" (Participant 9).

Keeping the connection alive and allowing it to foster and build beyond just a sport context is really what their leadership structure is focused on and is what creates such an impact in their programs.

4.3.4 Developing Youth into Leaders

Throughout the findings, the idea of awarding 'real responsibility' has been highlighted consistently, and this is because a shared leadership structure places emphasis on the sharing of power and ownership. It was found that A4C will let a community member, stake their claim over part ownership of the program, if they want to take it. When asked if the kids ever express interest in leading and helping out, a staff member stated:

"Of course. Yes, they do. Like even if they don't feel better, they don't feel good. They don't want to play that time. Still, they show up, and they are asking me '[staff member] can, can we help you today with the snacks? Can we help you that?' and then they definitely come up with the leadership" (Participant 10).

By listening to the community and inviting them to give feedback and alter the course of the program as they see fit, it creates a collaborative effort – something that shared leadership,

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and this staff member, holds in high regard.

> "But I think everyone keeps each other in check. I think everyone, just by the nature of collaborating, you just you find them, you find the way forward, whether by making some mistakes along the way, but, but also by working together and communicating clearly. And so, whether that's like, you know, like a couple of moms or dads that are around saying, oh, maybe we shouldn't do this; okay, that makes sense. And then it's, you know, someone who's been on staff for a long time that goes well, we tried that a long time ago, maybe, maybe don't do that thing. And, and then it's the kids and players that are going man, we want to play more games, we want to like have a tournament; yeah, that makes sense" (Participant 9).

However, its not only the staff that see the spreading and sharing of leadership, but it's the parents and participants themselves that feel they can impact the provision of a program. A parent stated not only that they were able to provide feedback but highlighted the importance of that option for young people:

> "Yeah, I see. Even my daughter, she volunteers she do, [leadership]. They do meet they do what they need to talk. I tell my daughter some time because my English no good, and she tells them, what idea we need, idea we need. I say, do this, do this, and then they take it…and it's good for the kid you know when they are young when you give – jobs or – they come in to mature and they [have] responsibilities (Participant 3).

A4C puts the youth in a unique situation, pushing them and guiding them to be leaders and to take on some form of responsibility because they see that as key in influencing PYD. This parent sees that in action when their daughter volunteers and helps to provide a voice for their family.

Kids also having the option to change things on the fly during the program was critical as well. The leadership team was able to make those adaptations because of their collaboration, and its why when asked if they could play a part in developing the direction of a soccer session, this participant responded with how they would impact the program: "If there's like a game, there's time to make. So do you have an opinion on this, like, how we should make it better and stuff like that" (Participant 4). This way, the participants have some direct control of how the program can be provided, and this will help to ensure the program is enjoyed by all.

Awarding responsibility was outlined by this staff member as critical if there is a lack of leadership at one point, the program can run with the collaborative effort of those within the community: "So yeah, and so that's where you got to bring the right people, invite the right people in and actually let them feel the responsibility of it, so a dad, a mom, university students, someone from the community and it becomes their responsibility" (Participant 8). This allows the program itself to be dynamic as well, in addition to leadership, because the necessary changes can be made, for example, week in and week out so the program can be as successful as possible for the specific participants and community.

4.3.5 Developing Healthy Habits

It was found that leaders were able to show youth what it means to work hard physically, how to be physically healthy, and explore different passions in sport. In addition to the physical development that shared leadership helped to promote, the social and emotional benefits were a large part of outcomes. Youths' ability to explore conflict resolution, make friends, and engage in healthy responses to adversity that they learned through their leaders was important to those both engaging in, and witnessing the programs. It was a common response too that youth engaged less in deviant behaviour outside of the programs and were able to communicate better

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as a result of learning these skills from the leaders.

4.3.5.1 Healthy Physical Habits. Participating in programs with leaders, some of which who are high level athletes, was found to give kids a way to be more physically healthy and learn what it means to be an athlete, as per this coach: "So, this gave them just great opportunities to like be athletes and learn what it means to like dedicate your time to something, commit to something, and just work hard" (Participant 1). Teaching youth about dedication and working hard for a goal that they have is important, but what is also important is teaching their parents about the importance. This staff member was able to connect to the parents on a level that was different than a staff to parent level, it was a meaningful parent to parent moment:

"…like I was one of those [parents]. I did not attend the program as an

Adventure4Change staff. It's just [staff member] asked me, 'you are a [parent], and the

[parents] will be there if you want to talk', so that connection with the [parents] to

educate them the importance of the recreational games, and when [they] gave that

education to the [parents] and then that friendly leaders and skills make the soccer

happen" (Participant 10).

Once the parents learn what about the positive impacts of recreation and soccer are, they can start to see the physical benefits in their own lives to. One parent made reference to a friend who discovered the benefits of playing soccer, when the leadership team made it possible for them: "Yeah. It's good for a lot my friend, [they're] like a little bit chubby, before, she don't like play team now, but she play with girl 'oh', she said, 'I'm losing weight'. I like, she like it" (Participant 3). These sort of moments in recreation programs help to prove their worth by putting the concepts of healthy active living into practice.

4.3.5.2 Healthy Emotional Wellness. Not only do the benefits of shared leadership in sport positively impact participants physical health, but it can impact their emotional, mental, and social wellness. The kids have leaders there to teach them skills that are important in daily life, such as communication and working together. One coach highlighted the changes they saw after working with the kids: "Like from the start, we would have like – everyone would be really shy and most of the girls were like, okay, they've never even touched a ball before. And by the end of it, we had people communicate on the field like saying, 'hey, pass me the ball'. We have people working together" (Participant 1).

In addition, the ability to believe in oneself through like-minded leadership and leaders that related to the individuals that are being served was apparent. A staff member saw this, especially in the girls' programs that gave them an opportunity to come out of their shell with one another:

> "Like look, looking into all girls, but especially the community we are working with those girls, very reserved and stuck at home. When you give them the opportunity like that, okay, take them out, the leaders will be what you want. Like, if you are girl, the leader will be girl, our coaches will be girl. And when they come out differently, make them more socialized. Soccer and swimming all those recreation programs…they never been in a soccer field, so when they come out and they see it that okay, 'oh, we can do it too'. How much can it impact their social life?" (Participant 10)

This quote really highlights the importance of the programs for the girls of the community, showing them that they can be positively impacted by sport just as others are. This staff member shares how the girls can carry these experiences forward with them in life and in their social lives.

