

SITE DIRECTORS' PERSPECTIVES ON INSTITUTIONAL BARRIERS TO GIRLS IN  
GOLF: A CASE STUDY ON PARTNERSHIP BETWEEN GOLF ASSOCIATIONS

by

ROBERT MATZ

(Under the Direction of Jepkorir Rose Chepyator-Thomson)

ABSTRACT

Golf is one of the oldest sports in the world, with early forms of the game dating back to Holland in 1297 (Stirk, 1998). Throughout history, women in golf have faced institutional barriers including discrimination and exclusion. The deep-rooted history of golf has reinforced these rigid barriers for girls and women over time. The purpose of this study was to understand historic and current institutional barriers to girls and women in golf and how LPGA\*USGA Girls Golf has shifted the institutional dynamics of golf through institutional entrepreneurship. Further, the history of LPGA\*USGA Girls Golf was understood through corporate social responsibility. The significance of the study was rooted in it being the only empirical investigation into a female specific junior golf program and how institutional entrepreneurship can be used to understand temporal change in a highly institutionalized field. Data collection methods in this intrinsic case study design (Stake, 1995) included semi-structured interviews with 34 participants and document analysis of 47 documents. Thematic analysis (Braun & Clarke, 2006) was used to analyze the data. The results of this study included four major themes: a) Title IX laying the

foundation for change, b) partnership development to grow the organization, c) shaping youth through flexible and female specific philosophy and curriculum, and d) optimistic results and hope for the future. These themes suggested that although golf is a sport with well-established social practices and rituals, LPGA\*USGA Girls Golf has started a movement that is softening historical institutional barriers.

INDEX WORDS: women's golf; institutional entrepreneurship; institutional theory; corporate social responsibility (CSR), case study

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ROBERT MATZ

B.A., University of California, Santa Barbara, 2011

M.A., California State University, Long Beach, 2013

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ROBERT MATZ

Major Professor:	Jepkorir Rose Chepyator- Thomson
Committee:	Jori N. Hall Becca Leopkey

Electronic Version Approved:

Suzanne Barbour  
Dean of the Graduate School  
The University of Georgia  
May 2019

## DEDICATION

This dissertation is dedicated to all my friends and family that have supported me over the years. Most of all, this dissertation would not have been possible without the unwavering support of Amber and Schmee.

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## CHAPTER 1

### INTRODUCTION

Girls and women face barriers and exclusionary practices regularly in everyday life. Sport has long reaffirmed these practices and legitimized the prevalence of male privilege and dominance in society writ large (Paradis, 2009). Efforts have been made to provide more equitable solutions through legislation in the form of anti-discrimination laws (Title IX) and the women's rights movement (Coakley, 2017), but underrepresentation and low participation is still rampant. Female athletes are underrepresented at nearly every level in sport, and more specifically, Coakley (2017) asserted: "Gender inequities remain in many high schools and colleges, and there is little chance that these schools will be investigated or penalized for violating Title IX" (p. 188). With a lack of enforcement through legislation to create more opportunities, the burden and opportunity falls on organizations and individuals to be agents of change. According to Coakley (2017), "it takes effort and courage to critically analyze sports and use one's power to change [sports]" (p. 210). Different sports present different barriers for girls and women, and the depth of these barriers can be dependent on the history of the sport and how long these barriers have been reinforced. Golf is a sport that possesses deep rooted traditions that personify the struggles of underrepresentation and low participation for girls and women in sports.

Golf is one of the oldest sports in the world, with early forms of the game dating back to Holland in 1297 (Stirk, 1998). The first set of rules was established later in Scotland in 1744,

where it is considered the home of golf (Green, 1987). The first woman to play the game is said to be Mary, Queen of Scots, as her involvement is referenced in her playing “golf and paille maille” at her execution at the order of Queen Elizabeth I in 1587 (Stirk, 1998). Dating back to the late 1800’s, women received unequal treatment in the form of “restricted playing times and inadequate space given over to them within the clubhouse” (George, 2010, p. 304). The course women played had different dimensions and they were forced to adhere to a strict dress code that consisted of impractically long skirts and constricting collars among other requirements (Stirk, 1998). As women’s golf slowly gained traction overseas, it eventually found its way to the United States, where the first competitive golf tournament was held in 1895 (Schrock, 1995). The hegemonic roots of the game still existed which was evident by the many players listed under their husband’s name in the tournament (Schrock, 1995). In the 1901 meeting of the Annual Committee for the United States Golf Association (USGA), a member expressed that the organization should make golf an “only gentlemen” game (Varner & Knottnerus, 2002, p. 437). Further, it should be noted that the game of golf was for the upper echelon of society, suited for the well off and well-educated individuals.

Historically, women do not play golf as much as men, and barriers and discrimination play a key role (Danylchuk, Snelgrove, & Wood, 2015). Women struggled in the late 1800’s and early 1900’s to find balance between the desire to play golf and fulfill household responsibilities (George, 2009). Systematic and anecdotal discriminatory practices have persisted over the years, including, for instance, the exclusion of girls from a junior national competition in Durham, North Carolina due to the host club simply not wanting girls on the club grounds (Crane, 1991). Another example occurred in 1968 when city council members in Omaha, Nebraska, refused to revoke a rule that prohibited women from playing on city courses on Saturdays (Hudson, 2008).

In general, women who play golf at private courses around the world still face discrimination in the form of exclusion from joining clubs as the primary member (Janiak, 2003; Nylund, 2003; Song, 2007). Outside of the private country club settings where women often face discrimination and assume lesser status than their male counterparts, women at public courses often report “more subtle forms of intimidation, such as discourteous starters and course rangers who were more likely to harass them than men for their alleged slow play” (Kirsch, 2009, p. 214).

Consensus exists on the view that golf is embedded with hegemonic, masculine rituals and practices of which women constantly are attempting to negotiate. For example, McGinnis, Gentry, and McQuillan (2009) found women golfers to use tactics of accommodating male rituals, challenging rituals in attempts to be more inclusive of women and choosing to ignore the rituals and focus on the particulars of the game when faced with barriers. Rituals included male territorial dominance and hostility toward female golfers both overtly and covertly. Another study discovered women possess a desire to golf with other women, so they don’t have to sacrifice their femininity in a male dominated setting (McGinnis, McQuillan, & Chapple, 2005). Male golfers often stigmatize women as playing slow and being less serious golfers in general (McGinnis & Gentry, 2006). On most if not all golf courses, men are provided with multiple options to start each hole, whereas women are traditionally designated to start from the “ladies tees” (Hundley, 2004). Varner and Knottnerus (2002) reviewed meeting minutes from the USGA from 1894 to 1920 and found that: “rituals of civility were established by and shared within a single elite group” (p. 431). McGinnis and Gentry (2006) recognized the fact that “the good old boy network might help strengthen the bond between the golf course and one of its traditional core groups, [however] it alienates another” (p. 239). For these reasons, the institution of golf is a

highly rigid environment that has historically excluded women due to tradition and culture (Patterson, Arthur, & Washington, 2017).

Institutions are complexes of cultural rules. Organizations within given institutional fields are motivated to adopt these cultural rules to gain social fitness and increase their legitimacy (Meyer & Rowan, 1977). Meyer and Rowan (1977) asserted that powerful organizations attempt to insert their organizational goals into society to reinforce them as institutional rules. For other organizations to survive within the environment, they will turn to isomorphism and adopt the institutionalized practices to gain legitimacy and stability. Much of the research on organizational change features the concept that organizations do not solely compete for financial resources, but also “for political power, and institutional legitimacy, [and also] for social as well as economic fitness” (DiMaggio & Powell, 1983, p. 150). These institutions are built up over time and go through long processes of embedding accepted practices. Tolbert and Zucker (1996) studied this process of institutionalization, breaking it down into phases of institutionalization. During the pre-institutionalizing phase, actions become habitualized to respond to problems, and the decision-making of the organization takes minimal effort (Tolbert & Zucker, 1996). The habitualized actions or formalized policies and structures are put in place resulting in pre-institutionalization stage. This stage can be correlated to early adopters (Tolbert & Zucker, 1983) and interpersonal networks (Galaskiewicz & Wasserman, 1989) facing similar conditions. Next is the objectification phase which occurs as organizations begin to reach consensus on the new actions or policies (Tolbert & Zucker, 1996). Through research on the effectiveness of the strategy by organizations within the organizational field, the stage of semi-institutionalization is reached when “adopters have typically become quite heterogeneous” (p. 183). Finally, the phase of sedimentation is reached when a process is fully institutionalized and shows resistance over a

long period of time. This stage of sedimentation only grows stronger the longer the institutional field exists, crystallizing a rigid environment that constructs barriers for certain groups. Golf is a field that can be understood through this process of institutionalization and reinforcement of dominant practices, as evidenced by the hegemonic roots that date back centuries and still exist today. Efforts have been made, though, by individuals and organizations to shift the institution of golf to “decrease the exclusivity of golf with regard to women with varying levels of success” (Patterson et al., 2017, p. 279). These individuals or organizations that attempt to introduce change into organizational fields are considered institutional entrepreneurs (DiMaggio, 1988).

Although institutional fields are highly rigid and resistant to change, a more recent contribution in institutional theory helps the understanding of how rules have shifted, or how new ones have been created altogether within well-established fields. Credit goes to DiMaggio (1988) who developed the concept of an actor who introduces change into a field, and scholars have since expanded in dissecting the process and conditions for change in institutionalized fields. According Lawrence and Phillips (2004), “institutional entrepreneurship [is] presented as an alternative to the deterministic images of isomorphism, where organizations reactively adopt practices and structures because of a desire to avoid uncertainty, sanction or a loss of legitimacy” (p. 705). Entrepreneurs leverage existing institutional myths in creative ways to frame and promote their projects of change (Colomy, 1998). To understand how an institution with elevated levels of rigidity responds to change, Patterson et al. (2017) used the golf industry as a case study. Their study used historical documents to compile a list of individuals and groups “that were considered to have brought about changes that [...] increase the presence of women within the industry or decrease the negative status of women in golf” (Patterson et al., 2017, p. 281). Although there was anecdotal success at introducing change into the extremely rigid field of



golf, Patterson et al. (2017) concluded that these instances were not sufficient to revise the dominant field logics and to fully institute institutional change. Their research showed actors in the field used strategies focused around profitability, social equality and practicality, with change projects of profitability being the most successful. Change is a long, arduous process, particularly in fields that have long standing cultural and historical barriers. Sport is a unique context to study the potential for institutional change, though, due to its deep engrained place in society and resources available to affect change. A strategy sport organization have used to affect social change is through the concept of corporate social responsibility.

Corporate social responsibility (CSR) is the efforts organizations make to benefit society through ethical and philanthropic means. Scholars have proposed sport organizations have unique resources available when engaging in CSR and are able to produce greater awareness compared to other industries (Babiak & Wolfe, 2016; Bradish & Cronin, 2009; Smith & Westerbeek, 2007). Corporate social responsibility in sport has increased to the point where “virtually all organizations within the sport industry, broadly defined, have adopted CSR programs” (Babiak & Wolfe, 2009, p. 720). In the North American context, CSR typically focuses on urban development, local community involvement, grassroots development, social inclusion and charity/donations (Breitbarth & Harris, 2008). Sport organizations have justified using CSR to develop “better stakeholder engagement and developing new/stronger consumer relations” (Levermore & Moore, 2015, p. 250). Famously, in his speech at the 2000 Laureus World Sport Awards, Nelson Mandela said: “Sport has the power to change the world, it has the power to inspire, it has the power to unite people in a way that little else does” (Moses & Mingey, 2015, p. 1). For these reasons, corporate social responsibility in sport can be viewed as a proper method to attempt to initiate change in a highly institutionalized field such as golf.

Golf, as a whole, has a storied history of engaging in CSR. The Professional Golfers Association (PGA) Tour allocated over \$1 billion of financial support to around 3,000 charities throughout the United States from 1968 to 2009 (Walker & Kent, 2013; Walker & Parent, 2010). Other golf organizations such as the United States Golf Association (USGA) offer a variety of initiatives and programs in addition to their many partnerships. One initiative created to increase the number of junior golfers is their “PLAY9” campaign, which has gained support from many local facilities and prominent USGA champions, including 2011 U.S. Women’s Amateur Public Links champion and Ladies Professional Golf Association (LPGA) Tour player, Brianna Do (Do, 2017). One of the most notable partnerships is the annual competition put on by the Masters tournament and the PGA: The Drive, Chip and Putt competition. The event is hosted the week of the Masters in Augusta, Georgia, and is the culmination of qualifying events across the country. Participation in the event is rapidly increasing with registration doubling from 2014 to 2015 (Hoggard, 2017). Other partnerships include programs with the Boys & Girls Clubs of America and Special Olympics (USGA, 2017). The USGA Grants Initiative also provides yearly grants to golf organizations, with more than \$65 million dispersed to over 1,000 programs since 1997 (USGA, 2015). Still, even with these large-scale initiatives in place, a growing concern in the golf industry is the continued disparity in participation among boys and girls. The National Golf Foundation (NGF) reported in their annual analysis of the golf industry in the United States that there were 2.9 million junior golfers with a third comprised of females (Stachura, 2017). Further, there are growing concerns of the retention of girls playing golf (Berkley, 2004). With a steady lack of opportunities for girls, the Ladies Professional Golf Association, the leading organization for teaching and professional players, decided to address this concern.

The LPGA decided to consolidate their CSR efforts in the early 1990's by forming a nonprofit foundation. The LPGA Foundation – the charitable arm of the LPGA – was founded in 1991 with the goal of supporting “junior golf programs, youth scholarships and financial assistance for members of the golf industry, under the stewardship of Charles S. Mechem, Jr., LPGA Commissioner and first President of The LPGA Foundation” (LPGA Foundation, 2017b). When Mechem left his position, he noted four things he was most proud of, with creating the LPGA Foundation as one of them (Hudson, 2008). To date, the LPGA Foundation has reached more than 300,000 girls through a multitude of programs (LPGA, 2017). In 2011, the LPGA Foundation expanded the size of their board from nine to 15 members, including LPGA Hall of Fame golfer, Nancy Lopez (LPGA, 2011). Clinics at LPGA events are often held to offer opportunities for girls to be introduced to golf (Stadler & Dixon, 2018). In 2011, The Founders Cup was added to the LPGA Tour schedule, with all of the money in the tournament going directly to the LPGA Foundation, specifically LPGA\*USGA Girls Golf, with half of the money going to the top-10 finishers' designated charities (Wong, 2013). The Founders Cup was a resounding success, as the tournament has donated \$1 million to the designated charities and honored the original 13 founding members of the LPGA (Nicholson, 2011). The tournament is still played today but the monetary structure has changed where players are receiving a portion of the purse money. The most recent tournament held in Phoenix, Arizona in 2017 ran the total amount of money raised for the LPGA\*USGA Girls Golf program over \$3 million since 2011 (Manoloff, 2017).

Today, the LPGA is one of the longest standing women's sports association in the world, with their philanthropic efforts focusing on tournaments and grassroots initiatives with juniors and women's programs (Wolter, 2010). Its mission is “to empower and inspire women through

the game of golf” (Heitner, 2016). The roots of this mission statement can be traced back to 1989, when a golf instructor from Phoenix, Sandy LaBavue, started an all-girl golf program with her two daughters and teammates from their softball team. After initial success in Phoenix with Sandy LaBavue, the then Junior Girls Golf Club (JGGC) was set to expand to 11 other cities across the United States, with the focus on creating all girls programming that allowed girls to participate in inclusive, non-threatening social environments ("LPGA expands successful junior programs," 1993). LaBavue had implemented a philosophy that children would learn best if they were playing games that appealed to varying skill abilities (Girls Golf, 2015b). This thinking was ahead of much of the literature on children’s motivations for participation in sport, but falls in line with the paradigm of fun, skill development, fitness development and longing to be with friends as the top reasons for participation (Kerr & Stirlig, 2013). The success was quickly on the path to large, even international scaling, as LaBavue was set to visit Australia and New Zealand, as well as Canada, Mexico and Bermuda (McDaniel, 1994). Soon the program was in forty-nine cities and continued to branch out (Salter, 1996). In 1997, LPGA Girls Golf Club entered into a partnership with the USGA and the Girl Scouts of the USA, and in 2002, the USGA and LPGA Girls Golf Club expanded their partnership resulting in LPGA\*USGA Girls Golf (LPGA Foundation, 2017b). Today, the program has spread like wildfire and reported serving over 70,000 girls across the globe in more than 415 individual programming sites (Girls Golf, 2015d). The partnership between the LPGA Foundation and the USGA, effectively branded as LPGA\*USGA Girls Golf, ensures each site is led by LPGA and PGA professionals or certified coaches from The First Tee (Girls Golf, 2015d). The partnership was forged through the efforts of former USGA president, Judy Bell (Mackin, 2015). Girls Golf programs help players develop at all skill levels, but the focus is on “improving skills specific to young girls, including self-

esteem, leadership, confidence and perseverance” (Mackin, 2015). Girls Golf refers to these life skills as the 5 E’s: empower, enrich, engage, energize and exercise (Girls Golf, 2015a). The program speaks to values of making all girls feel “important, appreciated, respected, supported and safe,” while reaching the goals of retention, providing social opportunities and encouraging family involvement (Girls Golf, 2015d). The LPGA\*USGA Girls Golf philosophy is about attracting and retaining young girls through the use of “FUNdamentals” [emphasizing that] “creativity is Queen” when engaging juniors in the program (Girls Golf, 2015c). LPGA\*USGA Girls Golf uses LPGA players as champions for the program through the Tour Ambassador program, which includes Brittany Lincicome (program alumni), Stacy Lewis (major champion), Tiffany Joh (UCLA alumni), Lexi Thompsen (major champion) and Lizette Salas (Solheim Cup team member) (Girls Golf, 2015c). In addition to golf and life skills programs, LPGA\*USGA Girls Golf and the LPGA Foundation give out annual scholarships to a variety of constituents.

The LPGA\*USGA Girls Golf program has seen a staggering increase of 1,000% growth in participation from 2010 to 2016 with 60,000 girls participating in some capacity (The LPGA Foundation, 2016). Not only does the program have an influence on bringing girls to the game of golf, but also an added fact in 2009, “59 current or former members of Girls Golf participated in USGA championships, including eight in the U.S. Women’s Open” (USGA, 2015). USGA championships serve as the arena for elite golfers at the amateur and professional level. This number of players’ having experience in LPGA\*USGA Girls Golf is noteworthy. LPGA\*USGA Girls Golf reached around 72,000 girls in 2017 alone (Sirak, 2017) and over 80,000 girls in 2018 (LPGA Foundation, 2018).

## **Statement of the Problem**

In the 1990's, there was a call for junior golf camps to help attract girls to the game and provide an environment that focused less on competition and more on social interaction (Schrock, 1995). The cause of this call was due to a rapid decline in retention of women playing golf (Berkley, 2004). In the 2006-2007 high school year, only 225,000 students out of 7.4 million chose to play scholastic golf with only 66,000 being female (Moss, 2013). The LPGA\*USGA Girls Golf program offers an inviting setting for girls to participate in golf, further defying the representation of a gendered institution that golf has portrayed for decades (Acker, 1990; Britton, 2000; Wearing, 1998; Williams, 2000). Research has shown girls are more likely to stay involved in a physical activity program if there is a social aspect involved, particularly if friends or the prospect of making friends is present (Coleman, Cox, & Roker, 2008; Forneris, Whitley, & Barker, 2013; Krahnstoeover-Davison & Jago, 2009; Sherwood & Jeffery, 2000). Further, junior golf in the United States is relatively understudied and has focused on aspects of: motivation and psychology (Cohn, 1990; Nordbotten, Abrahamsen, & Karlsen, 2012) physiological characteristics (Kim, Chung, Park, & Shin, 2009; Smith, Lubans, & Callister, 2014; Zienius, Skarbalius, Kazys Zuoza, & Pukėnas, 2014), equipment (Stanbridge, Jones, & Mitchell, 2004) and development of elite golfers (Hayman, Polman, Taylor, Hemmings, & Borkoles, 2011). Also, Kitching, Grix, and Phillpotts (2017) acknowledged past research on women's golf has primarily focused on economic factors, globalization, swing analysis and biomechanics.

The theoretical perspectives used in this dissertation study are institutional theory, institutional entrepreneurship and corporate social responsibility (CSR). Institutional theory was used to explore the rapid growth in the LPGA\*USGA Girls Golf program by determining the

internal and external pressures, stages of institutionalization that have occurred and how institutional entrepreneurship contributed to the inception of the program. Corporate social responsibility was used to examine the LPGA\*USGA Girls Golf philanthropic initiative as a whole and understand the ethos and organizational objectives.

### **Purpose of the Study**

The purpose of this case study was to a) understand the historic and current institutional barriers that exist for girls and women in golf, b) uncover how institutional dynamics have led to the growth of LPGA\*USGA Girls Golf and c) examine the CSR efforts of LPGA\*USGA Girls Golf. The study included document analysis and semi-structured interviews with 34 participants. Participants of the study were site directors of LPGA\*USGA Girls Golf programs, top female golf instructors and a golf journalist. These participants provided insights into the opportunities for girls over the past 50 years, how golf has changed due to regulatory changes and organizational initiatives, and the role LPGA\*USGA Girls Golf has played in this process.

### **Significance of the Study**

The significance of the study lies in the following: (a) it is the only empirical investigation into a girl centric junior golf program; (b) it generated new knowledge on how LPGA\*USGA Girls Golf influenced the national and global future of women's golf; and, (c) it provides knowledge to the literature on how institutional entrepreneurship as a theoretical lens can be used to understand temporal change in a highly institutionalized field. Further, a study on the LPGA\*USGA Girls Golf program provides further justification for the expansion and development of satellite sites. A common thread within the current literature on women's golf is the lack of resources, attention and respect given to women. This study amplified the voice of

women's golf and provided a platform for practitioners and academics to continue this line of research. Theoretically, this study advanced knowledge of how divergent change is introduced to rigid environments and the process of temporal institutional entrepreneurship. Last, it shows how a sport organization can maximize corporate social responsibility through strategic efforts by aligning core organizational goals and leveraging high status resources.

### **Research Questions**

- 1.) How did institutional barriers influence the inception of the LPGA\*USGA Girls Golf program?
- 2.) How have institutional conditions led to the growth of LPGA\*USGA Girls Golf?
- 3.) What is the scope of the corporate social responsibility initiative, LPGA\*USGA Girls Golf?

### **Overview of Research Design**

The study used an intrinsic case study design to explore the stated research questions (Stake, 1995). Further, semi-structured interviews (Roulston, 2010) with 34 participants and document analysis (Bowen, 2009) of 47 publicly available documents were used to provide in depth, context rich information related to the research questions. Coding techniques (Saldaña, 2016) were used to analyze the data with theme development out of the grounded theory tradition as the final product (Braun & Clarke, 2006).



## **Definition of Terms**

### **LPGA\*USGA Girls Golf or Girls Golf**

“LPGA\*USGA Girls Golf (Girls Golf) is the only national junior golf program that specializes in providing girl-friendly environments for juniors to learn the game of golf” (Girls Golf, 2015b)

### **United States Golf Association (USGA)**

“The USGA promotes and conserves the true spirit of the game of golf as embodied in its ancient and honorable traditions. It acts in the best interests of the game for the continued enjoyment of those who love and play it” (USGA, 2018).

### **Professional Golfers’ Association Tour (PGA Tour)**

Top professional golf tour in the world where the best golfers in the world compete (LPGA, 2018a).

### **Ladies Professional Golf Association (LPGA)**

It is top professional organization for professional women’s golf, women’s golf instruction, with emphasis on charitable presence through tournaments and grassroots initiatives (LPGA, 2018a).

### **Ladies Professional Golf Association Tour (LPGA Tour)**

Professional golf circuit for the top women golfers in the world who compete in 34 tournaments across the United States and in 15 countries throughout the calendar year (LPGA, 2018a).

### **Ladies Professional Golf Association Foundation (LPGA Foundation)**

It is the charitable arm of the LPGA, which supports “junior golf programs, golf scholarships, and financial assistance programs for women and young ladies” (LPGA Foundation, 2017a) (LPGA Foundation, 2017a).

### **The First Tee**

Youth sports organization that provides educational programs to promote the well-being of youth through the game of golf (The First Tee, 2018).

### **LPGA Amateur Golf Association; Executive Women’s Golf Association (EWGA)**

Formerly the EWGA, the LPGA Amateur Golf Association is an organization with nationwide chapters that provide women with a golfing community.

### **Institutional Entrepreneurship**

“Activities of actors who have an interest in particular institutional arrangements and who leverage resources to create new institutions or to transform existing ones” (Maguire, Hardy, & Lawrence, 2004, p. 657).

### **Institutional Logics**

“Logics enable actors to make sense of their ambiguous world by prescribing and proscribing actions” (Suddaby & Greenwood, 2005, p. 38).

### **Agency**

The ability to create change within an institutionalized field (Dimaggio, 1988).

### **Paradox of Embedded Agency**

The dilemma of how an embedded actor can be an agent for change within an institutionalized field (Seo & Creed, 2002).

### **Coalition of Agents**

Individuals or organizations coalesced to by an actor to support a change project (Battilana, Leca, & Boxenbaum, 2009).

### **Temporal Agency**

Change in an institutional field that occurs over a short or long period of time (Dacin, Goodstein, & Scott, 2002).

### **Corporate Social Responsibility (CSR)**

Organizations engaging in actions that appear to further some social good, beyond the interests of the organization and that which is required by law (Carroll, 1991).

### **Assumptions**

The researcher assumed the research questions would be best answered through a case study approach, using semi-structured interviews and document analysis as data collection methods. The inclusion criteria and selection of participants for interviews was assumed to be an accurate source of information for the study based on the site directors' affiliation with LPGA\*USGA Girls Golf and the overarching knowledge the top 50 instructors possessed. These groups of participants would be able to provide information regarding the historical state of golf for girls and women and how LPGA\*USGA Girls Golf has affected change over time. Also, the researcher assumed that all participants answered interview questions truthfully and their

recollection of past experiences was accurate. It was also assumed the number of participants in the study was sufficient to reach a point of saturation where adequate assertions were able to be drawn. Based on the general repetitive nature of data collected, it was deemed the point of saturation had been reached.

### **Limitations**

The LPGA\*USGA Girls Golf program extends to over 400 sites throughout the country. Through limited interviews with site directors and other relevant stakeholders, the study did not capture the program in its entirety. One of the inhibiting factors was the inability to include LPGA Foundation and LPGA\*USGA Girls Golf employees in the data collection process. Their insight would have provided corroborating internal insights about the organization that could not be obtained through documents and site directors. Outreach efforts to obtain data from these participants occurred multiple times during the study but a lack of response from within the organization dictated collecting data from other sources. Another limitation was the inability to access internal documents from the organization – all documents used in the study were found through publicly available means. The archival information was difficult to procure throughout the research process and pertinent documents may have been undiscovered. Additionally, the data gathered through interviews may not be representative of other sites around the country. The geographic variance of participants could have had an effect on the overall narrative derived from the interview participants. Also, each interview lasted between 21-131 minutes and there were no follow up interviews with participants. The one-off interviews put more pressure on establishing rapport with participants and gaining trust to elicit responses in a short period of time. One last limitation with respect to the interview data was the difficulty to preserve the voice of the participants. With 34 interview participants, the personal stories of participants were

lost at the expense of the collective narrative. Another limitation was the use of a single researcher throughout the data collection and interpretation process. While all conclusions are warranted in thorough, exhaustive processes, a single lens to view the scope of an organizational program of this magnitude is less than ideal.

### **Subjectivities**

The process of identifying subjectivities allows a researcher to be conscious of bias and prejudice (Preissle & deMarrais, 2015). Further, these subjectivities can have the ability to “filter, skew, shape, block, transform, construe, and misconstrue what transpires from the outset of a research project to its culmination in a written statement” (Peshkin, 1988, p. 17). I have extensive experience working in the field of golf, particularly junior golf. I also possess years of working in the nonprofit sector. Both of these factors undoubtedly contributed to the initial research interest. I also needed to recognize these subjectivities when collecting and analyzing data, so I did not let my passion for youth golf affect how I interpret the data.