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However, some roadblocks would arise in programming with some kids not getting along, but shared leadership allowed a familiar voice in a parent to play a part in ensuring the sessions ran smoothly:

"… [staff member] told me they fight all the time…I tell them I say I will bring the rule. Okay. She said I will come with you. I got, I said the girls listen, because you play soccer you can touch each other. You cannot say nobody touching me. They want to nobody touch and they play soccer. That's the rule I think…they listen now they are good" (Participant 2).

This experience showcases the role that this parent places in the leadership of the program. They share that sometimes there needs to be a voice of reason when conflict arises, and they see the role of mediator as one that they can be involved in. They help to relay the expectations of sport to the kids, one being that sometimes when you play sports, people may make contact with you physically, and that is okay as long as it is safe.

4.3.5.3 Changes in Deviant Behaviour. As mentioned previously, the impact of healthy emotional and social wellbeing can translate to everyday life, and it was found that kids were getting into less trouble outside of soccer, perhaps due to their enhanced ability to make friends, communicate, and adopt the good behaviour role modelled by their coaches.

One parent even cited that their child was doing better in school, and that they were communicating with their teachers during their learning. "Yeah, in school. I don't hear anything, any problems in school…I asked the teacher, 'how's school?' and she saying he great, 'he didn't understand sometime, [but] he asked me'. He good, everything he good, she said teacher." (Participant 2). This parent was happy to share that their child's school experience has improved and that there is noticeable change when in the classroom.

A reduction in deviant behaviour may also be the result of an easier time making friends. A parent shared their experience with hearing about how their child acted previously and now after participating in the soccer program. "Before, he has a lot energy and he fight with kid all the time problem, the school problem. They call me, 'your son, he do this, he do this one', when he started soccer, you don't have any problem. You have friend, and he good" (Participant 3). The leaders at the program were focused on fostering relationships between themselves and the youth, but also between the youth in general. The social skills that youth learn from their coaches in sport are something that they can take with them as they develop and grow.

4.4 Challenges of Shared Leadership

There were a variety of positive impacts of shared leadership that were highlighted in this chapter, and A4C spoke passionately about their leadership team and structure. However, in the journey towards a true shared leadership structure, there can be tensions and challenges that arise.

Once again, throughout this chapter the concept of sharing meaningful responsibilities was front and center in thinking about the vision of shared leadership. The challenge remains though, for A4C and this staff member, is how they best prepare their staff to share the responsibility in a constructive and meaningful way so as to not throw future leaders into the deep end, so to say. "So, you got to, and I think that's one of our one of the challenges that our current staff have is to prepare well, so that people can share" (Participant 8).

In tandem with that idea of sharing responsibility, another staff member shares that trying to understand what the participants need from a program isn't always easy, particularly in a historically marginalized community:

"Yeah. It's tricky. Like when people don't have much, they don't they don't ask for much

more. Like, you know, like, these folks have never had a soccer program. They've never been part of these things. So, and parents too, so whenever we say like, 'hey, like, what do you think of this? Like, what's…what goes through your mind? Like, how do we improve it?' – 'No, super, this is awesome. Thank you. Thank you, thank you', you know, like, they don't just—because it's not in their nature to—to provide feedback or critique or thoughts on how to improve it, because they're just used to not having anything there…so that does make feedback challenging" (Participant 9).

This challenge may make it tough to not only improve the programs, but also share the responsibility since A4C may be unsure what responsibilities exist to create a successful program.

A key talking point throughout the interviews and focus groups was about program sustainability, and where most of the staff said the soccer program was sustainable, there was one outlier opinion from a staff member stating that sustainability may not be a given. "No, no, I don't think it is…Because it depends on, because if [staff member] died of a heart attack today, I'm not sure who runs it tomorrow, we would try, but it really does rely so much on the passion of a person" (Participant 8). However, this same staff member pointed to the mission that the leaders are trying to drive, and sustainability may just be driving that mission:

"Because people are committed to the mission of soccer, people are committed to the kid's playing soccer. They have they found a field, they got a soccer ball, or one or two, and they're running the program, whether, you know, maybe one day the staff aren't available, and somehow this place is locked up and there's no way of getting equipment, they're going to do it anyway" (Participant 8).

There are conflicting ideas here that there is a lack of sustainability in the program

because it relies on a single leader. However, the youth themselves may be their own leaders

when A4C aren't necessarily around. Further, gathering feedback was said to be tough in A4C's

setting, but previous findings reveal that feedback can be collected through building trust.

5 Discussion

The current study was developed in order to understand how shared leadership assists Adventure4Change in achieving its desired outcomes and in building organizational capacity. To draw out findings and conclusions on this topic, four research questions were developed: (1) Who is involved in shared leadership in a SFD organization and what are their roles in shared leadership? (2) How do shared leadership and organizational capacity influence one another within a sport for development organization? (3) How can shared leadership be used to achieve positive youth development outcomes in the SFD context? and (4) What challenges arise when attempting to implement a shared leadership approach in a SFD context? This study provides an understanding of how shared leadership functions in an SFD context, which is currently underrepresented in the literature. The study adds to the scholarly knowledge of leadership styles in a recreation context and provides insight into what could be an expanded area of focus, that being a specific SFD and PYD context. It showcases the application of shared leadership in terms of how it evolves, manifests, and impacts the operations of an organization. This discussion chapter connects the findings of the current study with the previous relevant literature. In addition, this chapter provides a discussion of the potential implications that may be utilized in future SFD and PYD practices. Further, suggestions for future research directions will conclude this chapter.

5.1 Specifying the Roles of Those in Shared Leadership Teams

Scholars have claimed that shared leadership is "a dynamic, interactive process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals" (Pearce & Conger, 2003, p. 1). With that in mind, much of the academic research is focused on the macro benefits and implications of shared leadership, including

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placing an emphasis on community, retaining volunteers, and sparking innovation (Jones et al., 2018; Hoch, 2012; West & Farr, 1989; Nicolson, Hoye, & Cuskelly, 2008; Kay & Bradbury, 2009; Batchelor & Ling, 2015). For example, Batchelor and Ling (2015) report that a shared leadership style can contribute to volunteer retention in an organization, which can aid in the building of sustainability in programs. Volunteerism can help to build social capital in those who are volunteering while providing leadership for the organization (Nicolson, Hoye, & Cuskelly, 2008; Kay & Bradbury, 2009). Since many of the volunteers are from within the community that A4C serves, this enhanced social capital is beneficial to those who are historically marginalized.