Part of the subjectivity process within this study demanded self-reflection on identity and position as a stakeholder to the LPGA\*USGA Girls Golf program. Is the presence of this study an intrusion on an organization or people’s lives? Why should an organization and people associated with it want to provide personal information to further my research agenda? The answers to these questions were in constant flux and are a reminder to revisit them throughout the study. As a male interacting with participants that were primarily female, I needed to be sensitive of power dynamics and making concerted efforts to ensure participants were at ease throughout interviews. The LPGA\*USGA Girls Golf program is centered around empowering young girls, so the presence of a male – particularly in the role of conducting research – demands constant reflection and awareness throughout the data collection process. Past experience

working in this space helped but every context is unique and constant self-reflection on the researcher's position within the study is crucial. Clear understanding and statement of subjectivities does not guarantee a study will be automatically void of biases. Instead, a conscious effort to allow for the research process to guide the data collection and analysis will help moderate the subjectivities.

### **Summary**

This study sought to understand how institutional conditions led to the creation and growth of LPGA\*USGA Girls Golf. Previous research on women's golf has largely focused on barriers and discrimination against women, with little emphasis on efforts to combat these areas and affect institutional change. The results of this study will further advance understanding the barriers girls and women have faced in golf over time and how acts of institutional entrepreneurship have addressed these barriers.

There are four subsequent chapters to this dissertation. Chapter 2 will provide a comprehensive literature review of institutional theory, institutional entrepreneurship, and corporate social responsibility. At the conclusion of Chapter 2, the conceptual framework for the study is presented. In Chapter 3, the methodological approach to the study is detailed, covering the research design, data collection methods and data analysis. The results of the study are provided in Chapter 4, which are presented in themes developed from the data collection. The concluding chapter, Chapter 5, shows the interpretation of the results and connects them to the extant literature. This chapter also presents theoretical contributions, practical contributions and areas for future research.

## CHAPTER 2

### REVIEW OF THE LITERATURE

This chapter focused on the review of literature for this dissertation study and consists of four different areas: (a) women in golf, junior golf and LPGA\*USGA Girls Golf, (b) institutional theory, (c) institutional entrepreneurship, and (d) corporate social responsibility (CSR). With the absence of research on the LPGA, LPGA Foundation and LPGA\*USGA Girls Golf program, the following sections are used as a composite to position the current study in the existing literature. The historical background of women in golf is discussed, ending with contextual information on the LPGA\*USGA Girls Golf program. Institutional theory and institutional entrepreneurship are then presented, followed by corporate social responsibility (CSR), with an emphasis on CSR case studies in sport: the same methodological choice for the current study. Then, stakeholder theory is briefly discussed with specific applications to CSR. The chapter concludes with the current study's conceptual framework introduced combining institutional entrepreneurship and CSR.

#### **Women in Golf**

Historians have debated about the official beginning of golf, but forms of the game were known to be played as far back as 1297 in Holland (Stirk, 1998). Women have appeared throughout history in golf, with Mary, Queen of Scots noted as the first prominent female to play golf. She has also been credited with coining the term “caddie,” referring to the army cadets she used to carry her clubs on the course (Stirk, 1998). Discrimination of women in golf also has a

deep-rooted history, with men restricting course and facility access in the 1800's (George, 2010). Other forms of discrimination existed in the enforcement of restricting clothes women were required to wear at the golf course (Stirk, 1998). These discriminatory practices did not completely discourage women from competing in golf, and as popularity for the game grew in Europe, it migrated across the Atlantic to the United States where the first competitive golf tournament was played in 1895 (Schrock, 1995). There was a continuation of the lesser status men assigned to women, which forced women to register for competitive tournaments under the name of their husband (Schrock, 1995). Desiring to have their own professional tour comparable to the men, prominent amateur players of the 1930's and 1940's formed a professional circuit that eventually culminated in the Ladies Professional Golf Association (LPGA) (Schrock, 1995).

When golf traveled from the United Kingdom to the United States, there was a void of a governing body to oversee the development of the game and implementation of tournaments. Delegates from some of the early golf clubs in the United States decided there was a need for a governing body to settle controversies among clubs, establish a set of laws all clubs would follow, create a uniform handicapping system, and to have oversight of the US Amateur and US Open championships (Jenchura, 2010). Originally coined as the Amateur Golf Association of the United States, the name was soon after changed to the United State Golf Association (USGA), as Jenchura (2010) explained. The inaugural USGA Women's Amateur Championship was held in 1895, which was the same year the men commenced competing in the U.S. Open and U. S. Amateur (Jenchura, 2010). As with most sports, women's golf didn't garner as much attention and respect as their male counterparts. Still, women wanted the opportunity to play golf as a profession and make a living off prize money from tournaments. Continued excellence of amateur golfers led to the formation of the Women's Professional Golf Association (WPGA) in



1944 (Hudson, 2008). The tour had struggles with attracting attention and eventually ran into monetary issues, leading to a slight restructuring and rebranding to the Ladies Professional Golfers Association. This time there was more success once the public was able to see the quality of the players, with world renowned Olympian, Babe Zaharias, leading the way (Hudson, 2008). Past greats paved the way for today's stars in now what has become a truly global game. The 1990's and 2000's displayed this international flair with the three best players in the world – Annika Sorenstam (Sweden), Karrie Webb (Australia) and Se Ri Pak (South Korea) – battling for the world's top ranking on a weekly basis (Hudson, 2008). Today, the dream for women to play the sport for a living has become a reality, with the 2018 leading money winner, Ariya Jutanugarn earning \$2,743,949 (LPGA, 2018b). Although there have been elevated opportunities for women at the professional level, rampant discrimination and entry barriers are still prevalent.

### **Barriers and Discrimination**

There is limited research on how historical barriers and discrimination in golf still persist today. When comparing the participation of men and women in golf, women play far less golf than men, with barriers and discrimination experienced influencing their decision (Danylchuk et al., 2015). Historic gender roles have played a part in this unequal participation. Women in the late 1800's and early 1900's were forced to negotiate traditional household roles expected of them while finding time to play golf (George, 2009). The perception of the good old boys' network and male privilege have continued to pervade golf over the years with examples of discrimination coming in the form of prohibiting women to play on certain days (Hudson, 2008) and exclusion of junior girls from a golf club altogether at a tournament (Crane, 1991). A historic hotbed for discrimination has occurred at private golf courses, where clubs are able to make their own rules void of legislative oversight. This results in rules where women can be outright

excluded from joining a club or are not able to join as the primary member (Janiak, 2003; Nylund, 2003; Song, 2007). In the public golf course sector, women face different forms of discrimination. Staff at golf courses have been reported to intimidate female golfers and unjustly harass women for playing too slow on the golf course (Kirsch, 2009). Due to these harsh conditions, women have constantly struggled to enjoy their golfing experience. To deal with these conditions, McGinnis et al. (2009) found women choose to accommodate men, challenge men to be more inclusive, or ignore the forms of discrimination they face. Women who accommodated the hegemonic masculinity in golf tended to share the same views their husbands or playing partners expressed. McGinnis et al. (2009) shared the views of one of the females accommodating both at the golf course and at home:

She said that she did not watch the Ladies' Professional Golf Association (LPGA) on television because her husband did not. She said he thinks all female professional golfers are lesbians and therefore did not want to watch them play. (p. 27)

Other participants in the study who challenged men to be more inclusive created women only opportunities and used tactics of humor to challenge men. The group that ignored discrimination at the golf course “were generally younger and had experienced a time period when the glass ceiling in other areas of society was being eliminated” (McGinnis et al., 2009, p. 29). In another study, a group of ten golfers were interviewed to determine strategies for combatting the sexist tendencies and acts that were experienced by women at golf courses, and a strategy women employed was to play golf with other women so they were not forced to relinquish their femininity (McGinnis et al., 2005). Participants felt courses portrayed sexist behaviors in assuming women were going to play slow before even seeing their skill level. Women also noted

the lack of equal facilities at most golf courses and “indicated that restroom facilities for women were insufficient” (McGinnis et al., 2005, p. 325). Other forms of exclusion were experienced in the form of a lack of merchandise available for women at the pro shop and course staff treating women “as afterthoughts or as appendages to their husbands or boyfriends (McGinnis et al., 2005, p. 332).

A study on the stigmatization of women by men at the golf course found men often typecast female golfers into roles. These roles included discriminative stereotypes about women always playing slow and having less serious attitudes towards golf (McGinnis & Gentry, 2006). The group of golf professionals interviewed for the study described how women often felt constrained with anxiety due to feeling “unimportant, threatened, lost, or not accepted” (McGinnis & Gentry, 2006, p. 223). Further, women were described to have less self-confidence than men in their ability to golf and had heightened fear of making mistakes when taking lessons. On an interpersonal level, women had difficulty finding playing partners and some teaching professionals described aggressive territorial behavior toward women, as McGinnis and Gentry (2006) explain:

Most of the professionals noted differences in terms of the nonverbal behaviors of men and women golfers on their courses. Whereas some pros said that they were unaware of such behaviors, many others cited examples of excessive drinking, cigar smoking, folded arms, and faster-paced play in back of female groups as typical ways that men exhibited their territorial rights on their courses. (p. 227)

The second part of the study interviewed women golfers to obtain their experiences and many corroborated the behaviors observed by the golf professionals. Women also noted the prevalence of merchandise discrepancies, a lack of competitive activities, and the need to create a sense of

belongingness for women at golf courses. A strategy provided by McGinnis and Gentry (2006) was to remove the stigmatization of the red tees and switch to a system where players start holes based on their skill and not their sex. This would help eliminate the practice in the golf industry of the designation of the “ladies’ tees” at golf courses (Hundley, 2004).

Some women, unfortunately, have also seen discriminatory practices from other women in golf. A study by Melton and Cunningham (2016) asked college golf coaches to review the resumes of potential recruits and how likely they were to offer a scholarship. Results indicated coaches were less likely to offer “fat” golfers a scholarship compared to “thinner” golfers (Melton & Cunningham, 2016). The barriers for women can be even steeper for under-represented groups, as one collegiate, African American female golfer striving for a career as a professional golfer pointed to the lack of representation of African American women in the LPGA to help younger generations (Rosselli & Singer, 2017).

### **Media Portrayals**

By evaluating the portrayal of women in the 12 monthly issues of Golf Digest magazine in 2008, Apostolis and Giles (2011) drew out themes of power as a masculine trait, exclusion through discourse, women golfers as inferior athletes and women as spectators and accessories for profit driven motives. In 2002, the LPGA was criticized for its strategic Five Points of Celebrity, which was created by the former commissioner in an attempt to control the women’s feminine image and suppress rumors of LPGA players as lesbians (Wolter, 2010). Another instance of discriminatory portrayal occurred when Annika Sorenstam, one of the top professional golfers of all time, played in a PGA event in 2003 where the media coverage tended to focus on her attractiveness, emotionality, femininity and heterosexuality (Billings et al., 2006). In a 4-year stretch, Asian golfer, Se Ri Pak, received less favorable media attention from 1998-

2001 in USA today magazine compared to two other prominent LPGA golfers, Annika Sorenstam and Karrie Webb, which (Kim, Walkosz, & Iverson, 2006).

### **Motivation for Playing**

Due to a decline in participation of golfers in a women's Canadian league, Danylchuk, et al. (2015), studied the processes of organizational change to understand the factors determining the decline. Women described the attributes of fun, sociability and inclusivity as reasons for excitement and desire to continue playing in the league (Danylchuk et al., 2015). In another study through observation and interviews with a group of women golfers, Wood and Danylchuk (2011) found social support and being around friends to be strong influencers on women's participation in golf. In their study on factors deterring women from playing golf, McGinnis and Gentry (2006) recognized that "the good old boy network might help strengthen the bond between the golf course and one of its traditional core groups, it alienates another" (p. 239). According to McGinnis et al. (2009), "Women are more likely to experience solidarity with their own sex in a spirit of companionship rather than competition, a lack of aggression and selfishness, and willingness to include rather than exclude others" (p. 30). Through interviews with young Australian golfers, Williams, Whipp, Jackson, and Dimmock (2013) noticed girls that had other females to share their experiences with had higher retention through female relatedness. This theme of inclusivity and social interaction to facilitate participation is directly applicable to the current study of how LPGA\*USGA Girls Golf has approached institutional barriers in golf for girls and women.

### **Sport Physiology**

Many research studies involving women in golf focus on swing analysis and physiological experiments. This research includes studies on isokinetic muscle strength (Chung

et al., 2014), benefits of resistance training (Hegedus, Smoliga, Hardesty, Sunderland, & Hegedus, 2016), bone density and body composition evaluation (Chang, Briffa, & Edmondston, 2013), association of warm-up routine and injury risk (Fradkin, Cameron, & Gabbe, 2007), differences in energy expenditure between men and women (Zunzer, von Duvillard, Tschakert, Mangus, & Hofmann, 2013), swing differences between men and women (Egret, Nicolle, Dujardin, Weber, & Chollet, 2006; Zunzer et al., 2013), swing technique and performance among highly skilled golfers (Wallace et al., 2011) and golfer motivation profile (Schaefer, Vella, Allen, & Magee, 2016). The current study does not focus on physiological and skill-based components of women's golf, but it is important to highlight the past trend in research.

### **Junior Golf**

The National Golf Foundation (NGF) reported in their annual analysis of the golf industry in the United States that there were 2.9 million junior golfers with a third comprised of females (Stachura, 2017). Perhaps the junior golf organization with the most name recognition in the United States is The First Tee. The First Tee is a national organization that has seen success in youth development through intentional curriculum implementation of skill-building activities (Weiss, Bolter, & Kipp, 2016) transferrable to contexts outside of golf (Weiss, Stuntz, Bhalla, Bolter, & Price, 2013). In an attempt to create affordable junior golf programming, particularly in economically disadvantaged locations, The First Tee partnered with the LPGA, the Masters tournament, the PGA of America, the PGA Tour and the USGA to offer golf programs paired with life and leadership skills (The First Tee, 2017b). The First Tee has seen immense success over the course of 20 years, having served more than 5.3 million juniors through 2016 with programming at golf courses, driving ranges and schools (The First Tee, 2017a). National recognition of the program is observed through the playing of the Pure Insurance Championship:

The 54-hole tournament pairs 81 First Tee junior golfers with 81 PGA Tour Champions players, where the two player teams compete on historic Pebble Beach and Poppy Hills for charity purposes (PURE Insurance Championship, 2017). The organization recently celebrated its 20<sup>th</sup> anniversary in 2017 and will welcome in former Nickelodeon CEO, Keith Dawkins as the new CEO (Herrington, 2017). In addition to programs geared toward increased participation, organizations were formed that would later become the stage for elite junior golf competition. The premier program in the country, the American Junior Golf Association (AJGA), was formed in 1978 to “promote the game of golf on the junior level throughout the nation” (National Golf Foundation, 1978, p. 7). Today, it has seen more than 300 alumni play on the PGA and LPGA Tours amassing more than 830 tournament victories (AJGA, 2017). While both of these organizations are serving a necessary need, they don’t address many of the issues women report facing through the game of golf. The next section will detail the efforts of the LPGA Foundation and LPGA\*USGA Girls Golf to create a space for girls participate in golf.

### **LPGA Foundation/LPGA\*USGA Girls Golf**

After the LPGA began gaining traction and achieving financial stability, the organization started to focus on providing young girls with opportunities to play golf recreationally, collegiately and professionally. Grassroots efforts were underway in 1989 when a teaching professional from Phoenix, Arizona, Sandy LaBauve, decided to create an all-girls golf instruction setting for her daughters and members from their softball team. After initial success at her home club in Phoenix, LaBauve spread the message of offering inclusive, non-threatening golf environments to girls and to youth programs around the world (McDaniel, 1994). At the same time, the LPGA had created the LPGA Foundation in 1991 to support “junior golf programs, youth scholarships and financial assistance for members of the golf industry” (LPGA,

2017). In conjunction with the Junior Girls Golf Club program that LaBauve created, and the LPGA Foundation, the LPGA launched their Urban Youth program providing at risk youth in inner cities with the opportunity to learn the game. The chapter in Los Angeles saw tremendous success with 1,200 children participating within the first four years of the program (Mitchell, 1993). Grant aid from the Amateur Athletic Foundation helped springboard programs in Detroit, Portland, Wilmington (Delaware) and Atlantic City (McDonald & Milne, 1999). Partnerships continued to form and American Golf, one of the largest golf course owners and operators in the United States, teamed up with national organizations such as the LPGA to promote the American Golf Junior Club, a program developed to increase the participation among youth ("American Golf launches national junior golf program," 1995).

The success of LaBauve's program continued to spread and soon 49 cities featured all girl golf programming (Salter, 1996). The program went through a rebranding to the LPGA Girls Golf Club and partnered with the Girls Scouts of the USA to tap into more female resources. The most impactful partnership came in the form of Junior Girls Golf Club teaming up with the governing body for amateur golf in the United States, the USGA. In 2002, through the leadership of former USGA president, Judy Bell (Mackin, 2015) the LPGA Foundation and USGA decided to expand their current partnership and rebrand the LPGA Girls Golf Club to the current name of LPGA\*USGA Girls Golf. The program has experienced tremendous growth to the tune of a 1,000% increase in participation since 2010 (The LPGA Foundation, 2016). LPGA commissioner, Michael Whan, publicly stated the program anticipated the 2017 reporting would show participation numbers around 72,000 for 2017 (Sirak, 2017), which would be around a 17% increase from the 60,000 girls participating in 2016. The growth and sustainability of LPGA\*USGA Girls Golf is due in large part to the structure of supporting the creation of new



satellite sites around the country. There are over 400 LPGA\*USGA Girls Golf sites (Girls Golf, 2015d) that can be found through a search on their website, and anyone can start their own program by registering online and meeting the annual program requirements: hosting 5 events a year, having a certified LPGA, PGA or 1<sup>st</sup> Tee coach, completing bi-annual reporting surveys, using the LPGA\*USGA Girls Golf logo on relevant materials, and having members pay the annual fee.

LPGA\*USGA Girls Golf focuses on creating fun, friendly environments where golf skills are taught but personal development is at the forefront. The program focuses on these developmental skills through the 5 E's. Below, Table 2.1 synthesizes the 5 E's (Girls Golf, 2015a).

*Table 2.1* 5 E's of LPGA\*USGA Girls Golf

Empower	Skill development on the course empowers girls with confidence off the course
Enrich	Golf knowledge; connection to resources and education
Engage	Have girls interact with female role models and mentors
Energize	Create passion by having girls intrinsically find joy in the game; fun games and activities
Exercise	Fitness for the body and mind; incorporate fitness and nutrition education

Also, in line with current research, LPGA\*USGA Girls Golf facilitates leadership opportunities for girls and the program exposes them to positive role models (Bean, Kendellen, Halsall, & Forneris, 2015). The key to attracting and retaining girls is through the “FUNdamentals” by using creative games and techniques to maximize the enjoyment at each site

(Girls Golf, 2015b). This practice helps address the retention problem of girls playing (Berkley, 2004) and refutes the conception that golf is antiskid (Moss, 2013). These all girls setting also reject the gendered institution of golf has which been in existence for over a hundred years (Acker, 1990; Britton, 2000; Wearing, 1998; Williams, 2000).

The other form of assistance to the girl golfing community comes in the form of college scholarships awarded on an annual basis. Below is a table with information about each scholarship (LPGA Foundation, 2017c)

*Table 2.2 LPGA Foundation scholarships*

<u>Scholarship Name</u>	<u>Amount of Support</u>	<u>Recipient Qualifications</u>
Dinah Shore	1 scholarship for \$5,000	High school senior <b><u>not playing</u></b> collegiate golf
Marilynn Smith	20 scholarships for \$5,000	High school seniors <b><u>playing</u></b> collegiate golf
Phyllis G. Meekins	1 scholarship for \$1,250	High school senior <b><u>from a minority background</u></b> playing collegiate golf
Goldie Bateson	10 scholarships for \$250	Junior golfers 7 to 17; must reside in LPGA T&CP Midwest Section

Women and girls in golf have persisted through stigmatization and many barriers over the years. A number of fierce women along with strong institutions have challenged the hegemonic foundations of golf by providing girls with equal opportunities to enjoy the game of golf. Now, the prevalence of junior golf programs appears to be the heartbeat for grassroots development across the country. Research in the area of women in golf, particularly young girls in golf is almost nonexistent and warrants further investigation and resources. Further, the LPGA as an organization has only been studied under the premise of the controversial English-speaking

policy (Claussen, 2010; DeNatale, 2009) for players that have since been terminated. Coupled with the lack of research on the LPGA is the complete absence of research on the LPGA Foundation: the philanthropic arm of the LPGA directed to support “junior golf programs, youth scholarships and financial assistance for members of the golf industry” (LPGA Foundation, 2017a).

## **Institutional Theory**

### **Old and New (Neo) Institutional Theory**

Selznick possesses one of the revolutionary organizational case studies that centered on the Tennessee Valley Association (TVA). In his book, Selznick (1949) tracks the process by which the TVA reformed its values in response to threats from external pressures. Later, in a reflection on his 1940's and 1950's work, Selznick (1996) noted that the character of the TVA was shaped and “the agency adopted strategies that decisively affected its capacity to uphold standards of environmental protection” (p.270). The response of an organization to external forces and reshaping of systems was the focal point of old institutionalism because it centered on stability, order and maintenance. The prospect for goals to be influenced and “subverted by social pressures” through “co-optation” evidenced the impact external agents could have on the functionality and purpose of an organization (Suddaby & Lefsrud, 2010). Selznick's view claimed institutionalization was the process of instilling values “beyond the technical requirements of the task at hand” (Selznick, 1957, p. 17). Organizations become institutionalized to “take on a special character and to achieve a distinctive competence, or perhaps, a trained or built-in capacity” (Selznick, 1996, p. 271). The prevalence of values within an organization was also shared by Parsons (1956) who purported values legitimize the function of the organization. Despite this agreement on values, Parsons (1956) argued that organizations take on legitimacy as

the primary purpose and an “organization is a subsystem of a more comprehensive social system” (p.67). The old and new forms of institutionalism possess similarities, but divergent qualities of each are important for the understanding of how organizations would be studied in the future. Old institutionalism focused on the political nature of conflict and how organizations adapted functional tasks as a response mechanism. DiMaggio and Powell (1991) point out the stark difference in the “conceptualization of the environment,” where old institutionalism viewed organizations entrenched in local communities, as opposed to new institutionalism where more non-local and permeable approach is used. These two paradigmatic views also differ in the process of institutionalization. Old institutionalists interpret institutionalization in the form of organizations becoming institutionalized as the focal point of the process (DiMaggio & Powell, 1991). In contrast, new institutional scholars claim that: “Organizational forms, structural components, and rules, not specific organizations, are institutionalized” (DiMaggio & Powell, 1991, p. 14). As stated earlier, Selznick (1957) and old institutionalism asserted individuals and organizations undergo a process of institutionalization filled with values and norms. Through this process, institutionalization was “experienced as commitment” (DiMaggio & Powell, 1991, p. 15), with new institutionalism dealing with social processes to gain rule-like status, taken for granted scripts (Meyer & Rowan, 1977), and rationalized myths (Tolbert & Zucker, 1983).

### **Rationalized Myths, Decoupling and Legitimacy**

The shift in institutional theory started to focus on the sociological aspects of institutions that epitomize a phenomenological perspective with less consideration on stability, order and system maintenance (Scott, 2008; Silverman, 1971). In their distinguished paper, Meyer and Rowan (1977) lay the groundwork for institutional theory, indicating how organizations would be studied for the next half century. Their argument was that institutions are complexes of

cultural rules, and organizations are motivated to adopt these rules, or rational myths, in order to obtain or increase legitimacy, although the practices or procedures may not lead to increased productivity. Organizations were concerned with the idea of legitimacy in relation to other organizations within their institutional environment to the point that they would adopt the rational myths ceremoniously. As Meyer and Rowan (1977) explained:

To maintain ceremonial conformity, organizations that reflect institutional rules tend to buffer their formal structures from the uncertainties of technical activities by becoming loosely coupled, building gaps between their formal structures and actual work activities. (p. 341)

The divergence from old institutional theory lies in the observation that foundational elements of organizations are not tightly linked to the prescriptive activities, and therefore “rules are often violated, decisions are often unimplemented, or if implemented have uncertain consequences” (p. 343). Ceremonial conformity and decoupling represent a surface adoption for face value legitimacy while separating organizational tasks from the legitimizing behavior or action. Meyer and Rowan (1977) studied educational systems and noticed that formal structures were the product of regulatory and societal manifestations by stakeholders, and these structures “function as highly rationalized myths that are binding on particular organizations” (p. 343). Their assumption was that organizations would inherently behave rationally through adoption of the institutionalized rules that were constantly being created and adjusted within the organizational environment. In an educational setting, examples included parent-teacher conferences, back to school nights, and bring your parents to school day. The tendency of dominant organizations within the field was to implant their organizational goals in attempt to establish them as institutional rules (Meyer & Rowan, 1977). Organizations that exist in the same institutional

field go through processes of isomorphism to gain institutional fitness by ceremoniously adopting these institutionalized rules and myths. As discussed earlier, the adoption process does not correlate to organizational efficiency, but rather external legitimacy. Meyer and Rowan (1977) noted two fundamental issues that take place when an organization depends on isomorphism for survival. These specific, functional tasks within the organization will conflict with the ceremonial adoption causing divergence and inefficiency, and the diffusion of the myth comes from varying parts of the environment, thus causing confusion and confliction. Organizations can deal with this turbulence through the process of decoupling actual procedures from the external appearance of formal structure, meaning organizations can participate in the ceremonial conformity while personalizing their tactics to achieve the structural goal. One of the shortcomings of this original paper is the lack of a definition for “institution” and “institutional context,” but they do provide definitions for “institutionalization” and “institutionalized” concepts.

While Meyer and Rowan focused on the structural features of organizations, Zucker (1977) looked at the transmission of institutionalized acts through generations. Her argument centered on highly institutionalized acts, which were presented as fact from one actor and the recipient would take the act as fact, while low institutionalized acts would require “direct social control” (p.730). Through three different ethnomethodological experiments, her conclusions brought clarity to the relationship between the degree of institutionalized acts and the “aspects of cultural persistence [referenced as] generational uniformity, maintenance and resistance to change” (p.741). Higher institutionalization led to higher general uniformity and lower institutionalization led to a degree of resistance to change.

## **The Iron Cage, Isomorphism and Institutional Logics**

Following the early work of Meyer and Rowan (1977) and Zucker (1977), came a flurry of influential work in the early 80's and 90's. Beginning with DiMaggio and Powell (1983), the two used the concept of Weber's iron cage to explain the process of isomorphism and structural change within organizational fields. They contended that the more an organizational field became established, the more it shifted from diversity within organizations to homogenization. They provided a definition of organizational field: "we mean those organizations that, in the aggregate, constitute a recognized area of institutional life [that involve] key suppliers, resource and product consumers, regulatory agencies, and other organizations that produce similar services or products" (DiMaggio & Powell, 1983, p.148). The organizational field only exists "to the extent that they are institutionally defined" (p. 148). This moves away from the notion of concrete, bureaucratic forms to a more socially constructed understanding between organizations. Using this definition, an organization could potentially exist in multiple fields at the same time and organizations can enter and leave the field depending on the adjustment of organizational goals and activities. At the heart of their argument was the idea that organizations do not solely compete for financial resources, "but for political power, and institutional legitimacy, for social as well as economic fitness" (p. 150). To gain this social fitness and institutional legitimacy, organizations gradually homogenize through isomorphism. The three means by which organizations undergo isomorphism are coercive isomorphism, mimetic isomorphism and normative isomorphism (DiMaggio & Powell, 1983). Each process is a response to pressures exerted on an organization, forcing them to strive for legitimacy. Coercive isomorphism occurs when organizations must comply with laws, regulations or sanctions, or "by other organizations upon which they are dependent and by cultural expectations in the society

within which organizations function” (p. 150). Organizations go through the isomorphic process to avoid sanctions or legal trouble, but also to show compliance in relation to other organizations in the field. Mimetic isomorphism typically results out of organizations dealing with uncertain environments and survival. They look to leaders in the field and well-established processes to copy their achievement organizational health. A situation where this process could occur is when an organization is attempting to break into a new market. Last, normative isomorphism stems from professionalization within a field. DiMaggio and Powell (1983) cite education and growth of professional networks as two sources for this process to transpire. Individuals in the same field most likely received similar educational training, thus making knowledge of the “trade” common among organizations. Normative isomorphism also occurs through conferences, turnover of employees and socialization processes within organizations, normative isomorphism naturally takes place. The two scholars conclude their paper with twelve hypotheses predicting when isomorphic change might occur within organizations and organizational fields. Their predictions range from rate of change to the extent of change. Throughout the years of study on organizations, their piece remains one of the most highly cited and influential research studies.

Continuing on their previous work, Meyer and Rowan (1983) evaluated the structure of educational systems and the absence of coordination among organizations in instruction and evaluation among other ritualistic classifications (i.e. students, teachers, graduates). Instead, large bureaucracies “emerge as personnel-certifying agencies in modern societies” (p. 79). By streamlining the larger, broader objectives, the bureaucracies institutionalize these categories, and schools then personalize the internal activities to achieve the larger goals. Certain activities are highly centralized and educational organizations serve the purpose of maintaining the established myths within the system. The myths are upheld by the professionalization of the



industry where teachers with similar training have parallel styles and lessons in the classroom without coordination. Education is a loosely coupled system where administrators decouple to avoid close inspection, protect ritual classification and reduce uncertainty about ritual categories (Meyer & Rowan, 1983). The notion of formal structure as a social myth to institutionalize in society is a concept that is still applied in organizational studies.

The rate of institutionalization and adoption of practices was examined in public service reform over a 55-year period by Tolbert and Zucker (1983), with legitimacy affecting the rate of adopters. Early adopters were keener to adopt reform if it improved internal processes, where later adopters would espouse reform once higher-level organizations legitimized the reform. “Over time, adoption is expected to become independent of internal factors, as external definitions of modern municipal administration become more significant” (Tolbert & Zucker, 1983, p. 30). Mandates (coercive pressure) facilitated faster adoption and organizations that were early adopters did so because of rational perception of the reform to the organization.

Exploring uncertainty and the tendency for organizations to engage in mimetic isomorphism, Galaskiewicz and Wasserman (1989) used corporations donating to nonprofit organizations to show that a shared network influences isomorphism. People at the top of organizations are in constant contact with peers and develop a level of trust to mimic the behaviors of others in the organizational field. Through interviews with giving officers, the findings showed “networks are critical to mimetic processes” (p. 473) and interpersonal relationships (through trust) influence mimetic isomorphism more than perceived success of an organization.

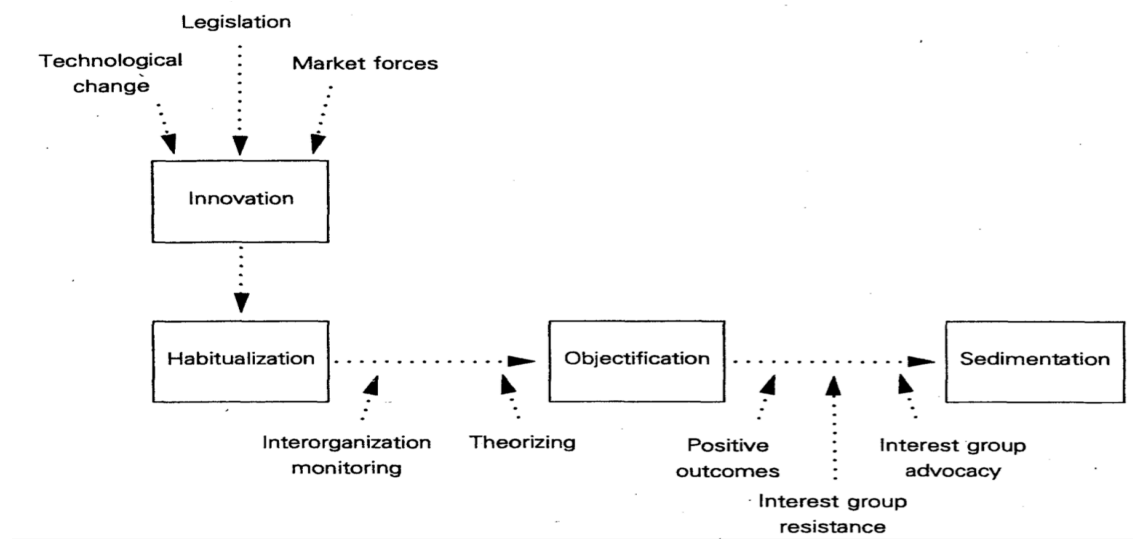
Plenty of studies showed that isomorphic behavior in organizations existed in response to pressure, but Oliver (1991) argued for strategic responses of resistance in conjunction with

conformity. She argues that: "In general, the reasons for institutional pressures fall into two categories: social and economic fitness" (p. 161). By deploying a variety of different responses in contextually sensitive scenarios, organizations have the ability to affect performance and the standards by which the organizational environment evaluates the organization. The responses of compromise, avoidance, defiance and manipulation (including all tactics within each) are typically used when organizations are seeking "conflict resolution, uncertainty reduction, and the growth in salience or organizational awareness of institutional pressures that the contrast between competing constituent demands tends to produce" (p. 163). This led into a critical look at the antecedent factors of deinstitutionalization through political, functional and social pressures (Oliver, 1992). Oliver's findings showed that institutionalized activities may be more susceptible to intraorganizational factors (political, functional and social pressure) than to organization-environment relations. Some of these factors relate to institutional logics and the actions taken in response to situations. Institutional logics are guiding principles that influence how actors in an institutional field make sense of their reality and activity (Friedland & Alford, 1991). These guiding principles proscribe and prescribe actions based on the institutional myths and rules (Suddaby & Greenwood, 2005). Actors within a field can experience dissonance when there are competing logics in place. An example is the dichotomy in sport as an entertainment product, a competitive game and as a business product (Washington & Ventresca, 2008). These competing logics tell an actor to behave and craft decisions through different lenses and create friction amongst the competing logics.

### **Stages of Institutionalization**

Tolbert and Zucker's (1996) work may be the most influential piece of research after the foundational studies in the 1970's and 1980's, as they detail the stages of institutionalization

(pre, semi, and full) and the corresponding processes, as well as the characteristics of adopting agencies and reason for adoption. The visual below shows the stages of institutionalization.



*Figure 2.1 Stages of Institutionalization (Tolbert & Zucker, 1996)*

The processes of institutionalization are briefly discussed to provide context.

Habitualized actions are performed by organizations in the pre-institutionalization phase, where organizational decision-making requires nominal effort (Tolbert & Zucker, 1996). Next, organizations within the field reach objectification, which occurs as organizations begin to reach agreement on the new institutional structures (Tolbert & Zucker, 1996). Last, once processes have become full institutionalized, they are resistant to new processes challenging the dominant structures and reach the point of sedimentation. At this point, reversing the process or deinstitutionalization (Oliver, 1992) is almost impossible and would most likely occur over a long period of time of destabilization. The stages of institutionalization are beneficial when taking a historical look at an institutionalized process within an organizational field.

## **Institutional Theory and Corporate Social Responsibility in Sport**

A core tenet of institutional theory is motivation for organizations to adopt practices within their perceived organizational field, primarily for legitimization (DiMaggio & Powell, 1983). Professional sport teams in the United States perceived external drivers such as stakeholder satisfaction and league pressure to adopt CSR practices to be most prevalent (Babiak & Wolfe, 2009). This adoption of practices shows the desire for professional sport leagues to engage in CSR through institutional pressures. After interviewing top executives from top professional leagues in the United States, Babiak (2010) suggests that: “An institutional perspective may be helpful in addressing questions explaining how the processes of homogenization and institutionalization actually occur with respect to CSR and how, why, and which organizations respond in particular ways to institutional expectations” (p. 545). Babiak and Trendafilova (2011) point out that: “CSR motivations are complex and involve the interplay among a number of different organizational and societal factors” (p. 22). Further, Breitbarth, Walzel, Anagnostopoulos, and Eekeren (2015) recommend viewing CSR through mimetic and coercive isomorphism from the work by DiMaggio and Powell (1983) to understand best practices in CSR.

The institutionalization of CSR in sport has grown through initiatives becoming “formalized, strategic, and integrated into core business functions” (Trendafilova, Babiak, & Heinze, 2013, p. 300). Further, there has been a call for understanding the institutional conditions leading to the adoption of practices (Trendafilova et al., 2013). Stakeholders apply pressure on sport organizations from three areas in the extant literature: coercive (fans, media, government, local communities), mimetic (other sport organizations and/or other industries) and normative (professionalization and shared industry practices on CSR) (Kolyperas, Morrow, & Sparks,

2015). Additionally, there has been a consistent attempt to measure the financial gains associated with CSR, which is a concern of top-level executives in United States (Babiak, 2010). Economic gain can be seen as a justification for continued or increased engagement with CSR, but attempts have been unsuccessful in the past to show a direct cause and effect relationship (Inoue, Kent, & Lee, 2011).

Babiak and Wolfe (2009) focused on the external and internal factors that influence sport teams CSR activities. Using a theoretical framework of institutional theory, the study advocates for organizations to engage in *strategic-CSR*, which had maximum benefits for the beneficiaries and the organization. *Strategic-CSR* advocates using organizational resources to address important societal needs. Babiak and Wolfe arrived at this conclusion through analyzing annual reports, press releases, newsletters, CSR mission/vision statements and unstructured interviews. Through coding and recoding, the internal-external pressures and resources were juxtaposed against the framework of Oliver (1991) to arrive at different organizational approaches to CSR. This suggested that organizations perceive CSR to now serve as a strategic tool, warranting the investigation of how organizations adopt and blend these programs into their organizational structure. Leagues mandated some programs (i.e. “Read to Achieve in the NBA) so teams face coercive pressures to participate, too. There are also moral and societal implications for teams to participate in these programs as the negative image associated with lack of participation could have immense repercussions. Mandated programs like this, and contexts with high external pressure put on an organization, result in “stakeholder centric CSR” (Babiak & Wolfe, 2009, p. 734). The long-term sustainability of programs like this are called into question when they do not necessary align with the fundamental goals and vision of an organization (Bruch & Walter, 2005). Babiak (2010) suggested future research should investigate the pressures and subsequent

responses from leagues and teams to the dynamic nature of shifting societal values in the form of CSR initiatives.

### **Institutional Entrepreneurship**

A more recent contribution of institutional theory is directed toward understanding how rituals and myths are shifted, or how new ones are created altogether within well-established fields. DiMaggio (1988) first developed the concept of human agency and the ability to create change within institutionalized fields. Traditional institutional research focused on isomorphic tendencies and the unlikelihood organizations would change due to dominant logics (Kraatz & Zajac, 1996). In contrast to organizations becoming homogenous through isomorphic tendencies, Lawrence and Phillips (2004) asserted institutional entrepreneurship is viewed as an alternative to the deterministic nature of organizations adopting practices to seek legitimacy within their field. For an actor to be considered an institutional entrepreneur, the actor must initiate the divergent change and participate in the implementation of the changes (Battilana et al., 2009). There has been contention about determining qualifications in defining institutional entrepreneurs, but Battilana et al. (2009) provide an admirable definition:

We thus define institutional entrepreneurs as change agents who, whether or not they initially intended to change their institutional environment, initiate, and actively participate in the implementation of, changes that diverge from existing institutions. (p. 70)

Previous studies have concluded an actor can refer to both individuals (Fligstein, 1997; Hargadon & Douglas, 2001; Maguire et al., 2004; Zilber, 2007) and organizations (Greenwood, Suddaby, & Hinings, 2002; Munir & Phillips, 2005; Wijen & Ansari, 2007). Per the definition of Battilana et al. (2009), institutional entrepreneurs do not have to achieve measured success in

their implementation of divergent change, but rather qualify under the pretense that they go through the necessary process of change. Institutional entrepreneurship has created much debate with organizational scholars, as the idea of an actor disembedded from the organizational field causes philosophical discord and separation from institutional theory (Meyer, 2006). With the acceptance that institutions hold deterministic influence over the actions and practices of actors within deeply embedded fields, Battilana et al. (2009) ask the question, “how can human agency be a factor in institutional change?” (p. 67). This dilemma of how the embedded actor can be an agent for change is referred to as the paradox of embedded agency (Seo & Creed, 2002).

### **Paradox of Embedded Agency**

One of the most common questions and contentions scholars have with human agency is: If people are embedded in an organizational field, then how do they introduce change that rebukes the current dominant institutional logics (Koene, 2006)? According to Suddaby and Greenwood (2005), “Logics enable actors to make sense of their ambiguous world by prescribing and proscribing actions” (p. 38). But contrary to the core tenet of institutional theory of taken-for-granted norms, institutional entrepreneurs are “interest-driven, aware, and calculative” (Greenwood & Suddaby, 2006, p. 2006). Further, Greenwood and Suddaby (2006) refer to an actor’s relative embeddedness as their relationship with alternatives in terms of consciousness, receptiveness and determination to change. Although scholars have posited that actors on the periphery of the field are inspired to introduce divergent change due to their marginalized position, central actors can be agents of “endogenous institutional change” (Greenwood & Suddaby, p. 2006) resulting in a higher probability of field level change.

## Coalition of Agents

Garnering support from actors within the field is a key to success for institutional entrepreneurs. In their study on global climate policy, Wijen and Ansari (2007) use the term collective institutional entrepreneurship to describe “the process of overcoming collective inaction and achieving sustained collaboration among numerous dispersed actors to create new institutions or transform existing ones” (p. 1079). By “mobilizing bandwagons,” new isomorphic pressure is created which allows for the possibility of new institutions to arise. Institutional entrepreneurs spearhead the movement of change but rarely possess the necessary resources to enact the process. Rather, they rely on “the acquiescence of various groups as well as the capacity to prevail over opposition” (Colomy, 1998, p. 278). Phillips, Lawrence, and Hardy (2000) suggested rules and resources are used to negotiate collaborations in defining the prevailing issue, where the actors become a part of the collaboration, and use strategic methods used to address the issue. Another form of collective change that does not require active collaboration is referred to as partaking (Dorado, 2005). This process is an accumulation of agents incrementally producing change over time where identifying the responsible party is untenable. Rather the actors “do not change institutions outright but rather generate institutional change as their uncoordinated actions accumulate and converge over time” (Dorado, 2005, p. 400). There is also a concern with placing too much emphasis on agency in the institutional process, according to Garud, Hardy, and Maguire (2007):

Theories that privilege agency, on the other hand, often promote heroic models of actors and have been criticized for being ahistorical, decontextualized and universalistic.

Moreover, by emphasizing intentionality, such theories give little attention to unintended



consequences of action, which are important components of the reproduction of institutions. (p. 961)

Collaborations between organizations highly embedded in a field can have a ripple effect where the innovation spills over into other organizations within the field (Lawrence, Hardy, & Phillips, 2002). These different forms of coalescing groups and forming coalitions is key to diffusing institutional change.

### **Role of Resources in Institutional Entrepreneurship**

By definition, institutional entrepreneurs must mobilize resources as part of the change process (Battilana et al., 2009). These resources can be in the form of tangible and intangible elements, such as “economic, cultural, social, and symbolic resources” (Misangyi, Weaver, & Elms, 2008, p. 2008). Battilana and Leca (2009) investigated the rise of the market for socially responsible investment in France coinciding with the creation of the first social rating agency. Their focus was on the role of resources in the process of institutional entrepreneurs attempting to introduce change into an environment. One aspect defined as pivotal for institutional entrepreneurs was the ability to imagine profoundly new methods to achieve goals coupled with the ability to foresee “potential obstacles to the implementation of their change project both within their organizations and, more broadly, within their field of activity” (Battilana & Leca, 2009, p. 261). Resources, both tangible (i.e. assets) and intangible (i.e. social capital), were defined as “assets that can be used to ensure the survival and growth of an organization” (p. 263). Change agents that have both access to resources and experience a scarcity of resources may look to change the field dynamics. Battilana and Leca (2009) concluded that agents evaluate the adequacy of their available resources in relation to the institutional environment to decide whether divergent change is a necessary process. According to Battilana and Leca (2009), much

of the success for divergent change lies in the ability of the institutional entrepreneur to convince allies of the project's alignment with their best interests while exposing shortcomings of the current institutional arrangements. This process of justifying institutional change projects is known as theorization (Battilana & Leca, 2009; Greenwood et al., 2002). Another way to frame this prescient foresight is: "They 'read' the path-dependent context in which actors in this field operate and are keen to grasp windows of opportunity as they arise" (Brown, de Jong, & Lessidrenska, 2009, p. 186). The institutional entrepreneurs use their social capital and financial resources to garner the support of higher status actors, which in turn increases the legitimacy of the project (Battilana et al., 2009).

### **Temporal Agency**

Change is not bound to a specific length of time and can occur in a short period or over hundreds of years (Dacin et al., 2002). Emirbayer and Mische (1998) introduced the concept of human agency having a temporally embedded process that draws on the past, present and future to contextualize and create change. Their argument is that: "The agentic dimension of social action can only be captured in its full complexity, we argue, if it is analytically situated within the flow of time" (p. 963). Consistent with previous literature on institutional entrepreneurship, Emirbayer and Mische (1998) posit that actors face "problematic situations" have the opportunity to restructure settings for courses of action. Through creative methods of reconfiguration, "actors can loosen themselves from past patterns of interaction and reframe their relationships to existing constraints" (p. 1010). These reframing actions are subject to potential long periods of change processes. Temporal agency also exists in the essence that agents draw on historical logics and other institutional change projects to develop their own strategy for change.

## Strategy to Introduce Divergent Change

In their analysis of Thomas Edison's system of electric lighting, Hargadon and Douglas (2001) examined how Edison's strategy to introduce divergent change into the established institution of gas lighting ultimately won over consumers, regulators and investors. Their analysis showed Edison's success was not due to him introducing his system as the superior technology, but through "minimizing the differences between the upstart technology of electricity and the existing system (Hargadon & Douglas, 2001, p. 498). Edison adapted his technology to fit the dominant schemas and scripts in the gas lighting industry, so people were able to connect the new technology with their existing lives. To this extent, it is recommended that institutional entrepreneurs introducing innovative ideas into an existing field "choose their designs carefully to present some details as new, others as old, and hide still others from view altogether" (Hargadon & Douglas, 2001, p. 499).

The use of discursive strategies and influence by institutional entrepreneurs is a mix of new and "legacy" discourse in a given institutional field (Maguire & Hardy, 2006). Institutional entrepreneurs do not simply replace existing discourse but ascribe new meaning to past discourse when introducing new ideas into an existing field. In early stages of innovation, legitimacy was loosely centered on clarity and an attachment to the existing logics (Suddaby & Greenwood, 2005). Institutional entrepreneurs leverage current dominant structures in innovative ways to advance their vision of change (Colomy, 1998). This shifting of discourse and finding ways to coalesce supporters and attract others became key to emerging institutional projects (Fligstein, 2001). Institutional entrepreneurs need to engage in maintenance of the marriage of existing and new logics through consistently reaffirming stakeholders the divergent change is in alignment with their values (Maguire et al., 2004). Then, when fields are emerging, they require

institutional entrepreneurs to use tact and social capital to produce change. When investigating how Kodak transformed photography into an everyday part of life, Munir and Phillips (2005) developed a typology of discursive strategies used to introduce technological change into an institution. The gradual introduction of change includes creating texts that include overlap with existing discourse, the creation of texts that comprise new roles, creating texts that form new objects and concepts, and creating texts that modify how people think of the existing discourse. Roll-film had existed for decades before it became popular for the average person. Kodak didn't rely as much on the technological advancements of roll-film to gain success but instead their achievement to "the intense institutional entrepreneurship of Kodak, as it produced thousands of texts that supported a very different idea of what a camera was, who should use it and for what" (Munir & Phillips, 2005, p. 1682).

Levy and Scully (2007) developed a theoretical framework to understand how institutional entrepreneurs use strategy and power, and how they rely on "skilled analysis, deployment, and coordination to outmaneuver dominant actors with superior resources" (p. 985). These skills are understood conceptually where strategic power is "relational, systemic, and dialectical [because] agents are institutionally constituted and constrained, yet have the capacity to transform these fields of relations" (p. 983). Contrary to other studies on institutional entrepreneurship, Levy and Scully's framework views the notion of institutional entrepreneurship as a fluid "strategic contest" where determining success or failure is invalid due to the nebulous nature of field dynamics. Further, Phillips et al. (2000) propose that effecting

change hinges on power relations to the extent that actors “must hold the resources necessary to effect coercive, mimetic or normative isomorphism” (p. 38).

### Models of Institutional Entrepreneurship.

Seo and Creed (2002) developed a model for potential institutional change (Figure 2.2) that “emphasizes agents’ ability to artfully mobilize different institutional logics and resources, appropriated from their contradictory institutional environments, to frame and serve their interests” (p. 240). The focus on praxis places the agent at the center of the process where they engage in acts of framing the change and use political acumen to sway other organizations within the field to join the change project. Change is also viewed as a cyclical process where the instituted change eventually leads to contradictions within the field that spark the process of change agents shifting consciousness and mobilizing actors (Seo & Creed, 2002).

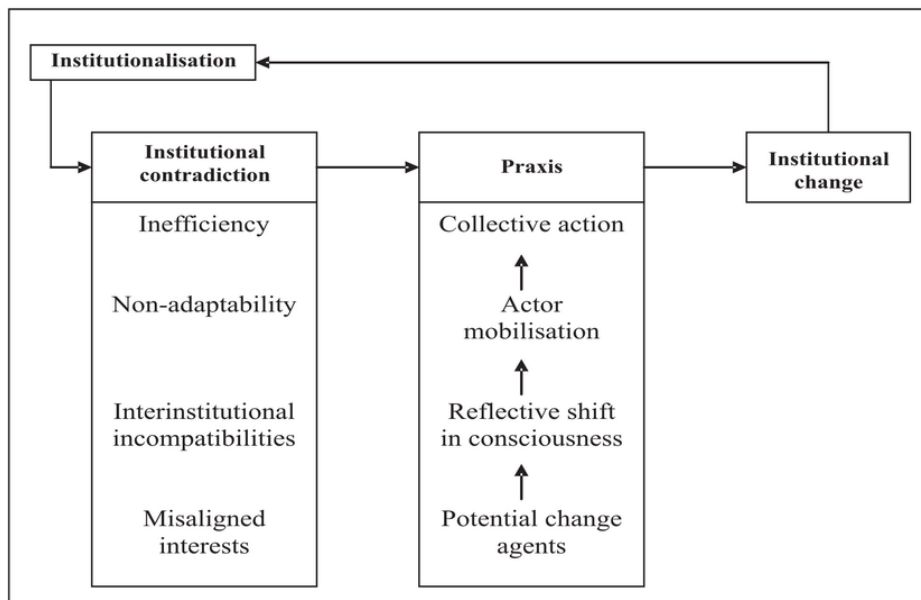


Figure 2.2 Institutional change model (Seo & Creed, 2002)

It is widely accepted among institutional scholars that change is a difficult, arduous process. Highly institutionalized fields are extremely resistant to change, with the dominant actors in the field reinforcing the institutional logics that benefit their existence and purpose. There is always a possibility for change, though, as Battilana et al. (2009) created a model that explains the enabling conditions for institutional entrepreneurship, the possible emergence of institutional entrepreneurship, the implementation of the divergent change and the possibility diffusion of that change will occur. The process is depicted in Figure 2.3. For actors to engage in institutional entrepreneurship, they first need to possess legitimacy in the field through status and informal network positions (Battilana, 2006). Another enabling condition is for the field characteristics to be conducive to change, and this can occur through social movements or legislative or technological changes (Greenwood et al., 2002). Next, the institutional entrepreneur needs to create the vision for change and needs to possess the ability to disassociate from their embedded position in the field to envision the change. During this process, they need to use their social capital and discursive strategies to garner support from other actors in the field that will support the vision (Maguire & Hardy, 2006). Last is the assumption that while though these conditions are in place, there is a possibility but no guarantee for change. This process can occur on a temporal scale and iterations of the same process may be necessary to introduce change into fields that are more rigid.

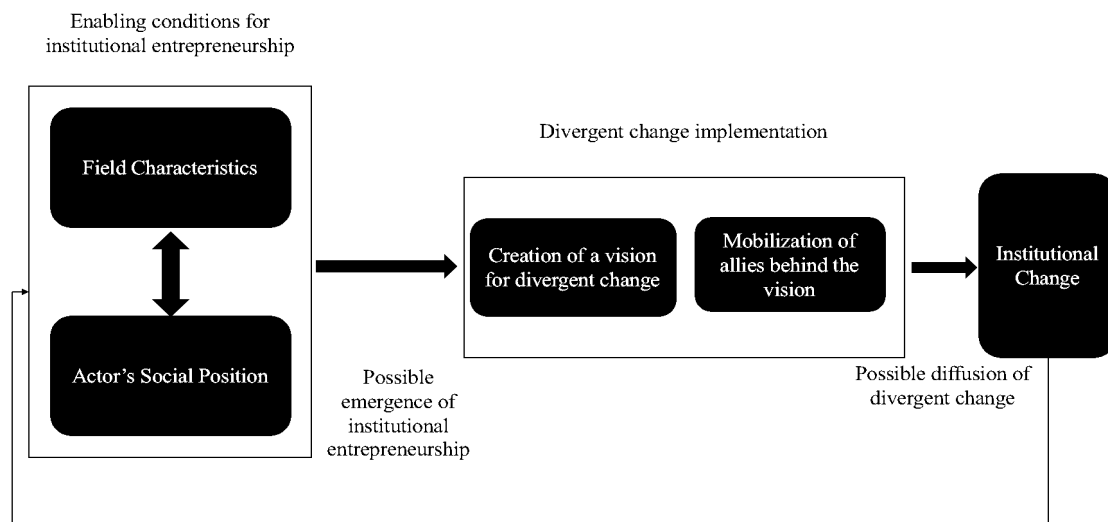


Figure 2.3 Institutional Entrepreneurship Model (Battliana et al., 2009)

### Institutional Entrepreneurship in Sport

Bodemar and Skille (2016) explored the Youth Olympic Games (YOG) in Innsbruck, which concerned the ability of leaders to administer the Games under the constraints of the IOC and existing Olympic expectations. Drawing on the concepts of institutional entrepreneurship (Hardy & Maguire, 2008) and pluralism (Kraatz & Block, 2008), leaders at the Innsbruck introduced new, innovative methods to solve problems and to “improve the youthful concept of the YOG” (Bodemar & Skille, 2016, p. 953). The leaders faced coercive pressure from the IOC and the institutionalized structures of the Olympic Games to mimic the standards previously set. Contradiction occurred because the leaders of the YOG in Innsbruck were formally “trained outside the IOC system and [had] experience from other events from which they [could] copy ideas which [were] then brought into the YOG” (p.953).

Patterson et al. (2017) used golf as a case study to understand how institutional entrepreneurs that “[had] brought about changes that would increase the presence of women within the industry or decrease the negative status of women in golf” (Patterson et al., 2017, p.

281). Golf served the medium through which to examine an industry where actors benefitting from the dominant field logics “work hard to erect barriers to entry for potential” (p. 274). The actors hoping to implement change predominantly chose three methods: social equality, practicality and profitability. When actors chose the route of social change and gender equality, they were unsuccessful because their arguments “would be viewed as confrontational and perhaps even thwart change” (p. 286). The institutional entrepreneurs that were successful in introducing change promoting women were male, part of the golf industry, and framed their change vision around increasing profitability for golf. Alvin Handmacher and Fred Corcoran were both integral in the creation of the LPGA and did so to “did so in order to increase profit potential for their sporting goods interests” (p. 286). With the limited success of these institutional entrepreneurs introducing change into golf, Patterson et al. (2017) these attempts, although marginally successful, did not constitute full, field level change.