What is missing from those areas of literature are the microcosms of shared leadership outcomes and how those outcomes came to be; these microcosms include the roles of the leaders in a shared leadership context. It was found in the study that a diverse leadership team, both in a demographic sense and a skill sense, allowed each leader to take on a unique role in their volunteerism, this leading to the macro PYD, organizational capacity, and SFD outcomes that much of the literature speaks about.

Macro outcomes that can be produced through shared leadership are important, and will be discussed later in this chapter, however, the foundational pillars of how those outcomes are brought to fruition must be understood first and foremost. This research study provides answers to not only the questions of what and why, but also the who, and most importantly, the how. The how can be described as paramount to our understand of shared leaderships impact, and the role of those involved. Right now, in the literature, the general ideas of shared leadership uniting individuals to work towards a common goal are being shared. However, bringing to light an understanding of how the leaders themselves contribute to the collective movement of shared leadership should not be understated.

An example of the lack of specificity in leadership research is from Freund's (2017) research regarding the implications of shared leadership in non profits. The research speaks about utilizing diverse skillsets of the individuals in a group, but what a case study such as this current one can do, is provide a story of what each leader is providing in terms of their skills. What skills are important for organizations to include in their leadership team? And how do the skills of the leaders and the leaders themselves advance the shared leadership movement in order to achieve the intended goals of the organization? This study shows the importance of case study research in shared leadership research as it allows the topic to be explored under both the micro lens, and the macro lens; the micro lens potentially being necessary to better understand the macro lens.

The importance of case study research is also shown through its ability adds to the pool of knowledge surrounding non profit sport provision to communities that are historically marginalized, a pool of knowledge that as of right now is not very deep. Scholars are hinting at the idea that bottom-up approaches to leadership may be the preferred style, but the literature does not dive deep enough, nor does it explore the claims of shared leadership (Schulenkorf, 2012; Skinner et al., 2008; Freund, 2017). Within the bounds of the first research question relating to the roles of leaders in a shared leadership approach, a diverse skillset was found to not be the only important factor in a leadership team. Diversity of race, ethnicity, and background in leaders was a key role in the shared leadership and PYD effort in this sport-for-development context. It was found that sharing the leadership directly within the community being served and the greater community of individuals with similar backgrounds was highly important in advancing the goals of Adventure4Change.

Much of the research recently in the areas of historically marginalized communities is

explored in sport-for-development-and-peace contexts, which mainly have to do with international relief efforts and the organizational capacity impacts (Svensson et al., 2019). Local SFD efforts in relation to historically marginalized populations, however, are underrepresented in shared leadership research. The findings of this case study illustrate the importance of how shared leadership efforts in these communities can utilize the unique perspectives of the communities themselves to reach their goals.

5.2 Organizational Capacity and Shared Leadership

Then findings of this study showed that shared leadership was a contributing factor to developing organizational capacity in a non-profit SFD organization. As cited in a previous chapter, three themes were identified surrounding organizational capacity: a reduction in program cost, the expansion of an organizational network, and a contribution to program sustainability. The use of a shared leadership approach enabled A4C to save financial resources in terms of hiring specialized staff and gathering equipment for their programs. Since this money was saved for the organization, the rare fees that the participants have to pay are minimal and are more accessible than other programs in the surrounding region. The leadership approach also helped the organization gather both new participants and new leaders through the network they developed while creating their leadership structure. In addition, one of the highly regarded goals of A4C is to build towards sustainability in their community and programs. An important topic that was spoken about was removing dependency that the community may have on them as an organization. The findings both support previous leadership and organizational capacity literature and aid in filling important gaps that exist in such literature, from scholars such as Svensson, et al. (2019) and Jones et al. (2019).

Much of the literature surrounding sport-for-development and non-profit research cited

that organizational capacity is critical in the success of an organization in reaching their goals (Jones et al., 2016; Svensson et al., 2019). However, there are some missing links in the literature, one being the focus of shared leadership's impact on organizational capacity in local SFD initiatives. Svensson et al.'s (2019) research in the sport-for-development-and-peace sector highlights the connection between shared leadership and its ability to "partially [mediate] the relationship between human resources capacity and organizational performance" (p. 553). The current research supports this previous finding in the sense that human resources were plentiful through a shared leadership approach and, in turn, led to the provision of a meaningful and impactful soccer program. However, not only does it support the general understanding of how shared leadership impacts organization capacity, but it also expands the literature from sport-for-development-and-peace (SDP) to a local setting inside of Canada.

In addition, Svensson et al.'s (2017) research illustrates that even though it has been found that organizational capacity is important to an organization, leadership in the organizations can often overlook this portion of their operations. So, this research endeavour showed that a specific leadership style can be used to achieve a greater level of organizational capacity by mobilizing resources such as human capital and partnerships; both of which were operationalized through shared leadership. Previous literature regarding organizational capacity cites characteristics such as human, financial, physical, and social as the key dimensional (Brown et al., 2016). Participants of this study showed that they were often eager and enthusiastic to participate in the leadership of the program, which contributes to all of these dimensions of organizational capacity, whether directly or indirectly. The partnerships created through a shared leadership approach also contribute, especially in the physical and financial dimensions of organizational capacity. Study participants, specifically parents and program participants,

showed their eagerness to be involved and to leave their footprint on the program in whatever way they could. Partner organizations were willing to share their physical resources because they believed in the vision and movement that A4C was trying to create, and the organizational capacity plays a vital role in achieving an organization's outcomes.

The study supports Svensson et al.'s (2017) finding that "capacity…directly influences a non-profit's goal achievement ability" (Svensson et al., 2017, p. 2055). There were a number of goals and outcomes that were cited by interview and focus group participants, many of those goals were accompanied by the sentiment that without a dedicated team they would not be possible. An important finding was that it wasn't about just having a team because that phenomenon is not exclusive to shared leadership, but rather it was about the intentionality of the makeup of the team. The emphasis was on what special skills and unique perspectives each person brought to the team and the fact that many of the leaders were from right in the community that is being served. Shared leadership can act as a mediator for the different perspectives that are shared by all levels of leadership, paid or not. Shilbury and Ferkins (2011) share insights into sport governance and strategic capabilities where they say that it is the role of shared leadership to get the best out of the leaders, not matter what level they fall on in the structure of an organization.

There is a direct call from Svensson et al. (2019) for more research on the interactions between paid staff and volunteers and less formal leaders – in this case parents and participants themselves. Studying the interactions between those different groups of leaders is something that will not only advance the theoretical implications of leadership research, but also can provide valuable practical implications for an organization planning their leadership structure and developing a shared leadership approach to program provisions. In previous literature, the

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tensions between paid staff and unpaid board members are cited at levels as high as National

programs, and the shared leadership approach helped to relieve those tensions (Shilbury &

Ferkins, 2011). If this study can contribute to the body of existing literature to help organizations

understand the best way to navigate their structure it could bypass any unnecessary tensions that

could disrupt operations.

Even still, in this present study, some tensions regarding sustainability arose between

staff where some thought the programs were sustainable, and others were hesitant to commit to

the idea that their programs are sustainable. However, in conversations with study participants,

mainly staff, hesitations about sustainability were followed by latent examples of how their

programs were sparking sustainable practices. For example, stories shared by parents of their

kids finding a group of friends and participating in their own, lesser organized, soccer sessions.

A feeling that some study participants expressed was that themselves or their children would be

playing soccer regardless, and that the skills they are learning are things they can take with them

throughout their lives. So, for A4C, it may be a case where the staff is a little doom and gloom

when it comes to assessing their sustainability, but for participants, the program is just giving

them the tools to enhance their everyday lives. This could be seen as an example of

sustainability, perhaps in its infancy, but still important to note as an outcome of shared

leadership in community sport.

5.3 Developing Youth through Shared Leadership

The literature on youth development has been evolving since the 1940's when the

contents were focused on the negative behaviours of children and the aspects of their life that are

holding them back (Benson et al., 2007). This view and approach now may seem problematic

and perhaps even Eurocentric in nature as practitioners with this view may feel as if they need to

'save' those families and communities who are historically marginalized, and in this case communities of colour. However, the literature and theory surrounding youth development has now evolved to a place where it is focused on positive youth development, which "aims at understanding, educating, and engaging children in productive activities rather than at correcting, curing, or treating them for maladaptive tendencies or so-called disabilities" (Damon, 2004, p. 15). Some findings from this study do show that youth are impacted by leadership in a way that reduces involvement in deviant leisure, however, these are not the primary findings of the shared leadership research are presented as a result of the trickle down of shared leadership efforts.

The study's findings show that the intended outcomes and missions of A4C align with the intended beliefs of PYD from various scholars, those being that there is potential in all youth no matter the life that they live or have lived (Gomez & Ang, 2009; Catalano et al., 2002; Fraser-Thomas et al., 2005). Without this belief from an organization to begin with, their efforts could not flourish in realm of PYD. Much of the staff echoed the mindset that all program participants and leaders can come together and work towards a common goal, no matter the ability, experience, or knowledge, because they believe that anyone can have potential to give and to grow. Further, the participants themselves showed that they believed they could be a part of the community and that they had something to offer when they grow up, one of those things being leadership and the ability to be a role model for others.

Some research in the PYD field finds a strong connection to SFD organizations and the ability the positively impact youths' development. The idea of community is important in this connection because research shows that as a community is built, a piece of development can turn into a sense of agency and initiative amongst community members, thus allowing them to have some ownership of the way the community interacts with organizations such as A4C (Damon,

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2004). The study's findings support this idea as community and relationship building is a primary focus of what the soccer program and shared leadership was trying to achieve. When creating relationships with program participants and community members, they can be trusted and relied on when seeking out feedback that helps to shape the programs that are being provided. Whether those relationships turn into a more formal partnership through hiring staff or it be a less formal leadership role such as a parent or summer volunteer, the development is still there and the building of community is still apparent.

However, this finding can also be thought as contributing to the knowledge of how to promote PYD through different leadership styles. Much of the current literature speaks on sport as a driving influence for PYD, and although this may be true, what is missing is the investigation of shared leaderships impact on PYD. Access to programs that can benefit the development of youth is a talking point among scholars such as De Knop et al. (1996) and Hellison and Cuforth (1997). They both state that without community programming providing inexpensive programs, PYD is not possible simply because the families cannot access the context for development. What is missing, and what the current study provides, is the answer to the question 'how'. How, in this case, do inexpensive programs form at A4C? The findings lend itself to shared leadership being the reason these programs are accessible. So, although government grants and bursaries provide some financial relief to organizations in the SFD sector, shared leadership can build organizational capacity and remove the reliance on those funds, funds that for many organizations, are relied on to promote PYD.

5.4 Shared Leadership and its Presented Challenges in Practice

The study presented findings that bolstered the knowledge related to how shared leadership impacts on organization in a variety of ways. Organizational capacity, youth

development, and sustainability are some examples of positive outcomes of a shared leadership approach, however with any newly adopted leadership method comes its challenges. The challenges that were found are somewhat new to the field of leadership research because, in general, O'Boyle et al. (2019) stated in their work that research on non-profit sport organizations and their leadership have received little attention. Because of this reason, the challenges and tensions that were found in this study are all the more important to the area of research as organizations do not have an idea of what the challenges may be.

One point of stress what found to be the gathering of feedback from parents of the program participants. To recall, a staff member stated that the members of the community maybe did not want to provide feedback or constructive criticism because they have not had a lot of these opportunities in the past. They were just happy to be a part of things (Participant 9). Although this can present itself as an early challenge in gathering feedback, the findings do show examples of giving community members a platform to make change and take some agency in the community in which they live. This is in line with Jones et al.'s (2018) research in which they state that a "… [shared leadership] structures can bring a voice to the community" (p. 93). The research showed that the key to making people feel comfortable with giving feedback is developing a trust between members of the community, volunteers, and program participants, with the staff at the A4C.

The idea of building sustainability was a major point of emphasis for A4C, they were very determined to provide not just impactful programs, but programs that could survive whether the organization itself was involved directly or not. There were some conflicting views about whether the soccer program under study was sustainable or not. That seemed to be more of a challenge than maybe building the sustainability, was ensuring that the views of the staff aligned

with how their mission was unfolding. What the study showed in its findings was that it supported and expanded work from Newland et al. (2019) in which they found levels of PYD in program participants when they introduced a new leadership style, this being transformational leadership. This current research found that PYD was enhanced through a new leadership form, however this time it is shared leadership in a non-profit organization. How this relates to sustainability is through the definition of PYD and its characteristics, some of those being competence and autonomy (Vidic and Burton, 2011). For program participants to be autonomous and take shared initiative over their own programs, they need an enhanced level of PYD, which is supported both through the findings of the current study and some preliminary findings of work from scholars such as Newland et al. (2019) and Turnidge et al. (2016).