### **Corporate Social Responsibility**

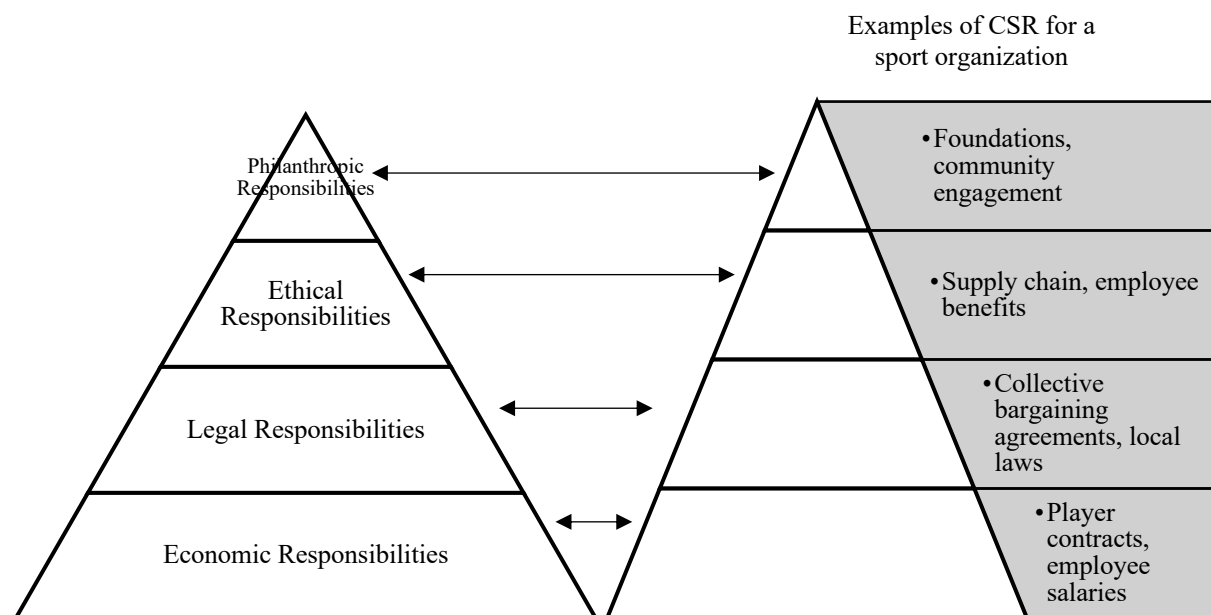
Corporate social responsibility (CSR) addresses the paradigmatic debate over the role of business in society, and what duty organizations possess to further the benefit of communities and constituents affected by organizational operations. An article written in the New York Times by economist Milton Friedman suggested organizations have the primary responsibility to produce profits for shareholders within regulatory boundaries (Friedman, 1970). Carroll (1979, 1991) proposes a model of extended corporate governance that prompts organizations to go beyond what is simply required in terms of economic, legal, ethical and philanthropic duties. A Swaen and Chumpitaz (2008) defined CSR as follows:

Most definitions of CSR are based on two shared ideas: (1) companies have responsibilities that go well beyond profit-seeking (economic responsibilities) or merely



complying with the law (legal responsibilities); and (2) these responsibilities apply not only to shareholders but also to stakeholders. (p. 9)

Carroll (1991) developed a multi-level pyramid to depict the responsibilities organizations should engage in. Below is a visual representation of Carroll's pyramid with generic examples of how it can be applied to sport organizations.



*Figure 2.4* Carroll's Pyramid of CSR (Carroll, 1991)

The notion of corporations or organizations having societal responsibilities predates the work of Carroll (1979), which most studies point to as the beginning of a definitive CSR framework. The discussion had more philosophical than tangible footings, with Dodd Jr (1932) warning that if businesses do not have responsibility to society, then managers will act in a manner that services their personal interests and the contractual obligations of business partners. What was once seen as a way to improve social conditions in communities through corporate donations, today, CSR is seen a strategic advantage for organizations with various valuing adding properties (Carroll, 2015; Porter & Kramer, 2002, 2006). Although the benefits of CSR for an organization are

plenty, implementation and managerial challenges are still afoot. Lindgreen and Swaen (2010) opened a special issue on CSR by focusing on these issues: communication (without raising skepticism), implementation (incremental or radical), stakeholder engagement (interest alignment), measurement (criteria and indicators), and business case (differentiation and competitive advantage). These questions and challenges of CSR in the business and management literature live within sport organizations, too. The following section will look at the role of CSR in sport.

### **CSR in Sport and its Strategic Use in Sport Organizations**

Filizöz and Fişne (2011) alert sport managers that sport is no different from other sectors of business and thus sport managers need to be up to date on the current CSR strategies and advantages at hand. CSR is seamlessly integrated into organizational goals and objectives in the sport world to the point that: “Virtually all organizations within the sport industry, broadly defined, have adopted CSR programs” (Babiak & Wolfe, 2009, p. 720). This is evident by the claim that: “Given the widespread utilization of CSR practices, it is increasingly difficult for a sports entity to stand out for acts of generosity and community citizenship” (Lacey & Kennett-Hensel, 2016, p. 30). Sport organizations offer a unique perspective to the broader literature on CSR in that sport has unique features and characteristics distinct from other industries. Smith and Westerbeek (2007) offer seven characteristics unique to sport: mass media distribution and communication power, youth appeal, positive health impacts, social interaction, sustainability awareness, cultural understanding and integration and immediate gratification benefits. For sport teams, “engaging proactively in CSR firms can yield more favorable attitudinal responses from consumers than by acting in a reactionary manner” (Groza, Pronschinske, & Walker, 2011, p. 648). For instance, the four pillars of CSR in sport can directly affect the implementation and

impact: passion, economics, transparency and stakeholder management (Babiak & Wolfe, 2009, 2016). Sports fans possess deep passion for their favorite teams and therefore are committed to supporting teams in their CSR efforts (passion).

Strategically, sport organizations engaging in CSR are encouraged to align the initiatives with their fundamental principles and organizational competencies (McAlister & Ferrell, 2002; Porter & Kramer, 2006). This integration needs to be authentic and dynamic with employees aware of tactics and goals (Ratten, 2010). Organizations should consider long-term time commitments to CSR initiatives, as longitudinal activities have an increased chance of resonating with fans as philanthropic, rather than profit motivated (Kulczycki & Koenigstorfer, 2016). Sparvero and Kent (2014) further explain:

Ultimately, while sport-based initiatives are blessed with a large audience, they nonetheless need to choose their activities wisely in order to not only maximize impact but to minimize any potential backlash from activities gone wrong. (p. 113)

Alignment is necessary with team and league foundations, as the foundation board plays an important role in serving as the intermediary between the foundation and the parent organization in terms of CSR policy, strategic decision making, and policy implementation (Cobourn & Frawley, 2017). Further, effective boards are more likely to address the interests of all stakeholders (Garcia-Torea, Fernandez-Feijoo, & de la Cuesta, 2016). One strategic area for organizations to improve on is evaluation of CSR activities. Evaluation of CSR activities is sometimes intimidating for organizations, but through their development of a CSR “scorecard,” Breitbarth, Hovemann, and Walzel (2011) suggest the “process is likely to become routine over time and information feedback loops deriving from its application will enhance daily CSR operations as well as strategic management” (p. 735).

Overall, sport organizations need to be strategic about the programs they engage in and how they align with organization goals and corporate partners. Dowling, Robinson, and Washington (2013) suggest that: “If partnerships are selected for specific expertise and knowledge, objectives appropriately aligned and expectations effectively managed, then the outcomes can be highly beneficial for both organisations in question, even if they are unbalanced in magnitude” (p. 289). The next section presents case studies in sport that examined CSR in various contexts.

### **Case Studies in CSR**

CSR has become a popular topic in business across all industries and has now become a necessity for organizations to live up to societal standards. Sport scholars have taken interest in evaluating organizations from a case study perspective, as Lacey and Kennett-Hensel (2016) describe: “Given this rich laboratory of CSR activity, it is not surprising that sport researchers have been at the forefront of CSR case studies and field research” (p. 22). Certainly, the case study method has been popular by sport CSR scholars, and the following table will present the relevant case studies (chronologically) in sport CSR as the current study will employ the same methodology (Babiak & Wolfe, 2006; Banda & Gultresa, 2015; Batty, Cuskelly, & Toohey, 2016; Breitbarth & Harris, 2008; Cobourn & Frawley, 2017; de-San-Eugenio, Ginesta, & Xifra, 2017; Dowling et al., 2013; Heinze, Soderstrom, & Zdroik, 2014; Irwin, Lachowetz, & Clark, 2010; Kolyperas et al., 2015; Misener & Mason, 2009; Walters, 2009; Walters & Anagnostopoulos, 2012; Walters & Chadwick, 2009)

Table 2.3

## CSR case studies in sport

Author(s) & Year	Purpose	Methods	Key findings
de-San-Eugenio, Ginesta & Xifra (2017)	Examine the FC Barcelona Peace Tour 2013 in Israel and Palestine – how CSR can be used as a diplomatic medium	Interviews with two FC Barcelona diplomats; journalistic accounts of the Tour	Sport CSR can be used for diplomatic purposes and bring children together as sport is a universal language, but sport cannot “cure” situations of larger unrest and turmoil within communities
Cobourn & Frawley (2017)	Compare and contrast how CSR is implemented among 12 professional sport organizations	Interviews with stakeholders (n=22); secondary sources – annual reports, newsletters, websites, internal documents	Professional sport organizations and their foundations face many problems including alignment of goals, conflicts of power and access to resources; increased communication, collaboration and an innovative governance models can improve the relationships
Batty, Cuskelly & Toohey (2016)	Review the food and beverage sponsorships at four different community sport events (CSEs) to determine the perceptions, effects and management of CSR-based sponsorships	Semi-structured interviews with event staff (n=24); document analysis – promotional materials, newspaper articles, company policy documents, website information	An increase in health awareness and a public health agenda bring scrutiny to sponsors with negative health impacts – particularly with children; companies with poor health products receive heightened scrutiny at CSEs instead of gaining a more favorable reputation by aligning with a positive event
Kolyperas, Morrow & Sparks (2015)	What specific drivers do Scottish football clubs identify as motive for CSR;	Semi-structured interviews (n=12); website analysis (n=12); annual CSR report review	Sport organizations must overcome internal and external barriers; dialogue and collaboration lead to long term CSR initiatives
Banda & Gultresa (2015)	How CSR programs can be implemented through stakeholder involvement theory across different cultural settings in Euroleague Basketball clubs	Semi-structured interviews (n=4); focus groups – 6 lasting 45-120 minutes; document analysis – newsletters and analysis reports; observation – 9 days over 3 years	CSR was not conducive to the local communities and improved with the involvement of local stakeholders to specify the individual needs of the community

Author(s) & Year	Purpose	Methods	Key findings
Heinze, Soderstrom & Zdroik (2014)	How the Detroit Lions changed their CSR initiatives to more strategic and authentic partnership-focused model	Interviews (n=29); news articles (n=52); website analysis (n=19)	Enabling – listening to partners objectives and supporting; Brokering – connecting organizations to form more than dyadic relationships; be narrow and deep with but focusing on key areas of CSR with strong commitments
Dowling, Robinson & Washington (2013)	How corporate organizations leveraged CSR through a sport initiative mediated by the British Olympic Association	Semi-structured interviews (n=14); Document analysis (n=50)	CSR through sport is beneficial to all parties involved; Partnerships can be creative but need to align objectives of parties involved
Walters & Anagnostopoulos (2012)	How CSR is implemented through social partnerships – exploratory study of social responsibility partnership program at the Union of European Football Associations (UEFA)	Secondary data through website analysis; semi-structured interviews with UEFA senior managers and partner organizations (n=8)	Conceptual model identifying three stages of implementation process (selection, design and management); points out lack of process evaluation due to high trust among partners
Irwin, Lachowetz, & Clark 2010	Determine if cause-related sport marketing (CRSM) is effective in enhancing business-to-business (B2B) relationships though CSR programs	Likert scale surveys measuring beliefs, attitudes and behaviors related to cause-related sport marketing (n=22)	People viewed businesses engaging in CSR more favorable and had a positive opinion about continuing a business relationship;
Walters (2009)	Detail the range of health, education and social inclusion activities that each community sports trust is involved in and show community sport trusts are an ideal partner for football clubs to partner with for CSR	8 semi-structured interviews; document analysis – annual reports, financial statements and website content analysis	Provide empirical evidence of Smith & Westerbeek (2007) framework of unique assets in sport CSR; propose triadic relationship between football club, corporate sponsor and community football trust to enhance benefits for all parties – financial, brand reputation, partnerships, loyalty

Author(s) & Year	Purpose	Methods	Key findings
Walters & Chadwick (2009)	Attempts to demonstrate the benefits a football club can gain from engaging in corporate citizenship through the community trust model of governance	Semi-structured interviews with top executives of Charleton Athletic and Brentford (n=7); document analysis	Six strategies clubs can take with the implementation of the community trust model of governance: removal of commercial and community tensions; reputation management; brand building; local authority partnerships; commercial partnerships; and player identification
Misener & Mason (2009)	To determine if the members of urban regimes (private interests and public bodies) perceived using sport for community-based outcomes was tied to community development goals	Semi-structured interviews (n=31) across three cross-national cities (Edmonton, Manchester & Melbourne)	Mixed results between cities and whether hosting sporting events to meet community goals and initiatives was tied to development objectives
Breitbarth & Harris (2008)	Developing a model for CSR to assist in strategic decision making	Typical case analysis – USA, Germany, Japan, England soccer systems; website analysis	Soccer can be used as a tool to create financial resources, cultural value, community togetherness, human value creation
Babiak & Wolfe (2006)	Evaluating the development of CSR through a mega sporting event (Super Bowl)	Secondary sources – media clippings (print & audio), webpage analysis – local newspapers systematically scanned 6 months prior and 6 months after event	Super Bowl can be used as a measure to soften criticisms around event; CSR at mega events is unavoidable whether the motive is altruism or business related; mega event can strengthen brand image

The case study literature shows the diversity of purposes organizations use CSR for from peace building (de-San-Eugenio et al., 2017) to bolstering brand image (Babiak & Wolfe, 2006; Irwin et al., 2010; Walters, 2009; Walters & Chadwick, 2009). Further, CSR was used to create cultural value and community togetherness (Breitbarth & Harris, 2008) and can address social issue. Another facet applicable to the current study was the need to align organizational objectives with the CSR activity (Dowling et al., 2013) and the necessity for collaboration to lead to long term success (Kolyperas et al., 2015). Case studies exploring CSR in sport have leaned heavily on the use of interviews and document analysis/website analysis for data. The current study will follow suit with these established methods.

### **CSR in the Current Study**

The most comparable viewpoint on CSR to the LPGA\*USGA Girls Golf program is a study by Babiak (2010) interviewing top executive from the MLB, NBA, NFL and NHL. Leagues detailed the reasoning for CSR programs as the right thing to do from a business and social perspective, and to engage employees and fostering community support. The leagues noted CSR has evolved over time in the form of creating a league wide office to manage CSR, moving to a point where CSR can create return on investment for sponsors, and narrowing the focus of programs to align with the ethos of the league. The leagues were consistent in identifying measurement as the biggest unknown for them: specifically, quantifying impact of programs and also measuring the return on investment. The NFL, MLB, NBA and NHL are considered four of the top professional leagues in the United States, if not *the* top four. Less attention has focused on other professional sports and their CSR efforts, particularly golf. The other major golf tour in the United States, the PGA Tour “has given in excess of \$1 billion to charity through their various charitable initiatives” (Walker & Parent, 2010, p. 200). They also



provide “direct support to over 2000 individual charities around the country (e.g., “The First Tee”, “Teach for America”, “Make-A-Wish”, etc.)” (Walker & Parent, 2010, p. 207). In a study of golf fan perceptions on the PGA Tour’s CSR initiatives, Walker and Kent (2010) concluded, “integration between the core product (the PGA Tour) and social responsibility can be the most effective way to garner secondary ‘value’ attainment for an organization” (p. 199). LPGA\*USGA Girls Golf can be viewed as an entrepreneurial CSR effort due to its proactive and innovative qualities (Ratten & Babiak, 2010). Promoting and growing the game of golf are unequivocally aligned with the ethos of the LPGA Foundation, with the USGA making the LPGA\*USGA Girls Golf program an example of “engaged” CSR (Levermore, 2010). The study will consider the decision-making process when engaging in CSR. Previous research has suggested a multilevel approach, with harmonization on the local level and safeguarding the parent organization on a business level (Anagnostopoulos, Byers, & Shilbury, 2014). The subsidization/partnership LPGA\*USGA Girls Golf has with satellite programs around the country allows for resource distribution while promoting favorable public perception and the potential for increasing organizational success (Walters & Tacon, 2010).

### **CSR and Stakeholder Theory**

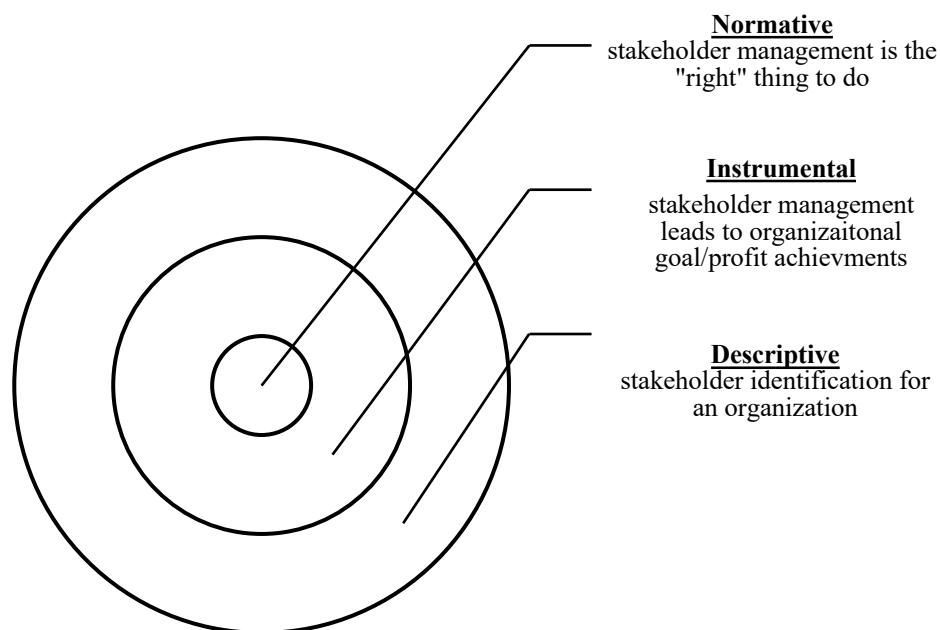
Corporate social responsibility has interdisciplinary qualities and, for these reasons, scholars have recommended viewing CSR as a “broad field of scholarship” (Paramio-Salcines, Babiak, & Walters, 2013, p. 2). CSR is not dominated by one theoretical approach, but by a defined set of philosophical assumptions or prescribed methodological choices Lockett, Moon, and Visser (2006). Stakeholder theory can be used a complimentary theory in evaluating CSR practices offering a deeper understanding of CSR motives (Fernando & Lawrence, 2014). Stakeholder theory asks organizations to consider the accountability they have to the interests of

people affected by their purpose and to maximize value for all stakeholders (Freeman, 1984).

Freeman, Harrison, Wicks, Parmar, and de Colle (2010) provide the definition of a stakeholder:

There is also a somewhat broader definition that captures the idea that if a group or individual can affect a business, then the executives must take that group into consideration in thinking about how to create value. Or, a stakeholder is any group or individual that can affect or be affected by the realization of an organization's purpose.  
(p.26)

Freeman (1984) wanted to develop a strategy for managers to deal with the external environment that affects business. Donaldson and Preston (1995) separated stakeholder theory into three approaches to show how managers can use the theory in practice. The descriptive, normative and instrumental layers are shown below.



*Figure 2.5 Stakeholder typology (Donaldson & Preston, 1995)*

Donaldson and Preston (1995) argue the theory is descriptive as it shows the bones of a corporation and the network of internal and external stakeholders that are competing for value and interest. Second, stakeholder theory is instrumental and “establishes a framework for examining the connections, if any, between the practice of stakeholder management and the achievement of various corporate performance goals” (Donaldson & Preston, 1995, p. 67). Their core argument for the validity of stakeholder theory lies in the normative property. Stakeholders have legitimate claims to the organization regardless if the organization has interest in them, and it is the “right” thing to do for an organization to consider stakeholder claims. This typology shows that organizations can use CSR for goal/profit motives (instrumental layer) and to do right by their constituents (normative layer).

In terms of theory used in CSR literature, stakeholder theory is “the dominant corpus in the field of CSR” (Aurélien & Emmanuel, 2015, p. 27). The reality that organizations live in today is one where stakeholders have a vested interest in organizations acting in responsible ways with an emphasis on the welfare of society (Breitbarth et al., 2015). In relation to CSR, stakeholder theory diverts the focus from servicing only shareholders and creates “justification for a broader focus of managerial attention” (Godfrey, 2009, p. 705). CSR can be viewed as an indispensable, “non-product” element of an organization that can boost reputation with stakeholders (Walker & Kent, 2009). Lindgreen and Swaen (2010) propose that CSR offers a win-win for both the implementing organization and the stakeholders benefitting from the initiatives. Dima (2008) indicates while CSR “suffers from a level of abstraction, the stakeholder approach offers a practical alternative for assessing the performance of firms vis-a-vis key stakeholder groups” (p. 228). Previous research has focused on how top-level managers spend time communicating an organization’s CSR message to external stakeholders, but there are

considerable benefits (shared values, organizational cohesion) in communicating and educating employees in a top-down fashion to increase organizational identification (Brunton, Eweje, & Taskin, 2017). Furthering the need for communication, stakeholders engage with CSR discourse when there is a specific department that relays the information about activities and impact (Giulianotti, 2015). Communicating CSR activities through social media (i.e. Twitter and Instagram) is recommended to increase the reach and maximize the impact by an organization (Inoue, Mahan, & Kent, 2013; Walker, Kent, & Vincent, 2010).

In a case study on the Detroit Lions and CSR, Heinze et al. (2014) guided the study with questions focused on stakeholder awareness and engagement such as: “What is the role of key personnel, organizational structure, and the local context; and how do teams align internally, as well as engage externally?” (p. 674). This represents an encompassing approach to understanding an organization’s CSR efforts. Using stakeholder theory to understand stakeholder management in the UK football industry, Walters and Tacon (2010) leave researchers and practitioners with a list of questions stakeholder theory and CSR can answer:

Who are our stakeholders; how do interests vary within and between stakeholder groups; what is the nature of the relationship between a sport organisation and its stakeholders and between the stakeholders themselves; what obligations does the organisation owe to its various stakeholders; how should decision making be oriented to balance the interests of the various stakeholders; what strategies are stakeholders likely to employ in order to influence the organisation. For both research and practice, then, CSR and stakeholder theory hold very great promise. (p. 582)

These questions serve as a perfect example as to why CSR and stakeholder theory are commonly used together to examine sport organizations. Both have the underpinnings of using a humanistic approach to doing business. The next section the conceptual framework for the study.

### Conceptual Framework

The theoretical lenses of this study include institutional theory, institutional entrepreneurship, and corporate social responsibility. These theories were used to develop the conceptual framework for the study, which helped guide the inquiry and ensure the research questions are at the forefront of data collection and analysis (Rallis & Rossman, 2012). Figure 2.6 below illustrates the conceptual model for the study.

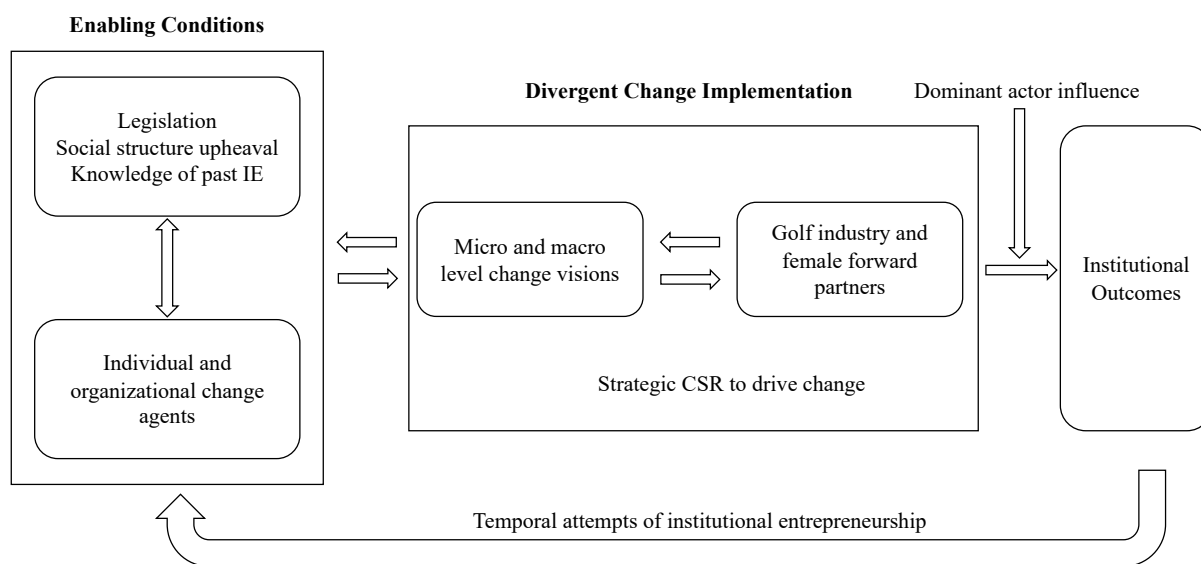


Figure 2.6 Researcher's conceptual framework

The conceptual framework helped explain the key factors and concepts in the study and how they interact as a whole (Miles, Huberman, & Saldaña, 2020). The conceptual framework for the study was influenced by the work of Battliana, et al. (2009), Porter and Kramer (2006)

and Babiak and Wolfe (2009). The enabling conditions for institutional change were broadly defined as an actor's social position and field characteristics (Battilana et al., 2009). The field characteristics for change were conceptualized in the context of the current study as legislative efforts, social structure upheaval and knowledge of past institutional entrepreneurial efforts in the field. The social position of the embedded change agent(s) was left open to explore both individual and organizational efforts (Emirbayer & Mische, 1998). The implementation process involved exploring change strategies at the micro and macro level, where LPGA\*USGA Girls Golf accrued partners to help implement the change. Strategic corporate social responsibility (Porter & Kramer, 2006) was viewed as a medium through which change could be implemented more successfully. The attempt at change then resulted in institutional outcomes, which could range from resistance (due to dominant actors) to success. Institutional entrepreneurial acts, regardless of the outcome, can then lead to future attempts over time (Dacin et al., 2002), which inform previous attempts.

### **Summary**

The purpose of this chapter was to explore (a) the literature on women in golf, (b) institutional theory (c) institutional entrepreneurship and (d) CSR. The chapter showed the limited research on women in golf, particularly the absence of a single study on the philanthropic efforts of the LPGA. Research on women in golf has primarily focused on barriers, discrimination and physiological aspects of the golf, furthering the significance of this study. Also, the current study seeks to address another gap in the research through the involvement of junior golfers. Institutional theory and institutional entrepreneurship were introduced providing the lens through which the inception and growth of LPGA\*USGA Girls Golf program will be viewed. CSR has evolved over the years into an institutional pillar of sport, with teams, leagues,

communities and partnerships contributing to societal development and altruism. Stakeholder theory is viewed as a complimentary theory to CSR to and was included in the review of literature for this purpose. Last, the conceptual framework for the current study was introduced. Chapter 3 details the methodological approach in the study, data collection methods and data analysis techniques.