To summarize the discussion of challenges in the study, one of the challenges provides perhaps some direction for future research in researching how to foster trust further in order to provide more agency and ownership to the community. However, when speaking about the perceived challenge of building sustainability, developing more confidence on the side of the organization may be the key. The findings show early signs of sustainability being built from the participants engaging in their own sport practices separate from the organization, so the tensions felt by the staff at the organization in terms of the soccer program may be exclusive to the staff and not the participants, volunteers, and parents. Belief in sustainability is apparent in some staff, volunteers, and parents, but not all, so this becomes the future considerations for implementing shared leadership in practice.

5.5 Implications for Theory and Practice

The implications for this study come in two forms, theoretical and practical, with the practical being a primary focus as this was an intention of the study when it was created. The

research fills in some of the gaps that are left in previous literature, especially in working with communities that are historically marginalized. The research opens up ideas about how shared leadership operates in different contexts and how it might best be utilized. It also illustrated how SFD organizational goals can be met through the use of shared leadership, something that may be useful to other organizations who may have similar goals and functions. This study is unique in its ability to showcase A4C's team-based approach. The approach highlights how leaders are not just created from paid staff and partnership volunteers, but also key stakeholders, those being the community members and program participants themselves. The study offers a shift in perspective from previous SFD and shard leadership research that only focuses on the 'what' and not the 'how' of shared leadership practices. It offers insights into how the staff can create leaders which can, in turn, influence the development of the community and contribute to the PYD goals of the organization. This is important in influencing future practice because it shows that if an organization takes a different perspective on the assets that they have in front of them, they can create a collaborative environment that will help to achieve their SFD outcomes such as the ones that A4C hold. The study shows that a historically marginalized population is not one that needs to be 'saved', but rather is one that can be a part of systemic change.

The goal of the research from the beginning was for results and outcomes to be shared with Adventure4Change, reason being that we hoped to aid in the improvement and development of their programs and leadership style going forward. This particular study may help them specifically, but in a theoretical sense, it can add to the pool of knowledge surrounding shared leadership in a PYD and SFD context, a context that is currently underrepresented in the literature, as mentioned previous in this chapter. As a researcher, I am hoping that this study can provide some direction with how to utilize shared leadership in community programming, and

how to build a shared leadership approach in a healthy and sustainable way as to avoid some of the tensions and challenges that may arise.

5.5.1 Recommendations for Practice

The following section provides a list of recommendations for practical considerations for Adventure4Change, but also organizations in the non profit SFD sector. Throughout the study and primarily through data collection and analysis, what came to the forefront of the findings was how impactful A4C's existence is. The staff, volunteers, youth, and parents shared stories and insights into their daily lives interacting with A4C, and I could feel the passion and love they have for everyone involved. That is why this research, and its implications, are important for them and their community. The recommendations for practice can help not only to provide programming but provide enriching and lifechanging programs to those that A4C serve.

1. The findings highlight the importance of having strong partnerships that completely understand the missions and goals of your organization.
    a. If a partner organization is providing leadership for your programs, it is important that they understand the goals of the program, in this case the soccer program as to not emphasize the wrong ideas in participants. In the data and findings, there is an understanding of the goals of the program from staff and volunteers from the partnered organization which led to the intended outcomes being achieved; outcomes such as developing youth into leaders, contributing to youth development, and building community.
2. An organization such as A4C has to ensure that it not only develop leaders but equip those leaders with the necessary knowledge to then share the leadership in the future.

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a. The findings shared some insight into how accessing the necessary resources was key in equipping the leaders, particularly new leaders, with the knowledge that they can take with them in the future and be independent in accessing those resources. These findings suggest that some members of the organization understand the resources around them, so ensuring there is a plan to actively prepare others for carrying out a program is important. Specific actions such as having a new leader or member of the community shadow a long-time staff member in accessing resources is key.

3. An organization must navigate the fine line between empowering participants to reach their goals, and empowering participants just for the sake of it, which can stray away from the goals, rules, or expectations.

    a. If roles of the leaders include an aspect of learning physical literacy, working hard towards a goal in sport, and learning some form of rudimentary technical skills, some structure does need to be followed in the program to ensure it is holistic in achieving all of its goals.

    b. A helpful tool would be to pool together feedback given from program participants and assess how those items do or do not align with intend organizational outcomes such as the ones at A4C hold that were highlighted in the beginning of this study summary – ideas such as PYD, removing dependency, creating leaders.

4. Understanding how to get feedback from a community that has presented its challenges when seeking out such feedback is important to further developing programs and its evolution.

a. Organizations should place a particular focus on building trust with their community, specifically between staff and the community. Gathering feedback from the community in general may be difficult, as the findings show, but utilizing already established leaders in your network that have ground level perspectives is a great way to tap into that feedback, as shown through the leadership at A4C. The findings suggest that some staff members have this level of trust, and it has been valuable in other areas such as motivation and developing leaders, so further using this level of trust to build feedback is worthwhile, perhaps in a community collaboration meeting or feedback session.

5. Upon a program's conception, an organization should build in a specific item into their planning process that addresses the challenge of eliminating dependency. Utilizing shared leadership should be a point of emphasis.

a. Findings in the research point to an attempt to remove dependency, but it also can be seen as a challenge that has multiple layers to it. Organizations can attempt, to the best of their abilities, to be proactive in their goal of removing dependency by sharing the leadership and focus on having it spread through a community.

   i. Diversity in demographics can help in this as the community you are serving should be represented, as stated in the findings, and they can transfer their new leadership skills to the ground level.

   ii. Planning and preparing not only the 'what' of the program, but the 'who'. Specific plans for which leaders have what responsibilities and how they can best plan to be successful in following through on those

responsibilities is key. For example, there are current staff members who see themselves as carrying the role of connecting to the community.

The hope is that these recommendations will be valuable to non-profit organizations that are looking to explore a specific leadership style to guide the foundations of their work. These findings are all developed through the findings of the research and what was found to be most important in making a program successful.

5.6 Future Directions for Research

The future of this area of research is bright and shows promise in enhancing the knowledge surrounding different leadership styles and their benefits. Since this current study is bound to a singular case, building a larger sample size in the future of its research is important in developing rigor in leadership research.