## CHAPTER 3

### METHODS

The purpose of this case study was to a), understand the historic and current institutional barriers that exist for girls and women in golf b), uncover how institutional dynamics have led to the growth of LPGA\*USGA Girls Golf and c) examine the CSR efforts of LPGA\*USGA Girls Golf. This chapter details the methodological approach used in the study, along with the research design, data collection procedures and data analysis techniques. This study employed a qualitative case study approach to answer the research questions. The rest of the chapter is organized into several sections: justification for the use of qualitative research, methodological framework, research procedures, data collection and data analysis.

#### **Justifications for Using Qualitative Research Methods**

Qualitative research is a form of inquiry that focuses on the way people make sense of the world through detailed accounts and descriptions. Emphasis is placed on an interpretive, inductive approach that takes place in a natural setting where the researcher is the primary tool of investigation. In this view, research is subjective with the sole purpose of exploring the phenomena at hand. In qualitative forms of inquiry, research acceptance is based on the idea that truth and knowledge are social constructions. Scholars who use qualitative research often focus on the spoken and written word, and human interactions. The value of qualitative research in sport management is the ability to connect the scholarly community with the studied populations (Nite & Singer, 2012). There is no method that is given hierarchal superiority over others, but



rather the research context dictates the necessary methods (Lincoln & Denzin, 2013b).

Researchers acknowledge and embrace the impact of personal experience while cognizant of the potential impact subjectivities may have on the research process (Peshkin, 1988). Subjectivities place the researcher's values, biases and past experiences front and center to acknowledge the role they play in the research process. Qualitative research is value laden and studies are guided by the researcher's framework and underlying philosophical assumptions tied to the selected framework. Overall, those choosing the qualitative route "seek answers to questions that stress *how* social experience is created and given meaning" (Lincoln & Denzin, 2013a, p. 17).

Qualitative scholars conduct research studies in a natural setting as opposed to a manufactured setting where a researcher introduces controls, hard scientific practices, and acts as the instrument of data collection. This can be a limitation if the researcher is a novice or unprepared. Researchers are grounded in their theoretical lens and allow for the epistemological (what constitutes knowledge), ontological (what constitutes reality) and axiological (values of the lens) foundations to guide the entire research process. This is often referred to as a paradigmatic stance that represents how a worldview is defined by the researcher and how that worldview interacts and supports research (Lincoln & Guba, 1986). A social constructionist theoretical informed the current study, because it places human interaction and collective meaning creation at the core. What makes constructivist or interpretivist worldviews unique is the "set of theoretical commitments and philosophical assumptions about the way the world must be in order that we can know it" (Schwandt, 1998, p. 250). A social constructionist worldview proposes meaning is subjective and "negotiated socially and historically" (Creswell & Poth, 2018). Researchers using a social constructionist are encouraged to use open-ended questioning in studies to allow for flexibility in the creation of meaning and experience. Theories are

important because they “provide complex and comprehensive conceptual understandings of things that cannot be pinned down” (Reeves, Albert, Kuper, & Hodges, 2008, p. 631).

Qualitative research possesses its own terms and criteria for quality assurance in research, which occurs through the work on trustworthiness and the subsequent matching terms to quantitative measures (Guba, 1981; Guba & Lincoln, 1981). Credibility in studies is established through prolonged and persistent observation, peer debriefing, triangulation (data, theory, researcher or methodological), and member checking (Guba, 1981). Transferability to other contexts (instead of generalizability) is obtained through theoretical/purposive sampling and thick description including a “full description of all contextual factors impinging on the inquiry” (p. 86). Dependability and confirmability are achieved through the transparency of the research and an external audit (Lincoln & Guba, 1986).

Qualitative research, in general, has many limitations. One limitation is the opportunity for bias to influence the research process. Seasoned qualitative researchers accept that bias will always exist but attempt to be cognizant of it with subjectivity statements and continuously monitoring the research process to determine if bias is affecting the study. Another limitation is the time-consuming processes involved with data collection and analysis. The current study sought to understand the LPGA\*USGA Girls Golf program through the knowledge and experience of the participants, which places human interaction at the core. This warrants the use of qualitative interviews to understand the perspective of individuals supplemented by documents that provide contextual information. Also, the historical context of the organization was understood through interviews and document analysis, requiring the researcher to draw conclusions from the textual data. Finally, quantitative methods have been the choice for

examining institutional change in the past, but Lawrence et al. (2002) suggest qualitative methods may be valuable in understanding singular organizations:

Although contemporary research in institutional theory has been dominated by large-scale, quantitative methods that track change across a field over time, there is much to be gained from examining more localized dynamics that can be dealt with in a more intensive fashion. (p. 2002)

This localized approach suggested by Lawrence et al. (2002) further corroborated the methodological decision of an intrinsic case study design, with LPGA\*USGA Girls Golf as the organization under investigation.

### **Philosophical Assumptions**

A social constructionist paradigmatic stance was appropriate for the current study. First, social constructionism relies on the notion that individuals create reality through interacting with each other and is detached from objective reality (Lincoln & Guba, 2000). This aligns with institutional theory because the understanding that organizational fields only exist “to the extent that they are institutionally defined” (DiMaggio & Powell, 1983, p. 148). They are not physical institutions that possess tangible characteristics, but rather are the creations of actors within a given field. Further, institutional theory possesses the principle that myths are created and reinforced in an organizational field, creating a constructed reality of rules that organizations follow (Meyer & Rowan, 1983). When it comes to institutional entrepreneurs, they are deemed to frame their change vision by disembedding from their current institutional environment (Patterson et al., 2017). In this current study, it was accepted that the researcher and participant were co-creating a shared reality during the interview process. Social constructionism was used

because it accepts that knowledge is created between the researcher and participant, with the researcher relying on the participant to guide the process with their experiences (Creswell & Poth, 2018). The interview questions posed to the participants were broad and open to allow for the participant to reconstruct their personal experiences while the researcher's own knowledge guided follow up questions. Last, the process was value laden because the researcher's own personal experiences guided the initial inquiry of the study and intersected with the participant's experiences. Personal experiences of working in the golf industry were used to connect with the participants and reveal motivations for the study.

## **Methodological Framework**

### **Case Study Research**

Case studies within sport have been used to study organizational change (institutional theory) (Kikulis, Slack, & Hinings, 1995; Parent, 2008; Skille, 2011; Slack & Hinings, 1992), corporate social responsibility (Babiak & Wolfe, 2009; Heinze et al., 2014) and stakeholder theory (Leopkey & Parent, 2009a, 2009b; Parent & Séguin, 2007) among others. Case studies are the dominant qualitative methodology in sport management and typically use semi-structured interviews, focus groups, document analysis analyzed through systematic coding techniques (Hoeber & Shaw, 2017; Shaw, 2016; Shaw & Hoeber, 2016). Yin's editions of case study research are the common methodology and are most appropriate for researchers choosing a critical realist philosophical framework (Yin, 1994, 2003, 2009, 2014). Brown (2008) places the prominent case study methodologies on a continuum of post positivism (Yin, 1994, 2003, 2009, 2014), pragmatism (Merriam, 1998) and interpretivist (Stake, 1995).

Stake's intrinsic case study design was chosen for two primary reasons in this study. First, an intrinsic design is recommended when the researcher has interest in the specific case at hand, not because it represents a trait, problem or has the ability to generalize (Stake, 2003). Second, Stake's design allows for maximum flexibility and has underpinnings of interpretivist philosophy, which aligns with the constructionist framework used for the study. The LPGA\*USGA Girls Golf case fits under an intrinsic design because of my personal interest in the organization, motivated purely by my curiosity in the organization (Stake, 1995). The case was preselected and the "obligation is to understand this one case" (Stake, 1995, p. 4). The current study used research questions focused around *what* and *how* to signal an open, fluid design and to reject the perception of explaining *why* something happens (Creswell, 2014). Stake (1995) recommends case study researchers use systematic methods like matrices to track the progress within the study. The current study kept a Microsoft Excel sheet to track the progress of each data collection method (documents and interviews). This assisted with time management and forecasting study completion. Stake (1995) advises researchers using the intrinsic study design to use analysis and interpretation methods that are most comfortable for the researcher. He suggests that attempting to use diverse analysis techniques can lead to uncovering new issues and "tease relationships" but this is secondary to the task of understanding the case at hand. Stake (1995) notes researchers with a constructivist view should not avoid providing generalizations about the case. Rather, the researcher should offer thick description of people, events and places so readers can make their own personal generalizations about the case. "Constructivism helps a case study researcher justify lots of narrative description in the final report" (Stake, 1995, p.102).

Case studies support detailed, in depth investigation of a particular topic. An intrinsic case study design (Stake, 1995) was chosen for the current study. Stake's design focuses on the concept that a case study is not a methodological choice, but rather a choice to study a specific case or cases (Creswell & Poth, 2018). The main purpose is to seek understanding of *the what*, which includes the belief there are multiple realities that are constructed through interactions (ontology), generation of knowledge through interactions with the researcher and researched (epistemology), and through individual values are respected and negotiated (axiology) (Creswell & Poth, 2018; Lather, 1992; Lincoln & Guba, 2000). Case studies are often the subject of scrutiny as a methodology and as a generator or contributor to discovered findings. Flyvbjerg (2013) systematically confronted the five most common misunderstandings about case study research. He argues that "Concrete, context-dependent knowledge" (p. 224) carries more value due to the fallacy attempting to explain human behavior through prediction and universals. Further, Flyvberg (2013) contends generalization is overvalued and more credence should be given to the concrete examples that exemplify behavior.

The first concept that qualitative case researchers need to address is the conceptualization and bounding of the study (Stake, 1995, 2003). Bounding the study gives the study form and enforces what is included in the case, and what is left out. The proposed case study will be bound to the LPGA\*USGA Girls Golf program. An argument could be made that the LPGA\*USGA Girls Golf program could limit the study in scope and disregard many of the efforts of the LPGA as an entire organization. The LPGA hosts 35 tournaments a year (not including the Symetra Tour – a 2<sup>nd</sup> tournament circuit for players trying to progress to the LPGA Tour), each of which has at least one charitable partner involved through the tournament sponsors, who have their own efforts outside of golf. The LPGA also has tours in China, Germany, Japan, Korea and Thailand,

further expanding the reach. Last, individual players have their own charitable foundations and events, which have a relationship with the LPGA through their membership, so those would need to be considered as well. These considerations led to the choice of focusing on the LPGA\*USGA Girls Golf program.

Research questions for case studies are to be in-depth and descriptive to allow questions to produce different views which can contribute to the case under study (Creswell, Hanson, Clark Plano, & Morales, 2007). Institutional perspectives and corporate social responsibility guided this research investigation, which led to the research questions stated below:

- 1.) How did institutional barriers influence the inception of the LPGA\*USGA Girls Golf program?
- 2.) How have institutional conditions led to the growth of LPGA\*USGA Girls Golf?
- 3.) What is the scope of the corporate social responsibility initiative, LPGA\*USGA Girls Golf?

## **Document Analysis**

Document analysis is typically a complimentary data collection method used to “corroborate findings across data sets and thus reduce the impact of potential biases that can exist in a single study” (Bowen, 2009, p. 28). The use of documents can provide historical context for researchers. Depending on the research setting, access to internal or sensitive documents may prove to be difficult (Creswell & Poth, 2018). One of the benefits of document analysis is the direct information they provide as well as the ability to pose questions to the researcher and stimulate questions that can then be answered through site observation or interviews (Patton, 2015). In a case study, the quantity of documents can pile up quickly so it is

recommended researchers have a formal filing method and keep annotated bibliographies on each document for ease of access (Yin, 2014). Limitations of document analysis are plenty. Determining the relevance of each document may prove to be difficult and time consuming based on volume. If information is unclear, it may be difficult to use or dangerous to draw conclusions from it. There is also the issue of selectivity based on researcher bias. “Cherry picking” information will not provide a comprehensive view of the organization. Also, by including news articles in the study, there will need to be constructed boundaries and criteria for inclusion, or the data pool may be unmanageable.

### **Qualitative Interviews**

Stake (1995) identifies interviews as the “main road to multiple realities” (p. 64). They provide a platform to obtain information from the participant that is not observable to the researcher (Stake, 2010). Interviews are a chance to gain in depth insight into how a person experiences a situation. Researchers conduct interviews with participants because they see worth in their individual story (Seidman, 2013). A benefit of interviews is the ability for a researcher to pick up on cues and probe with follow-up questions. The process allows a researcher to have flexibility in choosing structured, semi-structured or unstructured interviews. Developing interview questions requires creativity from the researcher and shouldn’t be a “mechanical conversion of the research questions into an interview guide” (Maxwell, 2013). Fruitful interviews use open-ended questions to allow the participant to engage in personal reflection and storytelling. Dichotomous questions are typically avoided unless there is a follow up question that elicits elaboration on a topic. Interviews require the researcher to facilitate the conversation and navigate the participant to answer the research questions. Patton (2015) provides tips for controlling interviews to maximize quality:



Control is facilitated by (a) knowing what you want to find out, (b) asking focused questions to get relevant answers, (c) listening attentively to assess the quality and relevance of responses and (d) giving appropriate verbal and nonverbal feedback to the person being interviewed. (p. 468)

While interviews can provide troves of useful information, they do come with challenges.

Interviews can be time consuming and if the participant does not disclose valuable information, the data may be unusable. On the other hand, a seasoned researcher will read into the lack of information coming from the participant and draw conclusions on the nonverbal cues given.

Also, the research quality hinges on the quality of the researcher. For example, even if the interview protocol is of the highest quality, the interviewer must be able to establish a connection with the interviewee and ask probing questions when necessary as well as dictate the flow of the interview.

### **Thematic Analysis**

Thematic analysis was the driving data analysis technique used in this study. Originally out of the grounded theory tradition (Corbin & Strauss, 1990; Glaser & Strauss, 1967; Strauss & Corbin, 1998; Strauss & Corbin, 1990), thematic analysis is a flexible analysis technique that is not tied to a singular theory or philosophical assumption (Braun & Clarke, 2013). The technique provides systematic procedures for generating codes which are then refined into themes (Braun & Clarke, 2006).

## **Research Procedures**

### **Participants**

After permission was granted to interview people associated with LPGA\*USGA Girls Golf, a list of potential interviewees was sent to an employee of the organization to help facilitate recruitment. Examples of potential participants included employees and board members, due to the fact they would have extensive knowledge of the organization and would be able to provide rich information. Unfortunately, no facilitation took place and alternate means of recruitment were called for. One group of participants requested in the list was site directors of LPGA\*USGA Girls Golf. These site directors not only had knowledge of LPGA\*USGA Girls Golf, but had experience playing golf growing up and experience in the golf industry as a profession. This group of participants served the purpose of understanding LPGA\*USGA Girls Golf as an organization, the landscape of golf as a whole, and the changes that had occurred over the years. Additionally, this strategy created a deeper pool of recruitment opportunity with over 400 sites across the United States. Of the sites contacted for the study, 19 email invitations were returned with invalid email addresses. It is also noteworthy that there was a partnership between LPGA\*USGA Girls Golf and PGA Superstore, a retail store that sells golf equipment, clothing and golf accessories. Only one of these sites responded to the recruitment message, but the site did not ultimately participate in the study. There was a follow-up phone call with the person listed as the contact, but they did not have knowledge of the LPGA\*USGA Girls Golf program or the appropriate person to speak to regarding the program. The other group of participants for the study came from compiling a composite of the top female golf instructors in the United States. The list was created from mining “Top 50” lists from various golf journal publications. Many – if not most – of these instructors had long standing careers in the golf industry and had

played golf at the collegiate or professional level. The full list of participants can be found in Appendix A, which provides their pseudonym and affiliation (site director, top 50 teacher, golf journalist).

**Participant selection rationale.** Participants were selected for two reasons. First, the site directors of LPGA\*USGA Girls Golf were chosen because of their proximity to the organization and ability to give detailed accounts of the organization and their personal experiences. It was also assumed that virtually all site directors, although not required by LPGA\*USGA Girls Golf, would have a wide range of golf experience, from beginner to advanced. This would allow for participants to provide context to the overall landscape of golf during their life and relate their experiences to the current landscape of golf for girls. Further, this group of participants was easily accessible through the LPGA\*USGA Girls Golf website, where email addresses could be found for each individual site. The depth of potential interviewees also allowed for a wider range of geographic diversity. The other participant pool was top female instructors and golf journalists. The rationale for reaching out to this demographic group was the ability to gain temporal knowledge of the landscape of golf. Similar to the site instructor participant pool, contact information for this group was easily attainable through various websites. These two groups together provided the researcher with ample opportunities to gain knowledge of the CSR efforts of LPGA\*USGA Girls Golf and to discover instances of institutional entrepreneurship over the 30 years history of the organization.

**Criterion sampling.** Criterion sampling was used to select participants that were site directors of satellite programs of LPGA\*USGA Girls Golf, top female instructors and golf journalists (Roulston, 2010). Criterion sampling was used to select cases or participants that met the predetermined criterion of importance (Patton, 2015). Once information elicited by the

participants became redundant, saturation (Patton, 2015) was reached and no further interviews were conducted.

**IRB approval.** The initial draft for IRB approval was submitted on March 16<sup>th</sup>, 2018. Per the request of the University of Georgia IRB, a letter of authorization was required before data collection due to the nature of investigating an external site. Permission was requested to interview people associated with LPGA\*USGA Girls Golf and the letter of approval was submitted on April 20<sup>th</sup>, 2018, with the study approved for data collection on April 23<sup>rd</sup>, 2018.

**Approval from interviewees.** Following the letter of approval from the University of Georgia IRB, two separate mail merges (Appendices B & C) were sent out to the interview pools. People that expressed interest in participating in the study received a follow-up email with the consent form, a preferred date, a time to do the interview, and contact information. Two participants contacted LPGA\*USGA Girls Golf to verify the legitimacy of the study and continued with the process once they received confirmation. In addition to the email addresses that were invalid, another problem was that four people replied back to the recruitment email stating their site was no longer active.

**Informed consent.** Consent forms were sent as a PDF (Appendices D & E) to each participant that signaled interest in participating in the study. The consent form outlined the informed consent process, purpose of the study, time commitment and technological requirements, potential risks of participation, tactics to safeguard the wellbeing of the participant, the option to withdraw, and necessary contact information for both the investigator and IRB. At the beginning of each interview, participants were reminded of the safety precautions taken used by the researcher and were asked if there were any questions regarding the consent form. Once there was verbal confirmation the interview participant understood the consent form content and

did not have any further questions, verbal consent was obtained for inclusion in the study.

Another question was asked following voluntary inclusion in the study for approval to record the conversation. One participant who expressed interest in participating in the study ultimately dropped out due to concern over audio recording conflicting with their position as a local government employee.

## **Data Collection**

### **Document Analysis**

Document analysis in the study provided contextual background for the functions and goals of the organization and helped answer the research question of institutional change. Documents such as annual reports represented how LPGA\*USGA Girls Golf views their programming and the message they want to send to their stakeholders. These documents became a source to compare the proposed programmatic impacts and the impacts through the perception of stakeholders. News stories were also analyzed to gain more in-depth perspective on the LPGA\*USGA Girls Golf program and contribute to contextual understanding. Access to more sensitive internal documents such as strategic and programming plans, board minutes, and curriculum text were requested but were not provided. Document analysis was also used to supplement the semi-structured interviews by assisting in question development. Advantages of document analysis included efficiency (less time consuming than interviewing), public availability, cost-effectiveness, detailed accounts, and time spanning qualities (Bowen, 2009). Documents were located through search engine queries using LPGA\*USGA Girls Golf as the keyword. Another source of articles and document data was through [girlsgolf.com](http://girlsgolf.com), [lpgaafoundation.org](http://lpgaafoundation.org), [lpga.com](http://lpga.com) and [usga.org](http://usga.org). Documents were included if LPGA\*USGA Girls Golf or the LPGA Foundation were primary topics of content. Articles that mentioned either in a

peripheral status were excluded due to the lack of relevance to the study. The other source of documents came from the National Golf Foundation's (NGF) annual subject reports, as well as comprehensive industry reports that were found as offshoots of the NGF information. These documents assisted in providing longitudinal, detailed accounts of the history and progress of golf over the years. In total, 47 articles were used for the study, and a table outlining the organization of origination, title of the document, and relevance to the study can be found in Appendix F.

### **Semi-Structured Interviews**

All interviews were conducted with the use of an interview guide (Appendices G & H). The interview guides were developed in stages. The first stage was to create a question pool with as many relevant questions possible. Questions were focused around eliciting information about LPGA\*USGA Girls Golf and addressing the conceptual framework and theoretical lenses of the study. The documents obtained for the study were then cross referenced to fill in any perceived gaps. Once the question pool was sufficient, questions were removed for redundancy and lack of relevance to the current study. All questions were then reviewed to ensure clarity, by editing the wording to only include common language and remove technical jargon. After the questions were revised, they were ordered to create a natural flow to the conversation where topic transitions would give a natural feel to the conversation. The interview protocols were then piloted on May 2<sup>nd</sup> to check for clarity and to gain feedback.

The purpose of the interview guide was to provide enough structure to ensure the research questions were answered, but also to allow for flexibility for probing and follow up questions as well. Another benefit of this structure was the ability to add questions to the interview guide. An example of this in practice was participants consistently mentioning Mike

Whan, the commissioner of the LPGA, in their responses. Although his involvement with the organization was known, the extent of his impact was brought to light by interview responses. For this reason, a question regarding Mike Whan was added to the interview guide as an attempt to capture more rich information.

**Phone interviews.** All interviews were conducted via telephone. Rubin and Rubin (2012) suggest there are potential downsides to interviewing participants over the phone, namely the difficulty of establishing rapport with the participant and reading emotional cues during the interview. The difficulty of building rapport was experienced throughout the data collection in varying degrees. One method that worked was taking time at the beginning of the interview to explain why I was doing this research. Many participants, although willing to participate, were slightly skeptical of why a male would want to do research on women's golf. Having the opportunity to explain my motives and genuine interest in the topic helped alleviate some skepticism of participants and balance out the gender dynamics. Also, if participants asked about my background, I was able to share my past professional experience of working in the golf industry for a youth nonprofit. I shared my passion for working with youth and desire to create equitable experiences for both boys and girls. There are benefits to interviewing participants over the phone. Participants are able to choose their setting, which allows for control and empowerment (Braun & Clarke, 2013). Also, Braun and Clarke suggest people may feel more inclined to divulge sensitive information due to the absence of physical discomforts and awkward dynamics that can occur in face-to-face interviews.

**Audio recording.** After the participants expressed interest in participating in the study and reviewed the consent form, scheduling of the interviewees took place. The interviews occurred between the dates of May 15<sup>th</sup>, 2018 – June 29<sup>th</sup>, 2018 with each participating choosing

to participate in the interview over the phone, although the option of using Skype was also given. Each phone interview was recorded with the verbal consent of the participants using the iPhone application – TapeACall Pro – which uses an access number to record the audio of the phone call. This helped avoid feedback noise that would occur by recording the interviews with a computer. The iPhone application has a yearly fee of \$29.99 and allows for unlimited calls and storage of audio. This method was also ideal due to the high number of interview participants. After I called each participant, I requested they allow me about 10 seconds to set up the recording for the call, where I would hit the “record” icon in the application that triggered the access number to begin recording the call. Upon completion of the call, the audio is directly saved into the application in the form of an mp3 file. These files were then labeled and transferred directly to a secure, password protected computer only accessible to the researcher. Once the individual call files were transferred to the computer, the audio within the application was deleted. Conducting the interviews over the phone had strengths and weaknesses. A strength was the ability for participants to schedule the interviews at a convenient time and have the luxury to choose the setting. Some participated in between teaching lessons at the golf course and others while driving in the car, with the majority participated in the interview from their home. The freedom to choose the setting could also be seen a hinderance on the quality of responses if the participant was trying to multitask (i.e. driving) and was distracted from the interview. Interviews lasted between 21 and 131 minutes which was mainly the result of available time and the participant’s detail in response to questions.

**Technical issues.** There were several technical issues that occurred during the course of data collection. If the participant or I had poor cell phone reception, the audio would occasionally be muffled or fail to record for segments of 5-10 seconds. The cause of some of



these blank audio segments could be attributed to the application, and other times were the product of severe weather. Also, there were two instances where the reception was so poor that the interview audio was unusable. This occurred on May 18<sup>th</sup>, 2018 and again on May 23<sup>rd</sup>, 2018. Both participants were notified that due to the poor audio connection their interview would not be included in the study, and due to scheduling conflicts, neither participant was able to reschedule.

**Transcription.** After each interview finished, the mp3 file was uploaded to Temi. Temi is a voice recognition software that transcribes audio for \$.10 per minute. Due to the large sample of the study, Temi was a valuable tool to begin the transcription process. The accuracy of the transcription was dependent on the quality of the audio, though. For this reason, all interviews were cleaned for accuracy using a foot pedal. Not only did this ensure that interviews were transcribed verbatim, listening to the interviews for a second time helped with refamiliarization of the data and content. This was particularly important with a large sample size.

**Confidentiality.** All interview participants were given pseudonyms to protect their identity in the study. Identifying information has been removed in regard to name and geographical location. Geographical location was an important identifier to remove as some states only have a few LPGA\*USGA Girls Golf sites and identification of the participant would be relatively easy. All participants were notified of the procedures that would be taken to preserve confidentiality at the beginning of the interview. They were also reminded of this practice when they were sent the interview transcript for member checking.

**Storage of the data.** All data – documents, audio, and transcriptions – were stored on a personal computer that was protected with a password only known to the researcher.

Additionally, each participant file was protected with a separate password to add another layer of security over the data. Files were backed up on an external hard drive that also required a password only known to the researcher to access. All files will be kept for three years and then destroyed in alignment with the submitted IRB protocol.

**Member checking.** Following the completion of interview data collection and transcription, each participant was contacted with a copy of their interview transcript to member check. The purpose of member checking was to allow participants the opportunity to check the interview for accuracy and elaborate on topics if the participant wanted to add further detail (Stake, 2010). No members provided additional information to their original interview, although one participant requested to have the name of a university removed for purposes of safeguarding their identity. Additionally, there were six participants that did not respond to the email sent containing the interview transcript. These participants were sent a follow up email reminder of the member checking process, but all six chose not to respond. Member checking was used as a tool to enhance the trustworthiness of the study and the overall quality. It was also an opportunity for the participants to reflect on their experiences and decide whether the information divulged was an accurate representation of their knowledge and experiences.

## **Data Analysis**

### **NVivo Software**

All articles from the literature review, interview transcripts, and documents were imported to NVivo 12 for Mac, a computer assisted qualitative data analysis software (CAQDAS) program. CAQDAS programs are extremely helpful for qualitative research projects with large amounts of data (Leech & Onwuegbuzie, 2011). Programs like NVivo contribute to

transparency (similar to memos) in showing the development of codes and analytic themes (Woods, Paulus, Atkins, & Macklin, 2016). If proper procedure is followed and familiarity with the program is established, higher-level connectivity between concepts and familiarization with the subsets of data can be achieved (Sotiriadou, Brouwers, & Le Tuan, 2014). Another benefit was the ability to assist in answering the study's research questions while retaining the data source and contextual interview conversation (Bazeley & Jackson, 2013).

### **Coding Process**

The overall analysis technique followed thematic analysis. Thematic analysis is a very pragmatic method and allows the researcher to be flexible (Glaser, 1992). Thematic analysis also calls for the researcher to be immersed in the data and be connected to the researched (Charmaz, 2017). Coding in this study involved both deductive and inductive coding techniques. To begin the coding process, a list of a priori codes was created based on the literature (Miles et al., 2020), which focused on institutional theory and institutional entrepreneurship (Appendix I). These codes were a starting point for analysis and assisted in identifying relevant data that related to the theoretical lens and conceptual framework of the study. A priori codes were either defined by the literature review or were defined by the researcher using contextual knowledge of the literature. After a round of coding using the deductive technique, the process of inductive coding commenced. The first round of inductive coding was used to highlight relevant or interesting text (Auerbach & Silverstein, 2003). The next step consisted of the first round of open coding, where the selected text was assigned a descriptive code (Saldaña, 2016). In addition to the descriptive code, a working definition or condition under which the code operates was created (Appendix J). This process provided shape and form to the data and forced the justification of why the previously deemed relevant text was important. This documentation of the code, where the code

name and an empirical example were provided showed the utility of each code (Bernard, Wutich, & Ryan, 2017). After the first round of coding, the codebook was consolidated to reduce any redundant or unessential codes (Boeije, 2010). For example, the first round of coding had codes for both “PARTNERSHIPS” and “COLLABORATION,” which had similar empirical examples where the codes were combined under “PARTNERSHIPS.” After the second round of coding, also referred to axial coding (Charmaz, 2014; Strauss & Corbin, 1998), sub codes were developed into categories and concepts linked together to show relationships (Corbin & Strauss, 1990). For example, the code “STATE OF GOLF” encompassed data that addressed opportunities available for girls and women in golf. The code of “TITLE IX” was placed under this code to delineate a specific time period and legislative force that affected the state of golf for girls. The last round of code refinement led to triangulation of the data and convergence (Patton, 2015). This last step was the conceptualization of the findings into themes (Braun & Clarke, 2006). The themes created from the data are presented in Chapter 4 and articulate the inferences drawn from the data.

## **Memoing**

Memoing throughout the entire research process is critical for transparency and creativity. A commitment to memoing helps researchers “find their own voices, and where they give themselves permission to formulate ideas, to play with them, to reconfigure them to expand them, to explore them” (Lempert, 2007, p. 247). It is the overt display of the inner workings of the mind throughout the study (Thornberg & Charmaz, 2014). Memoing helped show the connection and process of how inferences were drawn and validates the rigorous process upon arrival. Two different memoing tools were used through NVivo – memos and annotations. First, memos in NVivo were used to capture more free form thought processes throughout the study.

These memos were “a rapid way of capturing thoughts that occur throughout data collection, data condensation, data display, conclusion drawing, conclusion verification, and final reporting” (Miles et al., 2020, p. 88). Additionally, they represented the inner thinking during the entire study and were not strictly bound to data. For example, one memo (Appendix K) tracked all thoughts related to the methods of the study. Every time content was added to a memo, the date and time was listed to show the process and highlight transparency. The other memoing tool, annotations, was used to link data back to the existential literature. Annotations involve highlighting the relevant text from literature review articles, documents or interview transcripts and jotting down memos that can provide direction in the analysis and discussion sections of the study. Below is a screenshot of an annotation created when revisiting the literature after the interview data was collected.

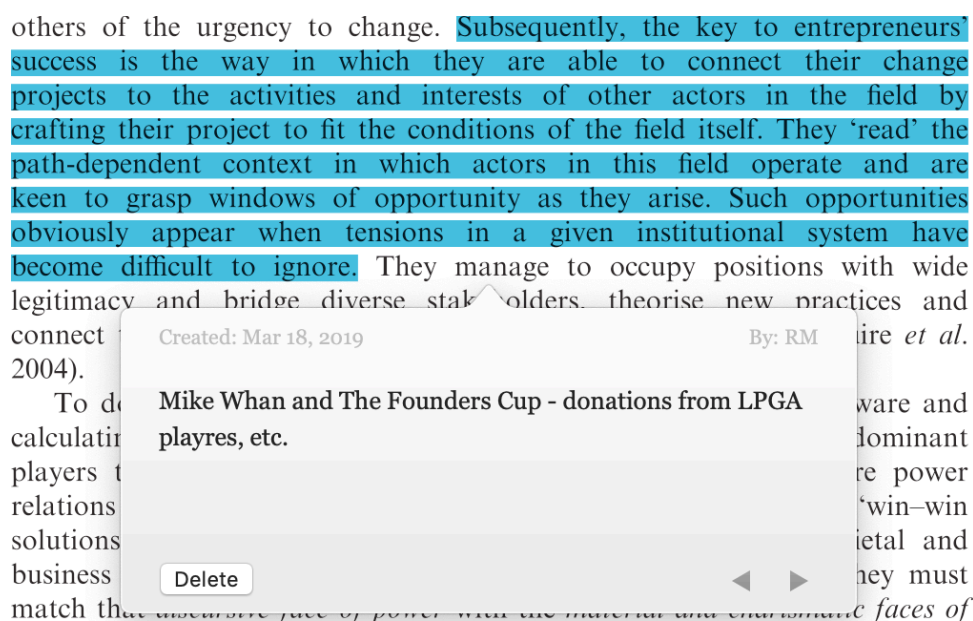


Figure 3.1 Researcher's analytic memo

The other method of using annotations was to link relevant responses in the interview data to concepts familiar from the literature review. Below is a screenshot of an interview transcript

where the participant discussed the partnership between LPGA\*USGA Girls Golf and The First Tee. This anecdote not only resonated with the literature of institutional entrepreneurs mobilizing allies to back divergent change, but also sparked a thought to view the mobilization in stages where LPGA\*USGA Girls Golf recruited allies in different stages.

Speaker 2: I think it's huge. And what I really appreciated with the partnership, a true partnership, um, the LPGA just truly has a mission of wanting girls to get in the game, love the game, grow personally and stay in and they see that um, the First Tee is a partner in doing that. There are other organizations that seem to have the same mission but want to compete, if you will, like they almost want to say, oh, these are our kids. And it has been a true partnership of, okay, we both have the same goal. Um, we both have strengths and let's partner together and able to move this along quicker. So I think another strength from it is the, um, the First Tee has other opportunities that are available to participants that LPGA Girls Golf doesn't have and, I just mean in the number of partnerships with the First Tee creates with golf courses and with caddie programs and with the national opportunities that students can go to and scholarships that they can get. So when there's a true partnership it is LPGA Girls Golf, but because I go to my Girls Golf class, but because I'm part of this other organization to, I have other opportunities available to them. So, um, I think it's definitely a win-win, especially when you've got such similar missions and you can just work together.

Speaker 1: Yeah. Yeah, definitely. Um, and I've heard of the program to get girls started and then kids go to First Tee programs or just other junior instruction and transition more into the technical side of the game. The three sites that you've done, how much did you notice about girls that came from the program just what's did you notice about girls that came from the program because you had a Girls Golf program and then you had the First Tee program wanting to do the Girls Golf, you know, coming just because you had the Girls Golf program and then you had the First Tee program.

Created: Aug 7, 2018 By: RM

Present the ability to mobilize resources and allies into three (possibly more) stages: the first stage with the Girls Scouts, the second with the partnering with the USGA and the rebranding efforts, the third as the provision allowing...

Delete

Figure 3.2 Researcher's analytic memo

## Quality

Quality was a focus throughout the entire study and was attained through careful consideration each step of the way. An inherent characteristic of qualitative research is the relationship between the researcher and the chosen phenomena at hand. One would assume that the researcher had chosen the discipline, social context, etc., because of past experience, opinion or at least interest in the topic. Subjectivities are our feelings, personal opinions and beliefs that undoubtedly play a vital role in our research: whether we bring them to the forefront or choose to suppress them, they will still affect the research at hand. Quality researchers will not only

acknowledge subjectivities, but also embrace them throughout the research process and understand they can enhance just as they can hinder (Peshkin, 1988). A subjectivity statement was constructed in the opening chapter of this study to address this concern.

First, quality in the design of the research was established by using the conceptual framework that ensured the theoretical lens and research questions were at the forefront of the study. Second, quality in the data collection occurred through keeping a reflexive journal (Watt, 2007) to longitudinally track decisions throughout interviewing and document analysis. Another form of methodological triangulation was achieved by including interview and document analysis (Roulston, 2010). Roulston (2010) suggests studies with constructionist conceptions should allow for interview participants to review audio recordings and detailed transcripts to ensure quality. Next, quality in analysis occurred through triangulation of data sources (Patton, 2015), where the study saw convergence of evidence to corroborate the findings. Stake (1995) does not use the term evidence, and the goal is not to prove or validate a hypothesis or theory, but to provide assertions for the readers of the study. Triangulation increased the credibility of findings by showing consistency and patterns and established reasons for possible divergence (Patton, 2015). Patton calls for researchers to present the analysis to constituents that were either observed or interviewed to ensure quality and accuracy of the data. Finally, quality was established through review and application of a case study checklist (Stake, 1995).

### **Human Participants and Ethics Precautions**

Each method within the study had ethical repercussions that were addressed. During the interviews, four ethical considerations were considered: “reducing the risk of unanticipated harm, protecting the interviewee’s information, effectively informing interviewees about the nature of the study, and reducing the risk of exploitation” (DiCicco-Bloom & Crabtree, 2006, p.

319). All potential risks to interviewees were addressed through the proper IRB channels, as well as safeguarding participant information in secure, locked locations with me having the only access, and the utilization of pseudonyms to protect identity. Participants were also notified of the option to withdraw from the interview at any time before, during or after the interview was completed. Although participants that are site directors are not employees of LPGA\*USGA Girls Golf, they still have a working relationship with the organization that needed to be respected. For this reason, information that was divulged that could be harmful to their reputation was left out of the study. Participants were also informed of my relationship with the national organization and the fact that I did not represent them in any working capacity. This step was important to reduce potential power imbalances (Creswell & Poth, 2018).

### **Case Report**

The goal of case study inquiries is to have practical benefits, “not to just swell the archives” (Stake, 1978, p. 5). The current study has practical implications and the final step in an intrinsic case study is to provide a case report for the appropriate audience. In this case, the LPGA\*USGA Girls Golf program receive the report as they are the case of interest in the study. The case report was composed of 7 sections (Stake, 1995) (Appendix L) and was delivered to the researcher’s contact within the organization. Due to the case report containing feedback for the organization, the case report is only be available to LPGA\*USGA Girls Golf and can be disseminated at the discretion of the organization.

### **Summary**

This chapter outlined the methodological approach used in the study. The justification for using qualitative research was presented, followed by the specific methods chosen to answer the



research questions of the study. A case study approach was used to understand the CSR efforts of the LPGA\*USGA Girls Golf program through an institutional lens. The methods chosen to address the research questions were semi-structured interview and document analysis. Thematic analysis out of the grounded theory tradition was used to analyze the data, where data was inductively and deductively coded to generate overarching themes. Chapter 4 presents the results of the study in the form of themes and subthemes.

## CHAPTER 4

### RESULTS AND ANALYSIS

The purpose of this dissertation case study was to a), understand the historic and current institutional barriers that exist for girls and women in golf, b) uncover how institutional dynamics have led to the growth of LPGA\*USGA Girls Golf and c) examine the CSR efforts of LPGA\*USGA Girls Golf. The research questions that guided this research inquiry centered on the following:

- 1.) How did institutional barriers influence the inception of the LPGA\*USGA Girls Golf program?
- 2.) How have institutional conditions led to the growth of LPGA\*USGA Girls Golf?
- 3.) What is the scope of the corporate social responsibility initiative, LPGA\*USGA Girls Golf?

A qualitative case study approach was used, with semi-structured interviews and document analysis as data sources. Thematic analysis (Braun & Clarke, 2006) out of the grounded theory tradition was used to analyze the data. The raw data was first analyzed through coding techniques (Saldaña, 2016), where key words, phrases and sentences were assigned a-priori and open codes. The codes were then refined and grouped into categories, followed by the development of the following themes: (a) Title IX laying the foundation for change, (b)

partnership development to grow the organization, (c) shaping youth through flexible and female specific philosophy and curriculum, and (d) optimistic results and hope for the future.

### **Title IX Laying the Foundation for Change**

Many participants grew up playing sports before Title IX was passed in 1972 and were able to experience the change in conditions once the legislation passed. They described the environment of playing sports when there wasn't the same opportunities and funding available to girls today. They also noted how monumental Title IX has been pushing forward the game of golf for girls. Following the passing of Title IX, participants explained how it affected their lives and how there was still a lack of female golfers even though the funding barrier at the scholastic and collegiate level had been removed, as well as instances of discrimination.

#### **Pre-Title IX**

Restriction of opportunities was both legal and acceptable in the pre-Title IX era. For instance, documents showed LPGA Hall of Fame player, Marilynn Smith, was denied funding to travel for a golf tournament while playing at the University of Kansas. Athletic director, Phog Allen, told Marilynn's father it was unfortunate his daughter wasn't a boy. Accounts such as this were also experienced by the interview participants that grew up in the pre-Title IX era. The initial question asked to participants was to describe their experience within the game of golf, as a player, instructor or observer. After participants gave a brief overview, they were then asked a probing question to describe the state of golf for girls when they were growing up. When participants were asked about their experience playing – or knowledge – of the game of golf growing up, they often described the importance of Title IX. Some participants were of age where they played in the pre-Title IX era (1972), while others were aware of the historical

significance it had in providing girls with more opportunities within the game of golf. In some areas, there were teams available for women to play on, but they weren't able to receive scholarships as Rhonda stated: "Title IX wasn't around then, so there wasn't any golf scholarships, but I, uh, I played on, we called it the women's golf club and we actually played other schools and traveled, but there was no scholarships." The state of golf and lack of opportunities before Title IX were evident by those that played in that era. Lisa, who played golf pre-Title IX and eventually on the LPGA Tour described her experience:

Well I'm, I'm you know, I'm pre-Title IX, so I didn't start playing golf until I was 13 and it was initiated by a family affair. So, when my family joined a semiprivate facility, that's when started playing and I was one of the few girls. There were not a lot of girls playing at all. There was no girls high school team. I had to play on the boys' team. I had to participate in the men's, in the boy's state uh, high school, uh, event. But I was luckily, lucky in the fact that the [state golf association] did have a pretty good, uh, junior girls' program, one of the best in the nation. So, from a competitive standpoint, I was able to participate and luckily win, you know, the [State] Juniors and all those types of tournaments, but as far as school and high school, um, you know, there was nothing for girls in that time.

Again, Rhonda, who played golf in Georgia in the pre-Title IX era and spoke to her experience of how it affected the game, as well as not being able to play on a high school team:

She was the first title one, excuse me, Title IX scholarship at the University of Georgia and that was 1975, you know, and then after that things got rolling, you know, so there wasn't opportunities for girls to play with other girls. It was like she played on the boys' team and that's what Terry did. Athens Academy, she was on the boys' team there. And

uh, when I was growing up, they wouldn't allow me to be on the boys' team, but I could have, I was good enough to play on it, but they wouldn't allow me to do it. And then, you know, it changed. And then all of a sudden there were girl's teams.

Brooke echoed this experience of not being able to play high school golf: "Oh, there was very, very little opportunities for growth. In fact, uh, we, I grew up, as I said, and there was a, they had a boys' team in the high school and the girls, they had no girls team." Brooke spoke to the fact that golf wasn't as popular in her hometown, but when she moved to an area where golf was prevalent, she was shunned from playing on the boys' team in high school:

And then my junior year of high school, my family moved to Florida, Hollywood, Florida, which they had a, a big, uh, golf, a boys' golf team. They had uh, and that was even more conducive to playing down there. And I, I went and asked them if I could play, uh, I, I didn't even care if I didn't play the matches, you know, compete. I wanted to have my PE hour, they, those boys glad off, um, their PE or they went and played golf at the golf course and, and that's what I wanted to do. But I wasn't allowed. No, they said no. I, I, I talked to the PE teachers. I talked to the golf coach, I talked to the principal. Now this was in the 50's, you know, I'm, I'm 77 years old. So, this was in, you know, the 56, 57, 58 and it was before Title IX. No, they said no. So, I just, I just had to play on my own.

You didn't need to be a female growing up in the pre-Title IX era to be cognizant of the state of golf for girls as Tyler describes what was available for girls in his Midwest hometown:

Well, when I started playing golf and that the only girls that played, which was very few, if any, uh, fathers played, and they make them, they may take them out to the golf course on Saturday or Sunday at just about dark and let them hit a few balls or putt. There was

no organized instruction programs or no high school or college teams for girls to play in, in our area back in the 60's.

The limited opportunities felt in the pre-Title IX era were evident throughout participant's experiences, but those able to reflect on the before and after impact of the hallmark legislation attributed much of the current progress for women to Title IX, as Brett stated:

Um, you know, I, in the 30 years that I've been professionally, or I mean I've been around golf for like 60 years, but in the 30 years I've been professionally around it, uh, the biggest impact that, that there's been on women's golf has been Title IX.

Part of the significance would be felt in later generations, as Title IX made it more socially acceptable for girls and women to be athletes, particularly where the first generation affected paved the way for their children. Brett touches on the generational change that he has seen occur:

And it's been in the sense that there's a generation of, of girls out there now who were raised by moms who played college sports. And that wasn't, the first generation of LPGA players, of women professional golfers, that wasn't true, you know, they had to elbow their way in and push their way into sports. And then a generation came along, the Paula Creamers and Morgan Pressel's and their moms played, uh, played college sports. And so, they were encouraged and nurtured at home to be athletes. And uh, and that's, that's had, that's had a profound effect on the, on the LPGA, in broadening and deepening talent pool.

One of those women that fought for change and experienced the pre and post Title IX era, Lisa, noted how women her age were the first to start raising their children after the passing of Title X and how that changed the landscape of golf:

Well, yeah, my daughter was born in '81, so just that was just on the brink. So, the timing of all this, I mean was again, she was right on the curl of that wave to start. So then by then you just started seeing more, um, you know, people like me from Title IX, we had kids now, right? And girls, young girls who we wanted to do all these things, you know.

And those effects of Title IX were experienced immediately for those playing golf at the time.

Lisa explains her experience moving institutions in college and the benefits that were tied to the change:

So, I went to [college] and um, I played golf there, but I played basketball and field hockey as well, so a little bit different track than, you know, a lot of people today. So, by that time Title IX had passed and so I was lucky to transfer to the University of Florida and benefit from Title IX, receiving you know, a full golf scholarship, um, etc. But at [my first school], you know, we were, we were lucky to even get golf balls, much less at Florida we got everything, golf shoes, golf balls, golf bags, you name it.

Even though Title IX opened the doors for high school playing opportunities and college scholarships, the sober realization still existed that making a living as a professional golfer was nearly impossible as Lisa describes:

And I am, luckily, to have been on that wave with Nancy Lopez and Beth Daniels, Betsy King, you know, we were the ones that benefited from Title IX and were able to go out on the LPGA and she hired someone. It was corporate sponsorship, so you could actually make a living out there, you know, whereas before in the past, you know, it was like the local Lion's Club is sponsoring an event, you know, so, um, so that's kind of where my trail went from junior golf to having very little access to tournaments at the high school

level. And then I played the big tournaments, you know, in college. And then as a pro, uh, so even the LPGA Tour moving forward, I mean, the first tournament I went on Tour, I made \$7,500 when I retired in 1992. I mean, gosh, top 20, 20<sup>th</sup> place paid \$17,500. So even then the person you know, just grew, um, you know, I was able to be on that wave as well.

Participants that had knowledge or experience of the impact of Title IX spoke to what golf looked like before it passed and what the effects were after it passed. Title IX did not fix all issues for female golfers, though, and participants gave personal experiences of how problems persisted. The first and most immediate impact of Title IX was the statutory mandated funding for sports. New scholastic and intercollegiate programs were created as a result, and programs that did exist were supplemented with proper funding. One participant in particular noted how all equipment needs were taken care of, a complete reversal from her previous experience at a university in the pre-Title IX era. The second benefit derived from Title IX was that a generation of golfers were able to learn from influential people that had played golf before the legislation passed. This created a wave of golfers that were able to pursue a career in golf from an earlier age because they knew the funding would be available to support their career paths. Although the benefits of Title IX were able to influence a new generation of golfers, there were still obstacles facing young female golfers.

### **Limited Opportunities for Golfers After Legislation**

Even after the passing of Title IX in 1972, an increase in federal funding for high school and college sports didn't serve as a magic elixir that immediately translated into all schools having golf teams for females. In the event that a team was created, often there was a lack of interest in golf which made it difficult for teams to field enough players or forced girls to still



play on the boys' team. Participants also detailed their experiences growing up and rarely having other females to play with, and often being the only female at camps and competitive tournaments. The bleak opportunities that were available were even noticed by one participant, Remzi, a male who played golf growing up and eventually reached the PGA Tour. He was in high school when Title IX passed:

We didn't have a girl's golf team. I'm not sure that I can recall girl's golf teams in high school. I'm sure there were. Um, but now there just weren't that many. I think in general, in any sports and golf being a little, uh, a little slow to make change, maybe more so than some other sports, you know, I don't think there was that many.

Amanda began playing golf at the age of 8 in the early 1990's and was aware of the lack of females playing golf in her hometown:

Um, and I can remember like from my first couple years of doing just little summer camps as a kid, there might've been one other girl, is that most of the time I was the only girl. And then, um, when I started playing competitively, um, I was the only girl in my county really where I grew up.

Even in the late 90's and early 2000's when Amanda was in high school, there was no girls team to try out for. The lack of competitive opportunities for girls at the local level were nonexistent, unless you chose to play with the boys. She noted: "But anyway, the opportunities, you know, for girls, you had to either play on a regional or a national level to compete, um, when I was growing up, and I didn't have a lot of girl-friends that played." Marjie was in high school around the same time and stated that: "I can tell you that growing up in Rhode Island in the only girl high school golf team, there was an entire state, was the only all girls high school in the state...

Everyone I knew played on a boys high school golf team.” Others were more fortunate to be on the cusp where girls’ teams were available. Terry stated, “my freshman year of high school was only the second year that our high school had a girl’s golf program.” She explained the early struggles of gathering enough girls to be competitive:

So, the team, the idea of having a girl’s golf team was very new to our school district.

Um, and I was not the first but one of the first, I guess groups of people to come through that program and, and my second year on the team when I was a sophomore, we only had three girls try out. Um, so we were scrounging for people to just be bodies on the team.

They didn’t have any golf experience. It was kind of tough to convince them that this is gonna be fun, but it ended up being great.

Christine shared a similar experience about the absence of her friends playing golf, but also noted her time playing with male family members:

None of my friends played. So, a lot of my golf experience, which I’m sure is similar to what you’ve been hearing was [that] I played a lot of golf with my grandpa, my uncle and my dad. So, I spent a lot of time with them.

Marjie’s early golf memories reiterated this point about playing with older adults:

I would say I started playing golf in the early 90’s and growing up I can say there honestly, I grew up in Rhode Island, um, there were not a lot of other ladies who played golf. I pretty much played golf by myself and with the older ladies at my golf club, both my dad, um, it wasn’t really until I started joining youth tournaments that I really started to meet other girls in the area.

Although Terry was fortunate to have a girl's golf team when she was in high school, she also acknowledged there was a gap in competitive opportunities available in a rather large city, Cleveland:

But really outside of high school team, the only, I guess girl's only programs that I could find were through the District Golf Association for the city of Cleveland, which is mostly adults. Um, so I ended up playing a lot of my competitive tournaments against senior citizens, if you will.

In St. Louis – a relatively large city – where Angela grew up, the void of opportunities existed within the metropolis:

“So back 35 years ago, there really wasn't a lot for girls back then to be honest with you. There wasn't much at all. And um, where I came from, they had this different, different golf courses, had their own women's league, you know, and that was about it.”

Amy reiterated the diminutive circle of other girls to play with: “Well um, the only people that we had to play with that, you know, were playing already were older women or men or my sister. That was it. There were no other girls to play with.” Lauren grew up in a community where golf wasn't as prevalent and had to travel to play. When she did, she experienced much of the same: “So, I had to travel a little bit to play and it was pretty much all boys. So, I grew up playing with boys and my dad's friends, um, and around age 14, I played in my first girls' high school state tournament.” Emma when asked to reflect on her time playing growing up suddenly realized the lack of females, which points to how male dominated the sport was:

So for me as a girl growing up, when I was at that younger age when I was eight, nine, 10, um, I don't really, I did notice that I was, um, now that I think about it, I don't know

that there were maybe more than one or two other girls, uh, when I went to the camp, certainly when I went with my mom to go play golf, when she'd take me to the public golf courses around, I don't ever remember seeing another girl playing golf. It was always little boys.

Other sports were more accessible and popular for girls and golf was seen as a side sport at times, as Christie notes:

One season went into another one into another and the only season that, that didn't exist was golf, but I had learned to play just on the side... and really just recreationally. There wasn't a lot of junior golf opportunities at least for young girls, clearly that was something that was missing.

Mirroring the slow growth of golf for girls and women, the LPGA TC&P was not a household name in its beginning stages. Even as the leading teaching and club professional organization for women in the United States, women like Christie who were deeply involved in the game even had a difficult time locating the organization that provided resources for women:

I mean, you know, there wasn't that many opportunities, uh, when I joined the LPGA, I mean it was very small and you couldn't really even find out where they were. I mean, it took me awhile to even find out where their headquarters were. So, it was pretty sad, and it really was pretty sad for quite a long time.

The realization that golf was a male dominated space had undertones Nicola didn't realize until reflecting later on:

So, I think that probably helps me kind of overcome the fact that the first trophies I ever got had men on them because there wasn't a, there wasn't any other girls in the

competition. So, it'd be myself in a whole bunch of boys that I played with and they didn't even get a female trophy and stuff like that. But, you know, those things didn't quite occur to me.

Cat also retrospectively understood the discrimination she faced, but was unaware of it at the time:

And uh, I was on the high school boys' team, but the Texas University, interscholastic league, they would not let girls play on the, play in the tournaments and the boys were pissed, because I was the best golfer. So, I mean there was really nothing for girls golf. And uh, there was no nothing in college for girl's golf. And the superintendent, he wasn't very happy about it either. So, you said, well, why don't you just go be the manager? You can go to all the tournaments and help out and we'll give you a letter. I went, oh, that's great. And I didn't know that it was discrimination.

Even today, Claire sees the vast majority of opportunities still tilted in the favor of boys: "The boys have so many more opportunities. They, they just do. If you go to any club and they have a junior golf clinic or junior golf class, it's going to be 98 percent boys. It is." Title IX was an influential driver of change in attempting to bring equality for girls and women in golf. The piece of legislation was able to provide girls and women with opportunities to pursue golfing careers through the allocation of funds in high school and college. Although Title IX mitigated barriers to a certain extent, discriminatory issues and a lack of girls playing golf endured. There was a need for action and intentional capacity building to drive interest, provide a space for girls and to develop a culture of inclusiveness. LPGA\*USGA Girls Golf filled this role from the outset of their existence as a one-off programming site in Phoenix, Arizona, where forming partnerships

with like-minded organizations helped kick start the initiative and steadily grow the organization over the past 30 years.

### **Partnership Development to Grow the Organization**

LPGA\*USGA Girls Golf started as a one-off site in Phoenix, Arizona with a local teaching professional gathering girls from her daughter's softball team to create an all-girls golf program. Golf was struggling for female golfers even after the passing of Title IX and action from the LPGA TC&P leadership was keen to address this concern. At all stages of LPGA\*USGA Girls Golf, partnerships with organizations helped facilitate growth and increased exposure. These partnerships helped the accrual of resources and allowed the program to go from a small, one off site, to a national phenomenon.

#### **Early Stage Partnerships**

The development of partnerships, specifically The Girl Scouts of America, during the early stage of LPGA\*USGA Girls Golf program reveals the low participation rate for girls in the late 1980's and early 1990's. There weren't enough girls with intrinsic interest in playing golf to sustain a program, let alone increase the number of girls playing golf in the long term. This issue was at the forefront for Kerry Graham, who was elected National President of the LPGA TC&P in 1988. This elected position sparked her quest to address "challenges of growth and increased demand for services" according to historical archives. In 1989 alone, the establishment of community outreach programs resulted in a three-pronged, programmatic approach: Urban Youth Golf Program, LPGA Girls Golf Club, and LPGA Junior Golf Program. The LPGA Girls Golf Club, which would later be rebranded as LPGA\*USGA Girls Golf was "established in 1989 by Sandy LaBauve, a Class A LPGA Teaching Division member and a member of the PGA of

America.” The purpose of this program was to “connect girls, aged 7 to 17, with the game of golf and strengthen the camaraderie among participants in a fun and supportive environment.”