Upon conceiving the idea for this study, there were some clear gaps and lack of literature pertaining to shared leaderships impacts on a non-profit organization striving to enhance PYD in the community. This research lays the path for new directions for leadership research, and new contexts. I believe that this is an underrepresented area of research and that this case study is only the beginning. There may be a future in a quantitative direction for assessing PYD outcomes using a shared leadership to bolster the legitimacy of dependability of the findings and research. Developing different scales to measure PYD in programs that are created with shared leadership values could provide useful information to an organization. Performing a quantitative study may also make the research more accessible for other researchers who work in quantitative rather than qualitative research. It is my belief that getting this research and its phenomena to as many people as possible will provide the biggest impacts in the leisure sector.

There is not only just a need for quantitative research however, but more qualitative

research will also aid in the development of this area because it can highlight stories and experiences from communities that may benefit most from shared leadership approaches. This study highlighted some stories and experiences from one specific communities, but there are many other communities out there that have stories worth sharing. A research avenue around municipally run non-profit programs could be a great way to add to this developing area of study. The impact that shared leadership has on organizational capacity in a municipally run community centre would provide some great insight into another context that shared leadership may be able to be incorporated into. The findings showed some interesting benefits of shared leadership on an organizations ability to foster partnerships, gather resources, and gain new volunteers and participants, so studying this in a larger setting would be informative.

Finally, building program sustainability, for example, in this kind of community context could take multiple years due to the nature of trying to create a systemic, macro change. Future research could continue investigating the mission of sustainability and organizational capacity for years to come at an organization or multiple organizations to see what the evolution of shared leadership practices leads to. Utilizing a longitudinal qualitative study may be valuable to assess shared leadership over time. Since non-profit organizations are generally run by accordance to the idea that the money they make is being put back into the programs themselves, continuous research on the organizational capacity and the prolonged existence of shared leadership benefitting organization would provide great insights for advocating for the leadership style.

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Appendices

Appendix A – Parents Information Letter

Dear Parents**,**

My name is Nathaniel Crane, and I am a Master's student at the University of Waterloo in the Department of Recreation and Leisure Studies alongside Dr. Katie Misener, principle investigator of the study. I am currently involved in a project with your local Community Hub, Adventure4Change, and I am hoping that you are you willing to take part in the project. The study is about Adventure4Change and about your experiences and/or potential involvement with A4C, specifically the recent soccer program that your child or children have participated in.

This letter contains information about the nature of the study, requested commitment as a participant, and your rights as a potential participant.

You are invited to participate in a focus group with other parents where I will ask you some questions about your thoughts, experiences, and involvement with the program. For example, I will ask you about how you think the program has impacted your child or children, how you may be potential involved in the program, and who you communicate with at Adventure4Change. The group will last between 30 and 45 minutes. With your permission, the focus groups will be audio-recorded in order to ensure accurate transcription. Only the leads researchers of the study will have access to these files and as soon as they are done being used, they will be deleted. In addition to this, with your permission, anonymous quotations may be used in the thesis publication that results from this research.

If you have children who are participating in Adventure4Change soccer program, they are also invited to participate. Your written consent will be required for them to participate in the study. Their focus group will work in the same way yours does but will likely be 20-30 minutes long and will be with other children participating in the program. They will be asked questions about if they enjoyed the program, if they liked their coaches, and if they learned anything. If you and/or your child or children agree to participate, there will be a form to sign with additional consent and permission details.

The focus group will take place on a date and time that is arranged with the participants to ensure it is convenient for everyone.

Participating in this study is voluntary. Participants may decline to answer any question(s) you prefer not to answer. Participants may decide to leave the session at any time by communicating this to the researcher. Any information you provided up to that point will not be used. Please be advised that due to the format of focus groups, it may not be possible to remove your data once

the session is completed because the researchers may not be able to tell which comments belong to a particular individual on the audio-recordings. Participation will be considered confidential by the research team. Identifying information will be removed from the data that is collected and stored separately. Given the group format of the focus group sessions we will ask you to keep in confidence information that identifies or could potentially identify a participant and/or his/her comments, however we cannot guarantee that all participants will honour this request.

We will remove all information that could identify you from the data we have collected within three months following the interviews and focus group sessions and delete it permanently. Participants can withdraw consent to participate and have their data destroyed by contacting us within this time period. After this time, it is not possible to withdraw your consent to participate as we have no way of knowing which responses are yours. Additionally, you will not be able to withdraw consent once papers and publications have been submitted to publishers. A note as well is that Adventure4Change will be named in the publication and the findings will be shared with them. Collected data will be securely stored for a minimum of 7 years in locked offices and on password protected computers.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board (REB [43897]). If you have questions for the Board contact the Office of Research Ethics at 1-519-888-4567 ext. 36005 or reb@uwaterloo.ca.

If you are interested in participating in this study, please reply to this email or contact Nathaniel Crane at ███████████] or ███████████ . I would be pleased to answer any questions you might have and can provide you with additional information to assist you in reaching a decision about participation.

We hope that the results of the study will be of benefit to Adventure4Change and organization like it, as well as to the broader community sector. We very much look forward to speaking with you and thank you in advance for your assistance in this project.

Yours Sincerely,

Student Investigator:

Nathaniel Crane, MA Candidate,

Recreation and Leisure Studies

University of Waterloo

███████████

Principal Investigator:

Katie Misener, PhD, Professor,

Recreation and Leisure Studies

University of Waterloo

███████████

Dear Players,

Your parents have allowed me to talk to you about a research project that I am working on. The project is about soccer and your experiences with Adventure4Change. I am going to spend a few minutes telling you about the project, and then I am going to ask you if you are interested in taking part in the project.

Who am I?
My name is ***Nathaniel Crane,*** and I am a student at the University of Waterloo. I work in the Department of Recreation and Leisure Studies.

Why am I meeting with you?
I want to tell you about a study that involves players from your community centre. I want to see if you would like to be in this study too.

Why am I doing this study?
I want to find out about your time participating in your soccer program.

What will happen to you if you are in the study?
If you decide to take part in this study, we will have a group conversation where I will ask the group some questions about your time at Adventure4Change. For example, I will ask you what your favourite part of playing soccer is. You can speak as much as you like but you don't have to say anything if you don't want to. The group will last about 20-30 minutes.

Are there good things and bad things about the study?
What we find in this study will be used to help Adventure4Change, and other places like it, decide if their programs can be made better.