LaBauve, as one of the pioneers of the program, recruited participants for the program by connecting with local golf courses and with teaching professionals. She stated:

I went out to all the other golf professionals that were in the Phoenix area and said, we’re creating this program and we’re going to run fun events for girls, and we are going to take girls of any level that are roughly seven to 17 and we’re going to have a place for them.

Lisa, who was one of the earliest site directors of the Girls Golf program and had played golf through the pre and post Title IX era, explained how a partnership with the Girls Scouts of America was the most strategic option for sites to garner interest:

Well, um, well think about 1989. Go do your research. What, what type of girls’ activities did anyone know about except for the Girl Scouts? So, to me that was the bridge that made this easy for someone like me who wanted to start a site. That’s how we started initially, see, is you, and Sandy started it the same way as, you know, the girls needed to do their sport badge. So, well, why not golf, you know? So, the initial program was through the Girl Scouts of America.

In addition to Girls Scouts and local golf professionals assisting with recruitment of participants, the program needed hands on support to help the program run. For this Amber turned to local women’s golf associations for the support needed: volunteers. She stated: “You know we need volunteers, so getting women’s golf associations in the area involved” is critical. As the program

began to scale, the USGA became a viable option for new sites to apply for seed money as Amber stated:

The USGA had come on board at this point because they were super excited about the potential of growing girls golf and having more participants. So, they offered the opportunity for people to apply for grants to start up their programs and that was wonderful.

A strategy used in the early stages of the program was to continue finding women who were willing to get involved to support the program. Amber spoke to the ability of then LPGA TC&P President, Kerry Graham, to expand the base of support outside of golf related persons:

Now, in addition to the USGA, what Kerry [Graham] was just so awesome about is she was you know, as president of the LPGA, she was coming in contact with many wonderful business women that were also thinking about this and were watching girls sport and, you know, loved golf and were looking at other things that were happening around the world with young girls and young women. And they wanted to get onboard and help.

These early stage partnerships set the stage for LPGA\*USGA Girls Golf to solidify a strong infrastructure. Once the program had established its roots, further partnerships were developed. In 2003, the Executive Women's Golf Association (EWGA) named LPGA\*USGA Girls Golf as one of their charitable recipients. The EWGA as an organization creates communities across the country for women to enjoy golf through social networks. In 2018, the EWGA aligned with the LPGA and LPGA Foundation and rebranded the organization as the LPGA Amateur Golf Association. Participants familiar with the organization and some that are members of their local



chapter see this partnership as a transition point for girls once they have aged out LPGA\*USGA Girls Golf. The next sub-theme presents one of the most influential partnerships participants spoke of: The First Tee.

### **The First Tee Partnership**

The LPGA was involved with The First Tee since its inception in 1997. Historical documents describe that: “The primary strength of this initiative [was] the direct support it [had] received from the game’s most respected and influential organizations.” Site directors leveraged the partnership with First Tee programs for a variety of reasons. A recurring sentiment from LPGA\*USGA Girls Golf site directors was the benefit to The First Tee in boosting the number of girls in their programming, while The First Tee had more resources. Rhonda describes how her program and the local First Tee chapter formed a mutually beneficial partnership:

Well, I think one of the things that’s happening, and we’ve done it, is Girls Golf programs have joined together with First Tee programs and we, we’ve done that the last couple of years because The First Tee, they, they, they were given, you know, millions of dollars to build this facility and they have a par three facility and a driving range. And we do a number of our events there because it’s a great facility and they like us because it helps their numbers. In other words, if we have 48 kids and girls golf and we do some stuff there, they can add it to their numbers.

Nicola also spoke to the avenues available to Girls Golf participants through the partnership, while acknowledging both organizations have alignment in purpose. She explained that:

We both have strengths and let’s partner together and able to move this along quicker. So I think another strength from it is the, um, The First Tee has other opportunities that are

available to participants that LPGA Girls Golf doesn't have and, I just mean in the number of partnerships with The First Tee creates with golf courses and with caddie programs and with the national opportunities that students can go to and scholarships that they can get. I think it's definitely a win-win, especially when you've got such similar missions and you can just work together.

The participant numbers of Girls Golf that can bring to First Tee programs is substantial, as noted by Andrew:

"We used to range somewhere around 15 to 18 percent when we first started the Girls, the Girls site. And now our First Tee programs are nearing 40 percent girls, you know, so we've made a major, you know, major accomplishment in raising that number."

He sees this partnership as a necessity for The First Tee moving forward, indicating that every program should be aligned with Girls Golf:

I think we're starting to make that push. For me, it's one of my personal goals is we have about 150 plus chapters of First Tees, every single one of them should be involved in some way, shape or form with a Girls Golf chapter or site.

Similarly, Amanda, as a site director, actively seeks out this partnership. She explained as follows: "As a network through The First Tee, we are consciously looking at growing our female participants and this is proven to be one of the ways to do it." Another site director, Jan, pointed out that even through Girls Golf continues to grow, the organization is still working to get the same name brand recognition. She added: "And frankly I feel like Girls Golf is exploding in spite of because realistically we are the underdog program, not in terms of quality, but in terms of name brand recognition. Um, when you compare us to someone like First Tee."

LPGA\*USGA Girls Golf and The First Tee have been able to establish a mutually beneficial partnership. Both organizations have similar missions: to teach kids life skills through involvement with golf. While many LPGA\*USGA Girls Golf sites have emerged through this partnership, the funding for a large majority of sites came through a different partnership. Mike Whan took over as commissioner of the LPGA in 2010 and has since made it his mission to grow the program, primarily through the creation of a new LPGA tournament where the proceeds go to LPGA\*USGA Girls Golf: The Founders Cup.

### **The Impact of Mike Whan and The Founders Cup on LPGA\*USGA Girls Golf**

Participants with experience of how the LPGA\*USGA Girls Golf program has progressed over the years attributed a wave of successful growth to the efforts of Mike Whan. Whan was hired as the 8<sup>th</sup> commissioner of the LPGA Tour in 2010 and has created a platform that focuses on youth and growing the game. In 2011, his efforts led to forming a new golf tournament, where the money players typically win would go to charities, with the bulk of the money going to LPGA\*USGA Girls Golf. The Founders Cup, first played in 2011, has now raised close to \$3 million for LPGA\*USGA Girls Golf per the tournament website. One of the early site directors, Rhonda, credits Mike Whan with the rapid expansion of the organization:

I was involved in golf, you know, prior to and during the, the Girls Golf movement and probably the best thing that ever happened to us was Michael Whan. He's an unbelievable commissioner and one of his goals and he says that if he wants to go down in history of his greatest accomplishment was Girls Golf and getting young girls to play the game.

A common thread related to Mike Whan's success was his personality and passion for Girls Golf, as one site director put it: "He's got dynamic personality and he really cares." Brett, a golf journalist, added on Mike Whan's drive for the game and his energy in interviews:

Mike Whan is a true evangelical when it comes to golf and women's golf. Uh, there's nobody more passionate and no better, uh, you know, as a journalist you like nothing more than Mike Whan after he's had four diet sodas because he's just like the greatest quote and the greatest interview in the world, he's amazingly honest.

Mike Whan's persistence and tenacity in promoting the message of Girls Golf every chance he gets led to the tremendous growth of the game. As Jan put it: "I mean trust and believe [and] I'm sure you've seen footage of Mike Whan. Every minute he gets a chance he's going to tell you about Girls Golf." Whan's proclivity for promoting the program by utilizing television time during the LPGA Tour's largest events is prominent as Brett described:

You're reaching people who are already golf fans. You need to get on network TV, and NBC now, televises the, uh, the weekends of the KPMG Women's PGA Championship. That's a huge boost for the game. And you know, during that tournament, at some point, Mike Whan's going to come on TV and he's going to talk about a LPGA Girl's Golf program, and he's going to, and he's going to come out there and he's going to get the whole idea in front. He never stopped selling that tour.

Not only has Mike Whan materialized ambitious goals for the organization, he consistently has lofty expectations for future growth as Jan described: "We can enjoy exponential growth. We can help this sport experience exponential growth and change face of the sport in just a short time." This related to Amber's knowledge and experience of Mike Whan's vision for the future

of golf: “You know, I think one of his, well two things that he does, and he has said that that are really hit home, and one is leaving the game better than you found it.” One of the ways Mike Whan sees this occurring is by boosting the numbers of LPGA\*USGA Girls Golf in the future as Cat described: “I mean, God bless him, he’s, you know, he wants 100,000 girls in it by 2020, I think we’ve got 70,000 now and 350 sites and you know, that’s the future of golf for women.” Besides continuing the current methods of growth, Allison mentioned a potential avenue for future partnership with the PGA explaining that Mike Whan may be looking at varying perspectives: “I think Mike Whan is always looking at PGA money, you know, they’ve got all the money and so if they can help finance things and that’s a good thing.” Brett on Mike Whan’s vision for the Tour players being involved, pointing out that:

But um, one of Mike Whan’s mantras and he’s gotten the players to buy into this. He says to them, think like a founder and what he means, those 13 women who founded the LPGA and in the early days of the LPGA, they didn’t have a commissioner.

Brett further asserted that Mike Whan’s vision for the Tour players, stating that: “His players all buy into that and they work actively to grow the game with sponsors, but they also work actively to grow the game with the next generation out there with the kids who are out there.” Mike Whan’s impact can be seen in the pivotal roles he played to progress LPGA\*USGA Girls Golf as Rhonda explained: “I think had he not put the big push, I’m not sure: wouldn’t be what it is today. And I really believe that, you know.” Further, Rhonda expressed how Whan’s role as commissioner has compared to other commissioners was fruitful:

I’ve been a member, like I said, since the early seventies and he was by far the best commissioner we ever had. I mean, some of the others just, I don’t really think they did a whole lot, you know, and he, and he just has made such a difference.

Part of that difference is the confidence and trust Whan instilled in members of the LPGA and LPGA\*USGA Girls Golf program. Jan's description speaks to this point:

First of all, you have to have a trust in Mike in your commissioner, your leader. And I think that most of us as members, membership body, um, those of us who particularly are pretty active in it and engaged with the organization or you know, beyond just paying our dues and that type of thing, understand that it is, that leadership is important.

Under Whan's leadership, Lauren spoke to a bright future where his leadership can lead to LPGA\*USGA Girls Golf becoming more of a household name:

Um, the funding and the things that the LPGA Foundation can do with it is really great and Mike Whan's been good with it. So, I, I see this program pushing well over 100,000 girls and um, I'd like for it to be like one of the first things that people consider.

Growing participation numbers in golf is extremely difficult. It is even more daunting of a task when the targeted population is historically underserved and neglected. For the LPGA\*USGA Girls Golf program to thrive, there was a necessity to gain the support of like-minded organizations along the way. This began with The Girl Scouts of America utilizing the first programs for girls to get their sport badge. Once the program had been established, other organizations, like The First Tee realized LPGA\*USGA Girls Golf was an attractive outlet for girls to play golf. By partnering with LPGA\*USGA Girls Golf, First Tee chapters were able to boost their participation numbers in spades. Much of the growth of the program has occurred in the last 10 years since the arrival of Mike Whan as commissioner. He has been able to leverage the power of his position to create the LPGA Founder's Cup, where the tournament proceeds directly benefit LPGA\*USGA Girls Golf. The effect of this has been increased exposure for the

program and a trove of monetary support for new sites to open across the country. Overall, the practice of forging partnerships with people and organizations that share the common vision of LPGA\*USGA Girls Golf has turned the organization into the leading junior golf program for girls in the country. One of the primary drivers of participation making it the leading junior golf organization for girls in the country is the ethos of the organization. LPGA\*USGA Girls Golf provides an all-female environment coupled with a flexible curriculum that focuses on social interaction and fun.

### **Shaping Youth Through Flexible and Female Specific Philosophy and Curriculum**

LPGA\*USGA Girls Golf has grown to become the leading organization for girl's junior golf in the country. Organizational documents and interview participants highlighted how the organization's core philosophy and flexible curriculum provided the ability for customization. Site directors enjoyed the ease of running a site while also being able to interject creativity and personality into their curriculum. Also, site directors almost universally spoke to the importance of providing female programming and how it facilitated individual growth with girls at their program. A common thread in site director's experiences was the perception that boys and girls have different developmental stages and needs at a young age.

### **Philosophy and Diversity in Programming**

LPGA\*USGA Girls Golf uses golf as a medium to deliver life skills to youth in the program. Per their website, "It's our philosophy that everyone should learn the FUNdamentals of the game of golf. With this in mind, we pride ourselves in delivering golf instruction through engaging activities to foster learning and development." Their philosophy is equal parts personal

development and engaging activities. They have what they call the 5 E's that drive their curriculum:

*Table 4.1. 5 E's of LPGA\*USGA Girls Golf*

Empower	Skill development on the course empowers girls with confidence off the course
Enrich	Golf knowledge; connection to resources and education
Engage	Have girls interact with female role models and mentors
Energize	Create passion by having girls intrinsically find joy in the game; fun games and activities
Exercise	Fitness for the body and mind; incorporate fitness and nutrition education

Programming is inherently diverse given site and client differences. For people that are creating a new site, though, there is no requirement to teach these skills or to adhere to any technical golf curriculum. Per LPGA\*USGA Girls Golf's Interest Packet, "Each location sets its own programming schedule and fees, which means your program can be as unique and as flexible as you are." The only requirements to run a site are to:

Have an LPGA, PGA or certified coach from The First Tee onsite to administer and oversee instruction. Complete bi-annual reporting surveys administered by the LPGA Foundation. Utilize the LPGA\*USGA Girls Golf logo on your programs marketing materials, signage and website. Each girls' parent must register them online at [GirlsGolf.org/join](https://GirlsGolf.org/join) (this is now done at no cost to the families).



In a USGA news article, the same flexible format was promoted:

There is no concrete pattern to an LPGA\*USGA Girls Golf clinic. Each individual program is customized to allow leaders to determine how to best engage the girls based on the number and age of participants and the specific region.

In addition to the instructor, reporting and marketing requirements, “Girls Golf sites host anywhere from 5 to 25 events each year and determining the structure and schedule of your site can be decided upon by your team based on the time you have to commit.” Site hosts that meet these requirements are also encouraged to apply for grant funding that is awarded based on the number of kids registered for the site. This simple process and allowance of latitude was a point of strength for Angela: “The LPGA Girl’s Golf program is probably the easiest organization to work with. You know. Their grant process is easy.” In addition to monetary resources, LPGA\*USGA Girls Golf has optional resources available for instructors in the form of:

Creative lesson plans for beginner to advanced golfers, marketing materials and website templates, free educational webinars, Girls Golf membership kits for your members, and, a place within a community that shares best practices and advice.

These lesson plans are the culmination of an extensive curriculum development initiative that transpired in 2014 with “the launch of the new Girls Golf PLAYbook (a 260-page resource with girl-friendly lesson plans for golf instructors).” There were polarizing views on the benefits and application of this curriculum, though. One site director said, “There’s a specific curriculum and a method to the madness of how it’s delivered,” while another said, “Girls Golf has absolutely zero training in process, zero. No online, no phone-call. No, you know what the training is?” One site director thinks this lack of training has to do with the quick boom in number of sites and

switching focus from curriculum to growth: “Um, but I think they definitely gone from very strict curriculum and education requirements for their programs to just wanting to get as many girls involved as possible.”

Site instructors often spoke how the intentionality of the LPGA\*USGA Girls Golf culture and curriculum are monumental in getting more girls started in the game of golf. The idea of creating a fun environment that is more focused on healthy, social interaction versus technical instruction was common among the different sites. Although LPGA\*USGA Girls Golf provides curriculum for site directors, site directors typically used a combination of the LPGA\*USGA Girls Golf curriculum mixed with their own as Christine described: “It’s some great stuff. I mean a lot of it does interweave with what we’re doing with The First Tee. So, while it may not directly correlate, we, it gets tied into it.” And what works for one program doesn’t work for all, as Andrew noted:

I think the program though is, I think it’s diverse in the way that you can run it, you know, obviously there’s a, you know, there’s some programs out there that go with it, at very high skill levels. There’s other ones like ours that are a lot more socially involved.

Amy had one of the more extravagant deliveries of curriculum where she would use animals on her farm to help the girls get over their fears of large animals and build confidence. Her method was to blend the golf instruction in to an activity that would benefit the girls on a higher level:

And that was the whole reason why I, I, I mean my girls, I would ask them which class they liked the most because I made up a calendar and we do different things every, every class. And one of the classes I brought them to my, my farm where I have my two horses and I brought them out to the farm to learn how to just be around something that they

were afraid of and they groom and they fed apples and carrots and that was their favorite class even though I had a range setup where they hit golf balls over hay bales and over horse jumps and you know, I, I integrated the golf into it. They could care less about the golf. They were there to get over their fears of the horse because that was a totally new experience. So that was the class they liked the best. So, it was a light bulb moment for me that it doesn't, you have to sneak in the instruction, and you have to get their interest first and keep the interest. And you know, that was a life changing moment for all those girls. They'd never been around a horse before.

This is an example of teaching life-skills through golf. The idea was that it is not all about golf but also about other things in life. Understanding that a career playing golf is highly unlikely, Jan ensures her Girls Golf program is infused with ancillary skills the girls will in life, specifically in the areas of math and science:

But we really do emphasize the quality of, the quality of education and learning and exploring. So, our program is also, um, they spend as, it's very academically rooted, and it's called, She Seems. They spend a lot of their time in the STEM, you know, science and math. So, science, math, golf, we kind of doing things that are not traditionally places where you'd identify girls of color.

She also is empathetic for the journey her girls will go through in life and approaches her teaching with a sense of reflexivity from her youth:

Where, now I will say this just kind of, again, I think it's kind of just my experiences and biases in a couple of different fashions being, being an African American woman. Um, you know, I mean our life experiences are a bit different and so I know that some of the

hurdles that they're going to face are going to be a little different than what mainstream may prepare them for and understand.

Tim stressed the importance of the girls having fun at his site:

I want these girls to come and just have fun. I'm not all that concerned about their golf skills or maybe what they are learning that day, as much as they're connecting with 20 other girls who like being at the golf course.

The purpose of his program is to provide an inclusive environment that welcomes girls that may want to participate for a variety of reasons. The impact and development of golfers can be a long-term goal:

Um, you know, our, our interest is can we get a group of girls that probably wouldn't know anything about golf and do something fun and interactive that they understand, um, you know, there's, they're not going to walk away a golfer, but they're going to walk away knowing something about the game and maybe it will spark interest and if it doesn't, then there still might be an opportunity that they participate in the social only events and you never know. I mean, it could change after a year. It could change after five years. Um, you know, where, all of a sudden golf comes back into play, um, you know, so I definitely think that there's a, I think there's a fine line in how you utilize the program, you know, if you go too heavy on the golf, then you're going to turn some girls away immediately or not even attract them. You know, if you kind of keep it an open environment and let them make the conscious choice, then you're empowering them.

Sometimes, that curriculum is inserting core values of the LPGA\*USGA Girls Golf curriculum with fun social events, as Emma describes:

Um, and there is definitely a sense of community because, you know, we, we, we have the five e's, we want to energize, enrich, you know, we exercise the girls and it's something they can all fall back on that they've experienced. So, um, and for me with my, my fun events, um, any of the girls who have come to that, they'll always remember, hey, yeah, do you remember when we did pumpkin putting and we had these crazy outfits we wore.

Cat, one of the earliest site directors, advised potential site directors to craft their programming to fit their environment:

I started when we didn't have many in it and now we've got a lot and I have LPGA members and PGA members call me from all over the country and say hey, I'm going to start a Girl's Golf program and I want your advice. I go, well, start small and go one step at a time and, and the staff will really help you and here's, here's some don'ts and do's and uh, you can create your own program, you don't have to do at exactly what they want and you've got to modify, every course is different and make it work for your course.

LPGA\*USGA Girls Golf allows for site hosts to delineate the best way for their site to function. The overwhelming majority of participants viewed this as a positive when operating a site, although there were a couple participants that felt more structure would be helpful to stay on brand and streamline the training process. Instilling fun, creative ways to deliver both technical golf instruction and life skills was a universal theme site directors spoke to. Another factor site directors and instructors felt strongly about was the positive impact derived from an all-girl setting. Participants noted social benefits and personal development were products of this environment.

## Promoting Girl-Friendly Environments

Golf program directors saw the importance of developing an all-girl programming. The sentiment was that social aspect of golf – making friends and having fun – drives girls’ interest in participation. One of the staples of LPGA\*USGA Girls Golf is the intentionality of producing a female friendly environment, specifically citing the goal to, “Offer gender-specific programming and activities for girls.” Their rationale for this model is cited on their “Our Philosophy” page, where studies are cited are from The Women’s Sports Foundation Report and a journal article on recruitment and retention in youth programs from 2008. This perception of boys and girls requiring different environments is a long-standing building block of LPGA\*USGA Girls Golf. The first site that was created in 1989 saw the separation of boys and girls at the introductory stages as a necessity to create a welcoming environment where girls would want to come back, as Sandy LaBauve described:

And we, you know, we had already identified that it’s very helpful to have a different program for girls than boys in the early stages as a rule. Doesn’t mean that every girl needs to go through it this way, but most girls really liked the social aspects of the game and the fun part of the game and getting to know other girls that play. And that was a big motivation, you know, booster, to help them stay with the sport. Whereas some of the boys were more independent and they didn’t have to have all the social things. They were hanging out with their dad and that was good enough for them. The girls want to be with their friends. And so, you know, that was, you know, and I say that as a very generalized statement, but that whole thing was important. So, I think that people across the country, we’re recognizing that girl’s sport might need to be a little bit different in the entry level, than boys sport. It doesn’t mean that these girls won’t eventually come together and want

to play with the boys, they just need to be prepared for competition when they do. So, you know, that was just kind of a big factor.

So, what value do site instructors see in female specific programming? How does aligning with an organization that stresses “LPGA\*USGA Girls Golf (Girls Golf) is the only national junior golf program that specializes in providing girl-friendly environments for juniors to learn the game of golf translate in the practical sense, and what tangible benefits have been observed? Many instructors pointed out the social characteristic of girls, as Rhonda described: “I just think it gives them a chance to shine more or less. Also, girls are more social than boys. I know our Girls Golf group; we meet for two hours and we do a lot of social stuff.” The social facet was an important lens for girls to be introduced to the game. If they associated golf with an avenue to connect with their friends, they would be more likely to continue playing golf as Nicola portrayed:

They’re just much more relationally bound if you will, you know, girls, girls will go and do something because their friends are doing it. Um, and so if you can build those relationships outside of golf, it’s going to keep them in, even if they don’t progress in their skills, they’re still going to have a positive association with the game because these are their friends that go and play and that’s why they continue going.

Marjie described a similar environment at her site where she knows to emphasize the social aspects of her programming because it leads to friendships and can have the residual effect of girls have a higher level of commitment to golf:

What we found to be most important to them is the girls are really social. They want to do arts and crafts. They want to meet new friends. All of those types of things that we

found that by having programs where we can bring them all together in one place, they'll exchange phone numbers, parents exchange phone numbers and they're going to stay more involved in golf.

Tom echoed this sentiment by acknowledging there is more group cohesion when the program is all female: "There's more comradery. Um, it's also a great motivation for girls to actually show up because they know they're gonna see their friends there." He went further to highlight how the mix of friendship and fun is what is going to continue to drive participation from girls:

I wish they'd had the LPGA program around back then because like I said, it makes girls feel special, you know, it makes girls who need to feel like I'm um they're not going to have a lot of pressure on them. They are going to have a great time, you know, uh, they need to feel that need to feel like they'll be taken care of. But with girls they'll come home and say, oh my gosh, I made a couple more friends today. I really love Girls Golf. That's a keeper. You know, I made new friends, I'm going to go back. And that's, that's what drives their programs, I think.

A more extreme example of this was Amy describing people that would sign up for her clinics that had no interest in pursuing golf but attended for the social aspect:

Women and girls are more socially interactive then men are when it comes to sports, and I can tell you that for a fact because I've had women sign up for my golf clinic that never even wanted to play golf.

Claire also observed that some girls didn't even have a desire to play golf: "Some of the girls that attend girls golf, it's very funny, they'll never be golfers. You could see it. They are just there for the social aspect. And that's what's so much fun about it." Part of the reason for eschewing a



passion for playing golf and still participating at a Girls Golf site could be the lack of opportunities for a similar all girl environment provided in the region, which was the case with Cat's experience:

Well, first of all, there's, there's no other program in the, in the city that's for just girls and I think girls playing with girls encourages them to play golf. They'll fall in love with it, because the girls go to these other junior programs, there's usually one or two girls and 10 boys. So, they feel left out.

In addition to having all females in the program, some female site instructors said having a female instructor was another layer of comfort. Sonia recognized her ability to relate to the girls:

And being a woman golf professional, I think it's the girls are more comfortable with being with someone that's a woman instead of a man because they feel kind of shy and I can kind of get on their level with their kind of stuff.

Beyond the level of comfort a female instructor provides, Kaleen found it important for the girls in her program to have a mentor and someone they can look up to as women golf professionals are more rare in the industry:

I would say a lot of it is that I do think that the young girls need, or it helps to have someone that they can relate to, so mentor type programs and, and they're really aren't very many women in the golf business in general, you know so, kind of giving them someone that they can go and say like, oh, I want to be like that person.

Adults and guardians were advocates of this dynamic as well. Claire described how important it is for her to have female instructors:

I have many requests for them every season. Um, Claire, who's going to be the coach? I prefer a female coach. I prefer that they be in a, in an all-girl environment and that's just something that we accept.

And while social interaction is seen as a driver of new and continued participation in golf, Emma viewed this model as a springboard to girls slowly gaining the technical skills and adding another layer of interest in golf: "We're making it social for our girls and their liking it. And you know what, hey, I've got some potential, hey, you know what? I'm going to stick with it." In addition to the social and developmental benefits of girl friendly environments, one of the key factors contributing participants noted was girls have a safe haven from the boys. Reasons ranged from removing intimidation to harboring environments less focused on competition and more on social aspects.

### **Safe Haven from the Boys**

Another primary benefit site instructors noted was the safe environment that was created when girls were introduced to golf without the presence of boys. LPGA\*USGA Girls Golf cites a statistic derived from a research article that "Junior golf programs that offer girls-only programming experience a 50% higher retention rate than those who do not." The site instructors spoke to their personal experiences and observations, pointing out how this dynamic was beneficial to girls in their programs. Casey felt there was a psychological ease that came with the absence of boys: "I find that some of the girls need to, the comfort factor in the beginning, uh, to be amongst themselves basically. The likeness, the lack of intimidation, the whole girl boy dynamic." Similarly, Terry described an environment where girls had a space to explore golf without feeling the adverse effects of judgment that may occur with boys around:

So um, more of a comfort thing I think for them to be able to kind of be okay with messing up and learning in an environment where they knew that nobody was going to judge or make fun of them or pick on him because that's what boys do when they're middle school aged."

Claire also viewed this middle school age group as a sensitive age for girls where freedom for self-exploration without judgement is crucial: "The girls need their own space. When, when girls reach the age 11, 12, 13, they're not comfortable in their own skin" In Kelly's experience, she felt that boys are often more athletically competent at an early age and have an advantage in terms of physical literacy:

They don't feel intimidated by having the boys around who generally at an early age if you get them started early, generally are more athletic and more prone to do athletics. So, having that all girl environment I think it's really good.