Will you have to answer all questions?
If there are questions that you do not want to answer then tell me you do not want to answers those questions.

Who will know that you are in the study?
The things you say and any information written from this project will not have your name with it, so no one will know they are your answers. I will be the only one to hear or see your answers or any other information about you. Your coaches and parents will never see the answers you gave.

Do you have to be in the study?
You do not have to be in the study. No one will get angry or upset with you if you don't want to do this. You can simply tell us if you don't want to be in the study. And remember, if you decide to be in the study but later you change your mind, then you can tell us you do not want to be in the study anymore.

<u>Do you have any questions?</u>
You can ask questions at any time. You can ask now, or you can ask later. You can talk to me, or you can talk to someone else at any time during the study. Her are the telephone numbers to reach me

Nathaniel Crane, Department of Recreation and Leisure Studies, 647-975-6251

IF YOU WANT TO BE IN THE STUDY, SIGN YOUR NAME ON THE LINE BELOW:

Child's name, printed: _____

Date: _____

Signature of the Student Investigator (Nathaniel Crane): _____

Date: _____

Dear Adventure4Change Staff Member,

My name is Nathaniel Crane, and I am a Master's student in the Department of Recreation and Leisure Studies at the University of Waterloo alongside Dr. Katie Misener, principle investigator of this study. I am sending you this email in order to let you know about a study I am conducting with Adventure4Change. I conduct research on the leadership of community sport and the impact that this leadership has on the outcomes of the programs. I am hopeful that this research will help to provide better programs that will positively impact the local community. I am hopeful that you would be willing to participate in this study.

This letter contains information about the nature of the study, requested commitment as a participant, and your rights as a potential participant.

As a staff member at Adventure4Change, I would like to ask whether you are willing to participate in an interview about your experience at your organization. Each interview will last approximately 30-45 minutes in length and will take place at a convenient location (e.g., Adventure4Change).

Each session will allow you to share your perspectives on the role of community sport, specifically the soccer program that was provided, the involvement in it, and how it may impact their individual lives. The interview will ask you about topics such as how you got involved in the organization, what skills you think you bring to the program, and how you think the program affected participants, if at all.

Participating in this study is voluntary. Participants may decline to answer any question(s) you prefer not to answer. Participants may decide to leave the session at any time by communicating this to the researcher. Any information you provided up to that point will not be used. Participation will be considered confidential by the research team. Identifying information will be removed from the data that is collected and stored separately. With your permission, the interview will be audio-recorded in order to ensure accurate transcription. Only the lead researchers of the study will have access to these files and as soon as they are done being used, they will be deleted. In addition to this, with your permission, anonymous quotations may be used in the thesis publication that results from this research. In addition to this, with your permission, anonymous quotations may be used in the thesis publication that results from this research. Given that the organization will be identified in study results, please be aware that even with the use of anonymous quotations, it's possible that others could still discern your identity by recognizing your comments/views in study results. The risk associated with this would be equivalent to sharing your thoughts and opinions publicly.

We will remove all information that could identify you from the data we have collected within three months following the interviews and delete it permanently. Participants can withdraw consent to participate and have their data destroyed by contacting us within this time period. After this time, it is not possible to withdraw your consent to participate as we have no way of knowing which responses are yours. Additionally, you will not be able to withdraw consent once papers and publications have been submitted to publishers. Collected data will be securely stored

for a minimum of 7 years in locked offices and on password protected computers. The organization will be named in the publications and will receive a report of the findings.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board (REB [43897]). If you have questions for the Board, contact the Office of Research Ethics at 1-519-888-4567 ext. 36005 or reb@uwaterloo.ca. After reading this letter, if you are interested in participating, I would be pleased to speak with you further about the project. Please reply to this email ███████████ or call me at ███████████. I would be pleased to answer any questions you might have and can provide you with additional information to assist you in reaching a decision about participation.

I hope that the findings generated through this process will be of benefit Adventure4Change directly, as well as to the broader community recreation sector. I very much look forward to speaking with you and thank you in advance for your involvement in this project.

Yours Sincerely,

Student Investigator:
Nathaniel Crane, MA Candidate,
Recreation and Leisure Studies University of Waterloo
███████████

Principal Investigator:
Katie Misener, PhD, Professor,
Recreation and Leisure Studies University of Waterloo
███████████

Appendix D – Organization Recruitment Letter

Dear Adventure4Change Program Coordinator,

My name is Nathaniel Crane, and I am a Master's student in the Department of Recreation and Leisure Studies at the University of Waterloo. I am sending you this email (with letter attached) in order to let you know about a study I am conducting with your community program hub. I conduct research on the leadership of community sport and the impact that this leadership has on the outcomes of the programs. I am hopeful that this research will help to provide better programs that will positively impact the local community. I am hopeful that by having this email and letter passed on to you that you would be willing to participate in a study involving focus groups and individual interviews with staff, parents, and youth within the Sunnydale community.

Each session will allow participants to share their perspectives on the role of community sport, their involvement in it, and how it may impact their individual lives. The focus group will also ask participants to reflect on the leadership of the community sport that they are involved or associated with. Each focus group session will last approximately 30-45 minutes in length and will take place at a convenient location (e.g., Adventure4Change).

As Program Coordinator, I would like to ask whether you are willing to participate in and arrange for some other staff to participate in some interviews. If so, I would also like to ask whether you are willing to forward a separate letter of information on to parents of youth athletes ages 7-17.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board (REB [43897]). If you have questions for the Board contact the Office of Research Ethics at 1-519-888-4567 ext. 36005 or reb@uwaterloo.ca. After reading this letter, if you are interested in participating, I would be pleased to speak with you further about the project. Please reply to this email ▮▮▮▮▮▮▮▮ or call me at ▮▮▮▮▮▮▮▮. I would be pleased to answer any questions you might have and can provide you with additional information to assist you in reaching a decision about participation.

I hope that the findings generated through this process will be of benefit Adventure4Change directly, as well as to the broader community recreation sector. I very much look forward to speaking with you and thank you in advance for your involvement in this project.

Yours Sincerely,

Student Investigator:
Nathaniel Crane, MA Candidate
Recreation and Leisure Studies University of Waterloo
▮▮▮▮▮▮▮

Principal Investigator:
Katie Misener, PhD, Professor,
Recreation and Leisure Studies University of Waterloo
▮▮▮▮▮▮▮

Appendix E – Consent Form
By signing this consent form, you are not waiving your legal rights or releasing the investigator(s) or involved institution(s) from their legal and professional responsibilities.

_____
I have read the information presented in the information letter about a study being conducted by Nathaniel Crane and Dr. Katie Misener of the Department of Recreation and Leisure Studies at the University of Waterloo. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted.

I am aware that I have the option of allowing my interview/focus group to be audio recorded to ensure an accurate recording of my responses.

I am also aware that excerpts from the interview/focus group may be included in the thesis and/or publications to come from this research, with the understanding that the quotations will be anonymous.

I was informed that I may withdraw my consent at any time without penalty by advising the researcher.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board (REB [43897]). If you have questions for the Board contact the Office of Research Ethics at 1-519-888-4567 ext. 36005 or reb@uwaterloo.ca.

With full knowledge of all foregoing, I agree, of my own free will, to participate in this session.
☐YES ☐NO
I agree to have my interview/focus group audio recorded.
☐YES ☐NO
I agree to the use of anonymous quotations in any thesis or publication that comes of this research.
☐YES ☐NO

(If Applicable)
I agree that my child can participate in the study.

Child name:

I give permission to allow my child's focus group to be audio-recorded to ensure an accurate transcription of their responses.
I give permission for anonymous quotations from my child's participation in the focus group to be used in any paper or publication resulting from this study.

Participant Name: _____ (Please print)

Participant Signature: _____   Date: _____

Witness Name: _____ (Please print)

Witness Signature: _____   Date: _____

Appendix F – Staff Interview Guide

My name is Nathaniel Crane and I'm doing some research as part of my Master's degree at the University of Waterloo. I'm interested in the soccer program that took place this past summer at Adventure 4 Change. I'm hoping to ask you some questions about your involvement and the program.

Organizational Capacity and Leadership

Q. How did you get involved in this organization/program?

Q. What outcomes are the organization trying to achieve?

Q. How involved were you in the soccer program?

> **Probe**: did you want to be more involved? Less? Why?

Q. Has the program evolved over time?

> **Probe**: How so? Were the changes for the better?

> **Probe**: Who implemented the changes?

Q. What skills do you bring to the program?

Q. Do you know what shared leadership is?

Define it for them if not

SL is "a dynamic, interactive process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals" (Pearce & Conger, 2003, p. 1). It attempts to decentralize leadership from a single individual, to a group of people from the bottom up of an organization.

Q. Do you see it present at A4C?

> **Probe**: if yes, why do you use this?

> **Probe**: Why not a traditional top-down approach to leadership?

Q. Is there something, if anything, about serving youth that lends itself to a shared leadership approach?

Probe: How does shared leadership, if at all, contribute to achieving these outcomes?

Q. What is it about sport, if anything, that lends itself to a shared leadership approach?

Q: What role do the youth have in leading the program?

Probe: Are their voices heard?

Probe: Can they make change?

Positive Youth Development

Q. Thinking back to the soccer program last summer, can you give me a few highlights?

Probe: Can you give me examples of how a child may have been impacted?

Q. Do you believe that sport can influence social change?

Probe: If yes, can you provide examples?

Q. What is the role of sport in kid's lives?

Probe: Can you provide examples?

Q. Do you think this program is sustainable? Are resources a challenge?

Probe: Why or why not?

Q: What are the roles of the program leaders in youth development?

Q. What are some benefits of having a diverse leadership team versus one leader as an individual?

Appendix G – Kids Interview Guide

My name is Nathaniel Crane and I'm doing some research as part of my Master's degree at the University of Waterloo. I'm interested in the soccer program that took place this past summer at Adventure 4 Change. I'm hoping to ask you some questions about your involvement and the program. A bit about why I am doing this program. We are trying to find out what worked well, and maybe what could be done differently to make programs like this better in the future for more teens like you. It'll also help Adventure4Change in being able to plan better for their programs.

Positive Youth Development

Q: What does soccer mean to you?

Q: Why do you play Soccer?

Q: What is your favourite part of soccer?

    Probe: Why?

Q: How does it feel when you participate in Soccer?

    Probe: What is it like?

    Probe: What kind of emotions do you feel when playing sports?

Q: Have you made any new friends because of soccer?

    Probe: How did that feel?

    Probe: Did it make you happy?

Q. Do you like the coaches and leaders?

    Probe: Why?

    Probe: Did you know them before you started playing soccer? How?

    Probe: Do you still see them?

Q. Do you want to be like your coach? Why?

Probe: What about outside of soccer?

Q. How do the coaches and leaders help you? In soccer and outside of soccer.

Q: Does your coach work together with others to make the soccer program work?

Probe: do they work with other coaches? Or is there one coach that was the main leader?

Q: Do the coaches ask for your opinion and let you make any decisions about the program?

Appendix H – Parent Interview Guide

My name is Nathaniel Crane and I'm doing some research as part of my Master's degree at the University of Waterloo. I'm interested in the soccer program that took place this past summer at Adventure 4 Change. I'm hoping to ask you some questions about your involvement and the program.

Positive Youth Development

Q. How did you find out about A4C?

Q. When did you (or your kid/s) get involved at A4C?

Q. What is the purpose of the soccer program at A4C?

Q. Do you think this program has brought people together?

Q. What has been a highlight of your child participating in the soccer program?

Q. Are there any lowlights or challenges associated with your children participating?

Q. Have you seen changes in your child's behaviour since being involved in the program?

> **Probe:** How so? Give me an example

Q. Would you have your child participate in this type of program again?

> **Probe:** Why or Why not?

Q. In your opinion, can sport be used for social change?

> **Probe**: How?

> **Probe**: Do you have any examples?

Transition the focus to leadership and how leadership can impact programs

Organizational Capacity and Leadership

Q. Do you know what shared leadership is?

Define it for them if not

Q. Do you see this present at A4C?

> **Probe**: Examples?

> **Probe**: If not, what do you see instead?

Q. Is there a specific person or are there people you see using a SL approach?

Q. How have you been involved in the program?

Q. Who, in your opinion, leads the program?

Q. Who do you talk to about the program?

Q. Have you given feedback about the program?

> **Probe:** What kind of feedback?

> **Probe:** Was it taken into consideration, did change come from your feedback?

> **Probe**: If you didn't give feedback, why not?

Q: What role do the youth have in leading the program?

> **Probe**: Are their voices heard? Can they make change?