Another instructor, Allison, spoke to the correlation of girls being the minority in programs and lack of retention: "The girls tend to first of all not be very big percentage of the participants. And they drop out. They don't know, they don't mingle really with the boys." Part of the issue may be with how girls are treated by boys as Kaleen described: "I see it a lot with the junior golf program that I work with is that they, boys can be kind of mean to girls at that age." The issue of negative interactions with boys through junior golf was not a brand-new issue, and was something that Lauren experienced decades ago when she was playing junior golf:

I think it provides a sense of safety for the girls that they can kind of be themselves, you know, me growing up with boys, I can tell you there's a lot of uncomfortable moments and I'm not very outspoken so I would just kind of take what they dished out.

The motivation for boys and girls was different in Amy's experience with boys being more task oriented than girls: "Guys, you know, they're all about getting the job done. They practice on their own, you know, it's not the social thing as much as it is for women." Even when girls do excel at the technical tasks involved, Emma observed girls are keener to seek approval from their friends:

And the girls, you know, they're looking around. If they do something good right away, did you see that? You know, they, they want the approval, they want to be encouraged. And, and LPGA Girls Golf programs are super fantastic at that. There's support, there's encouragement, there's inspiration and girls, they, they flourish in that environment.

Tom's experience teaching boys and girls has led him to believe they have intrinsic differences in their attitudes toward golf: "Girls support girls and um, and boys help, boy might help if somebody asked him, and I'm not saying they're selfish, they're not, they're just a little more introspective." Rhonda has noticed over her career as an instructor and educator in the public-school system that boys thrive off of a competitive environment as motivation to play at a young age compared to girls:

Girls there, they're just different, you know, and girls are more social, they want friends, you know, guys are competitive. If they're on the same team, they want to beat the other guys butt you know, in golf, you know what I mean.

Emma also noted the mindset is different for girls at a young age to play golf:

So, um, I think little girls and little boys play golf for different reasons or they're attracted to it for different reasons, um, just socially girls like to be with other girls. Um, their imagination, their games they play, they're, they're different.

Although LPGA\*USGA Girls Golf vocalizes the importance of “gender-specific programming,” it is important to note that many site directors gave accounts where boys would participate in their instruction program. In their FAQ section, LPGA\*USGA Girls Golf answers the question about boys joining golf by stating:

Yes, brothers and friends are welcome to join in on the fun and can even become official LPGA\*USGA Girls Golf members. Girls Golf programs first and foremost cater to the interests of girls, so, as boys get older, they tend to seek out programs where there might be more boys involved.

One participant mentioned a lawsuit filed against LPGA\*USGA Girls Golf based on the exclusion of boys at a site in Orange County, California, which prompted the organization to make the change. That claim was not verified through primary or secondary sources.

Participants were adamant about the benefits of having all female programming. They specifically pointed to the ability to create an environment where girls could engage in healthy social interaction and prioritize friendship and connection over technical golf instruction. Site instructors viewed this as the key to introduction to the game of golf and continued interest in golf. Another advantage of all female programming was avoiding potential adverse situations where boys and girls were mixed. Site instructors described the differences in motivation to play golf for boys and girls, as well as citing unhealthy interactions that can occur in terms of intimidation and results of introversion.

### **Optimistic Results and Hope for the Future**

LPGA\*USGA Girls Golf is gaining nationwide recognition for the results and impact it is having of golf in the United States of America. Documents and participants told a story of

achievement and optimism moving forward. There were also participants that felt the rapid growth of LPGA\*USGA Girls Golf warrants attention and a commitment to strategy, focus and consistency in the future.

### **LPGA\*USGA Girls Golf Driving Change**

LPGA\*USGA Girls Golf has grown from a single site back in 1989 to serving tens of thousands of people annually around the country. Their growth has been impressive and consistent over the years per their 2017 annual report: “In 2017, 72,000 girls were engaged with golf through the LPGA\*USGA Girls Golf program.” Additionally, there were “80 new Girls Golf sites started, with now over 420 Girls Golf sites in communities across the country” and “\$500,000 in grant funding was given out to local sites.” Even as the growth rate has been staggering, participants were optimistic that this is just the tip of the iceberg. The momentum LPGA\*USGA Girls Golf has created led Tom to project sustained progression down the road:

Not only do I think that they’re good now, I think they’re 1/10<sup>th</sup> of what they’re going to be and that’s really like, I think we’re going to look back on this in 10 years and say, remember we did that study and you know, we talked about what girls were doing and we had this many girls in that program. Now we’ve got this many girls in the program.

Tyler was also optimistic on LPGA\*USGA Girls Golf having the capacity to increase participation numbers in the coming years: “I’m very optimistic about the LPGA program and I think that truthfully when we have this conversation in another four or five years, it could even be doubled what it is right now.” This vision was shared by Jan, who believed once the name

recognition of LPGA\*USGA Girls Golf becomes as well known as The First Tee, the sky is the limit:

If our name could be in as many places as First Tee, we could change the face of golf really fast because people who don't even know anything about golf, they've heard of First Tee. And they know, oh, that's the, that's the program where the kids get to learn how to play golf.

This goal of changing the face of golf was a realistic possibility site directors envisioned, and it may take the form of equal participatory numbers as Andrew noted:

I see a time when we truly get up to around 50/50, you know, in all of our programs. Um, you know, for uh, you know, to even be thinking on that, on that number is a huge step from where we were nine years ago.

The participation numbers of LPGA\*USGA Girls Golf has produced an uncanny production of top tier players in both amateur and professional events. As of 2017, according to an article on the USGA's website, "More than 45 members of the LPGA Tour or Symetra Tour started their golf journey at an LPGA\*USGA Girls Golf program, including Brittany Lincicome, Cheyenne Woods, Morgan Pressel, Vicky Hurst, and Kathleen Ekey." In a news article interview with Director of Public Service for the USGA, Beth Major, she spoke to the accolades of LPGA\*USGA Girls Golf over the years:

The numbers speak for themselves, as does the impact the program is having. Every year, we look at the number of girls who have come out of the program and who play in USGA championships. That continues to increase. Not many of these girls are going to play

professional golf, but there's such an opportunity for them to learn how to play socially, whether it's with friends, family or business contacts.

LPGA\*USGA Girls Golf has also grown its scholarship program over the years, where in 2017 there were "35 College Scholarships awarded" totaling "\$150,000+." One of those scholarships is named after Marilynn Smith, an LPGA Hall of Fame inductee who paved the way for young girls and women to play golf. When she was playing golf in college, her father asked the athletic director at Kansas if he would provide her travel funding for a tournament, where he replied, "Mr. Smith, it's too bad your daughter is not a boy." LPGA\*USGA Girls Golf has been able to make the game more accessible and provide welcoming environments for girls as Christine noted:

I think with programs like Girls Golf and like The First Tee, they're making it more accessible for everybody, so they're able to realize these girls are able to find a place where there are other girls that are playing the game and they're creating fun environments for them to learn.

There is ample quantitative evidence showing the growth of LPGA\*USGA Girls Golf – the numbers are steadily increasing each year in both participants and number of programming sites around the country. Greg, who runs an organization that hosts golf tournaments for girls credits LPGA\*USGA Girls Golf for the success in numbers at his organization:

So, you know, you do the math back from that. If you've got 80 girls at five different championships just at the state level, well how many does that mean at the regional level? How many does that mean at the local level? But the impact that it's had as far as the demand that's been created and the participation levels has had a huge impact in



changing the landscape of the high schools, which is what's driven it has been a huge piece that's kind of helped us facilitate our growth over the years.

The importance of this movement has both societal and economic ramifications. It was important for many site directors to provide healthy environments for girls, but a of couple site instructors were cut and dry about the economic impact related to having more girls play golf. One participant said, "The game needs it. We need the business." Although no one described the current state of golf in terms of economic peril, participants were cognizant of past broader economic downfalls like 2008 that directly impacted golf. Angela was direct in why including 50% of the population is important for the golf industry: "Well, for one thing, so the golf courses survive." Time will tell if golf is ready to make a push toward more equality but there is ample support for the shift as Tim notes:

I think that the sport of golf needs new participants. I think the sport of golf needs, it's definitely not a facelift, but I think it needs to be a little more modern and I think that the best solution is um, more females in the sport of golf.

Two participants did express concern and caution over the growth of LPGA\*USGA Girls Golf, though. One participant, Andrew, spoke to the fact that sites are sometimes competing with each other for the same participants, when they could be more strategic about the growth:

I kind of feel that that's, you know, the path of LPGA sites right now is that grow, grow, grow, and I think they need to maybe pull the reins and look a little bit more strategically on that so that we're not combative with other sites.

Blake felt the national organization has been focusing too much on the idea of putting as many sites on the map as possible, when there should be a bigger focus in quality: "But then what does

it really matter if there's five girls at one site and five girls at another site when you could have had one site with 20 or 10. Like, so I don't understand the model there." The micro level of impact is also important to note and understanding the motive for these girls to join and participate. Emma offered an anecdotal account of a girl's experience as a first-time participant:

At the very last session we rotated the girls through stations and this girl was, I think she was 11, maybe 12 years old, very first golf experience. And uh, I was there, and we were kind of finishing up and she just looked, and she shrugged her shoulders and she put both hands up in the air and she, who knew golf could be so much fun.

Fun is important to get girls involved and bring them back. Another aspect is making friends and enjoying social aspects not related to the technical aspects of golf, as Tom explained:

They'll come home and say, oh my gosh, I made a couple more friends today. I really love Girls Golf. That's a keeper. You know, I made new friends, I'm going to go back. And that's, that's what drives their programs, I think. And that's what they're starting to get more and more.

The program seems to be contagious. Many site directors spoke to the snowball effect the program has had, and how organic growth was prevalent, as Nicola eluded to: "So, you know, it's one of those interesting, um, they told their friends, the parents told their other parents and it really definitely catches on." This effortlessness of getting girls to their site was experienced by Toni as well: "I don't do a ton of marketing. A lot of my clients/students have come just from word of mouth." Emma's program has grown to large proportions from much of the same ease: "I think word of mouth, um, you know, I have, I'm embarrassed to say, but I'm proud to say I've never advertised for my programming." Cat's program has had similar experiences and spoke to

the booming growth: “I don’t think we’ve ever had a hard time with this. It just grows and grows and the hardest thing they’ve had is hey, we need more staff to support it.” The change in participation due to LPGA\*USGA Girls Golf and other initiatives is visible as Lisa purported:

I see it now even on my own golf courses. I drive up to the golf course and I see millennials, my daughter’s age, you know, Saturdays and Sundays playing golf. I didn’t see that 15 years ago.

Kevin believes the movement is influenced by and reflective of what is happening in society writ large with women fighting for opportunities and being rewarded for their worth:

I think it’s, it’s paralleling what’s going on in, in society in the United States, women are being more recognized for their intelligence, for their, um, decision making and their insights and everyday planning.

### **Golf as a Vehicle for Social Change**

Having more girls play golf was a universal speaking point for the participants. Golf was seen as a vehicle for instilling life skills and positive experiences the girls would be able to take with them throughout the rest of their lives. Sites were focused more on the ancillary benefits the game can teach as opposed to the technical golf instruction. Emma described what she hopes girls at her site get out of the program:

They’re going to be more confident. They’re going to be, um, taking more leadership roles. And I think by being part of a junior golf program, and especially at Girls Golf program, we instill that confidence. We give them a voice to speak, to make their decisions. To stand up, stand up and to become strong women. And um, they’re gonna,

I'm excited this generation, they're going to come into some roles and they're going to make a difference in the world.

Lisa echoed this sentiment and noted how women can leverage their experience playing golf into success in their business career:

And in business as well, I mean, you seen the trend as far as women in business before a woman would be sitting by the pool while these negotiations were, you know, were going on. Now women are making deals on the golf course just like men are, you know, and they're rising up and into mid management and management level just through golf.

Emma also views girls taking on elevated roles in the business world with golf providing a tool for career advancement:

You're going to see that generation go out and they're going to be the business leaders. They're going to be able to use golf as a business tool, not just play with their family for friends and friends and do social things, but they're going to be able to do use golf as that business tool and to turn around and give back to the game and to mentor. So, I see it snowballing.

Again, Remzi perceived girls playing golf equating to deferred benefits in their careers: "So, uh, hopefully it's improving these kid's self-image, getting some exercise which God knows they need, um, and uh, but from business standpoint, hopefully, hopefully can, all these young ladies [that] play will reap some benefits in 20 years." All roads pointed back to a community of friends that created at each site. Golf is the hook, but more often than not, girls come back for the friendships as Kevin observed:

As I'm observing these girls, it's, some of them want to learn how to play golf better, some really don't just love playing golf even if they're not very good. And I was, and I realized that they want, what they loved was meeting new friends. It was like a girl's community, a community of girls where they built relationships, a place where they felt comfortable and through their, as they became more comfortable, they became more confident. So, it was a safe, a safe place where they could express themselves, be more outgoing, learn social skills without the boys who are different at that age.

Site directors accept that this is the reason girls want to come to programming and Kelly highlighted the reason why creating elite golfers isn't important:

And the whole thing is we're not necessarily a breeding ground for Division 1 golf players. We're a breeding ground for girls who enjoy the sport and to continue to play it. And become lifelong golfers. I mean that's really what our goal is.

LPGA\*USGA Girls Golf is playing a role in creating equality for girls and women in golf. The opportunities for girls would exist in some form through other junior programs, but might not have the same impact LPGA\*USGA Girls Golf has had, as Lauren explained: "You know, with PGA junior league coming about, it's good, but I think this is just so rich and I think the state of the game would probably not be where it is without this program." There are quantitative and qualitative successes according to documents and the interview participants. Golf is becoming more accessible and enjoyable for girls and participants expressed their desire for this trend to continue into the future.

## **Future State of Golf**

Participants were asked to provide their outlook on the state of golf moving forward. Participants spoke of challenges and opportunities they foresee golf encountering in the future. One participant felt that all barriers have been removed and nothing is stopping girls from achieving their goals within golf. She bluntly stated: “I would say that it’s, it’s the door’s wide open now. There are no restrictions.” This view of an unobstructed path for girls and women was not shared by others, but many pointed to reasons why that may not be too far off in the future. Christine spoke about women’s collegiate golf receiving TV coverage for the first time: “I mean in general; women’s golf is becoming more popular. I mean I just look at the fact that this past week you saw the NCAA Division One finals were on the Golf Channel.” This exposure is a big step forward for golf, which will consistently battle the perception that golf is male dominated as Andrew noted:

I think the biggest challenge in the golf industry is the perception that golf is still a male dominated sport. And you know, obviously, you know, even just looking at the LPGA and PGA Tours, you know what I mean, everything from money to TV coverage, it’s highly, the needle is highly towards the PGA rather than LPGA.

Brett, a golf journalist, suggested one tactic to increase the exposure of women and break down this barrier is to showcase LPGA Tour players playing an event with the PGA Tour:

I think the next best step forward, next big step forward for the game which will help junior golf and girls golf is um, and I think we’re getting near this. I think the tours, uh, got to start doing mixed gender events and uh, you know, um, you could have a mixed team, best ball tournament where a man and a woman are on the same team.

To achieve these goals, though, participants acknowledged the role of organizations like LPGA\*USGA Girls Golf moving forward. Golf is not going to change without a driving force behind the movement as Greg stated:

The market forces are not, it's not going to happen otherwise. If, if, if we stopped pushing or Girls Golf didn't commit to it, I don't think it would be much different. Uh, I don't see other forces pushing it out at the moment.

One of those market forces could be another financial crisis or a drastic drop in the current demographic playing golf. A participant felt monetary impact to courses and clubs was going to be the driving force of change: "So, look, when it starts hurting their pocketbooks, that's when they want to change." A common thread among site directors and instructors was giving back to the community. They felt they had been the beneficiary of people fighting for better opportunities for them and it was their turn to try and do the same for the next generation. An anecdote by Lisa encompassed this feeling many expressed:

So, um, I've kinda been able to ride this wave of a continued exposure of, of women's athletics, you know, but, you know, I wanted to try out for little league, but the insurance wouldn't cover me, you know, now I drive by ball fields everywhere and you know, there's girls and boys playing together. So, it's pretty cool for me to have lived through this, um, transition into opportunity, you know, for, for kids. And so when I retired, it was an automatic for me as someone who, whose parents had to go out there and create opportunity to now be able to be in a position to provide opportunity to not only to, you know, to my daughter or anyone else, but to, to all the young girls, because the face has changed, you know.

The opportunities available for girls now afforded through LPGA\*USGA Girls Golf is the start of a pathway for girls that want to start in golf early and go all the way through college if they desire, Greg noted:

We want to make sure that there is a, a pathway for a girl that starts in those clinics at the Girls Golf level, has a plan, has a way to get to the finish line, you know, that they could get all the way to college if they wanted to.

Opportunities like these have created optimism within the golfing community, which shaped Jan's positive outlook on the future of golf for girls:

More and more people are getting their girls in particular playing golf and when you tie in the opportunities, scholarship dollars in that type of thing. You know, I think that, I think I'm very optimistic about the growth of, and Girls Golf in particular, but women and girls, and golf as an activity and sport.

The counter argument to this optimism is the fact that golf has come a long way but there are still huge hurdles to climb. Girls and women still do not have equal opportunities and if not for the efforts of those pushing for equality, golf would look very different for girls and women as Amy described:

So, you know, the state of golf, if, if we didn't have people doing things the way women do things there, they wouldn't be doing them. It's just simple as that because I would be the perfect example. I'd still be in retail.



Claire described the barrier as a steel gate and the persistence of striving for equality:

But there is still the um, the steel gates.... We try to break that gate down constantly, constantly and get the kids on the courses, get them exposure, but the LPGA has helped tremendously and, and we'll see where it goes from there.

Andrew described the benefit of having the LPGA Tour players as role models for the girls to look up to and LPGA\*USGA Girls Golf providing the access point into the game as a necessary step:

But if a girl didn't have an access point to go anywhere, then their dreams will be crushed you know, immediately, you know, so I think they've, I think both pieces of the puzzle, you know, have worked together very efficiently to create the stage that we're currently on.

That stage is in constant negotiation and without LPGA\*USGA Girls Golf, Claire thought golf would look much different than it does today:

We're still jockeying for position for somewhere in the industry. If it wasn't here that would just push us back even further to, to try and get these girls involved in the program. So, um, it has made strides with this. I would be sad without it. I think it would be a sad, sad state.

### **Summary**

Chapter 4 presented the results of the case study data. The following themes were developed through document analysis and semi-structured interviews: (a) Title IX laying the foundation for change, (b) partnership development to grow the organization, (c) shaping youth

through flexible and female specific philosophy and curriculum, and (d) optimistic results and hope for the future. Participants described their personal experiences of playing sports in the pre-Title IX era and the limitations it placed upon their lives. Further, some of the participants were able to compare and contrast the pre and post Title IX era. Although Title IX mandated equal opportunity and funding in schools, this did not necessarily translate to a boom in female golf participation or remove discrimination. Many participants had recollections of not knowing other girls that played golf and often played with older adults as a result. LPGA\*USGA Girls Golf was the answer to fill this gap and historical documents and interview responses showed that an early partnership with Girls Scouts helped fuel initial participation at sites. After the program grew over the years, another partnership with The First Tee resulted in a boost of numbers countrywide. Additionally, many participants pointed to the fundraising and leadership of Mike Whan as a launching point to the national growth experienced today.

Site directors spoke to the benefit of having a flexible curriculum to work with where they can instill their own creativity and cater to their program. Many use creative, non-golf related activities to stimulate participation and interest at their sites. Also, site directors and instructors touched on the importance of providing female specific programming that focused less on technical instruction and more on social interaction and personal development. This also included the benefits of separating boys and girls in the stages of early development. Finally, participants described the impact LPGA\*USGA Girls Golf has had and where they see the state of golf down the road. There was a general tone of optimism although some participants were cautious about the residual effects if there is not a consistent force advocating for girls and providing an avenue for them to grow within the game of golf.

Chapter 5, the last chapter of this dissertation, connects the results of this study to the extant body of literature. Additionally, theoretical contributions and practical implications of the current study are presented. The study concludes with recommendations for future research.

## CHAPTER 5

### DISCUSSION AND IMPLICATIONS

#### **Discussion**

Organizations have been abiding by institutional conditions for centuries. Dominant actors in fields reinforce existing rules that serve their interest. Some fields, more than others, possess highly institutionalized field logics and environments that are impervious to change. Golf is a sport with a long history of bias and discrimination against women. The barriers for entry and participation for girls and women have been consistently reinforced over the past century, as dominant actors within the field exert energy to exclude the outsider group (Patterson et al., 2017). Organizations over the years have attempted to break down these barriers and introduce divergent change into the rigid environment. Institutional entrepreneurs have made strides in producing more equitable opportunities for girls, but golf as a field is extremely difficult to permeate with new ideas and practices. The organization that is leading the charge of institutional change in this area is LPGA\*USGA Girls Golf – a nonprofit that focuses on providing an all-female programming environment for girls to grow within the game of golf. LPGA\*USGA Girls Golf has created opportunities for girls to experience the game void of historic barriers and discriminatory practices that are well embedded with the golf industry. Through the expansion of CSR efforts by LPGA\*USGA Girls Golf, temporal agentic attempts at institutional entrepreneurship have been gaining traction. Other like-minded organizations in the field are joining the push to provide a reality where girls have the same opportunities as boys, but

there is still ample work to be done to make the vision a reality. Efforts to increase the equity of girls in golf has been met with both institutional resistance and softening of the long-standing traditions in golf. The following research questions guided the case study:

- 1.) How did institutional barriers influence the inception of the LPGA\*USGA Girls Golf program?
- 2.) How have institutional conditions led to the growth of LPGA\*USGA Girls Golf?
- 3.) What is the scope of the corporate social responsibility initiative, LPGA\*USGA Girls Golf?

This study is the only empirical investigation into a girl centric junior golf program, and an understanding of the impact LPGA\*USGA Girls Golf has had on the national and global future of women's golf was clearly discerned. The study also provides an in-depth account of how multiple acts of institutional entrepreneurship interact with a rigid institutional environment. While adding to the extant literature in the study's focus on an understudied area of girls and women's golf in an organizational context, it also contributes to the literature through expanding on the limited research on institutional entrepreneurship within sport management. This is evident by the existence of only one study that looks at the institution of golf and the efforts by institutional entrepreneurs to introduce change into the field, making this study of critical importance in the field of sport, particularly golf.

This chapter connects the results of the study to the current base of literature on women's golf, institutional theory, institutional entrepreneurship, and corporate social responsibility. The themes developed in this study include: (a) Title IX laying the foundation for change, (b) partnership development to grow the organization, (c) shaping youth through a golf-responsive

philosophy and curriculum, and (d) optimistic results and hope for the future. These themes also contained sub themes, which were related back to the existing literature. Further, an updated version of the conceptual framework introduced in chapter 2 is displayed to map out the findings in relation to the process of institutional entrepreneurship.

### **Struggles of Female Golfers**

A range of participants had experiences playing golf in the pre-Title IX era. These participants spoke to the limited opportunities available, and the opportunities that were available, were disproportionate to what was available for their male counterparts. Documents also showed instances of discrimination against women, specifically Marilynn Smith's father being told by the athletic director at University of Kansas, it was unfortunate she wasn't a boy, and would not receive funding to play golf. This aligns with historic account of women receiving unequal treatment in golf (George, 2010) and discrimination playing a key role in the process (Danylchuk et al., 2015). Specifically, participants recalled the desire to play golf on their high school team, but there was either no team to play on, or they were not allowed to play on the boy's teams. Constricting barriers that prevented girls from playing golf comports with research pointing to a lack opportunity and gatekeepers stifling opportunity and growth (Danylchuk et al., 2015). Without the legal backing of Title IX, there was little to nothing girls could do to fight back against these gatekeepers. Although the women in this study continued to pursue their passion for golf, it cannot be understated how many girls most likely chose not to play golf in the first place or chose another activity based on the lack of funding available. For these reasons, golf should be viewed under the pretense that these rituals and practices of discrimination were fully institutionalized (Tolbert & Zucker, 1996) and the sedimentation of the field makes it extremely resistant to change. This is evident by the slow, incremental changes that have

occurred over the past 100 years, but the dominant underpinnings of the institution are still unphased to a certain extent. Participant responses also varied depending on what part of the country they grew up in. Areas that tended to have more conservative values were more resistant to girls playing golf. This could be attributed to more conservative areas having more traditional views on the roles of men and women in golf and society more broadly.

Even after the passing of Title IX, many participants shared experiences of being the only girl to play golf in their area or had a limited network of girls to play with. This experience is consistent with a study by McGinnis and Gentry (2006) where golf professionals described scenarios where “female patrons have more difficulty finding playing partners” in part due to “the ratio between the numbers of male golfers compared with female golfers who actually come out to the course by themselves is about 20 to 1” (p. 226). The lack of connected networks and opportunity to form bonds with other female golfers is a struggle still felt by golfers today. A symptom of this struggle to find other females to play with can lead to short term participation in golf and an exit soon after entry (McGinnis et al., 2005). Golf, inherently, is an individual sport and can harbor feelings of loneliness if there is no network available. In high school and college golf, a team format is played where there is an avenue for developing bonds, but this opportunity does not exist at the junior levels of entry into golf. This is one of the main points LPGA\*USGA Girls Golf drives home with their reasoning of having all female participation – to provide a web of friendship and partners to play golf with (Williams et al., 2013). Participants also described instances where the lack of females their age playing golf resulted in playing regularly with older adults. Golf is a sport primarily played by older males at 3.6 million or 15% of all on course golfers at the age of 65 or older in 2018 (National Golf Foundation, 2018). One participant even recalled her recruiting efforts to find girls to play on the high school team. There were so few

girls interested in the sport she was looking for anyone to fill the spots regardless of them having prior golf experience.

Others mentioned their parents as their primary playing partners, as well as the influencing factor to take up golf in the first place. Most – if not all – of participants entered the game due to a family member that played, whether it was a parent, grandparent or sibling (Williams et al., 2013). Having a family member as the influential driver to play golf is consistent with research on family “gatekeepers” influence at the introductory phase (Kitching et al., 2017). With the typical population at golf courses being older, having a guide and safety net to negotiate the culture of a golf course is beneficial. Depending on the facility, there can be varying levels of acceptance of youth at a golf facility. Research has shown the culture of golf is generally antithetical to kids (Moss, 2013). Warming up to youth and other diverse populations is gradually becoming a reality, although there is more work to be done.

### **Collective Ally Mobilization**

Throughout the history of LPGA\*USGA Girls Golf, forging industry and other partnerships have contributed to the steady growth and solidification of LPGA\*USGA Girls Golf as a leader in the youth golf space. Gathering resources in the form of allies corroborates the model of Battilana et al. (2009) where actors creating a vision for divergent change need to leverage their social position and communicate the vision of change will benefit the allied actors. This technique of framing (Colomy, 1998) the benefits of the LPGA\*USGA Girls Golf program was used to gain support over the years. Documents and participant experiences spliced this theme into early stage partnerships, The First Tee partnership, and the impact of Mike Whan and the Founders Cup.



Partnerships and gathering support were pivotal to starting and growing LPGA\*USGA Girls Golf over the past 30 years. In the beginning stages of the program, Girls Scouts was an avenue to introduce more girls to golf. This partnership was mutually beneficial as Girls Scouts needed to complete their sport badges, while LaBauve and other site directors needed girls to build the program. During this time, Sandy LaBauve described instances where she would speak at the National Golf Foundation's annual event and pitch the LPGA\*USGA Girls Golf objective and golf industry professionals would donate money. The idea for LPGA\*USGA Girls Golf was in place, but the resources were lacking. LaBauve needed to acquiesce groups (Colomy, 1998) to gather resources – both through monetary means and social capital (Battilana & Leca, 2009). Coalescing stakeholders involved with the National Golf Foundation would help spread the word about LPGA\*USGA Girls Golf in addition to accruing financial resources to spread the program around the country.

The USGA was also an influential organization in providing seed money for sites through grants. Without basic financial resources, the initial growth of LPGA\*USGA Girls Golf would have been in question. Although actors can leverage their social capital to introduce change, there comes a level of basic necessary operational resources for the change to have a chance at implementation. In the case of LPGA\*USGA Girls Golf, this necessity was tied to financial means. These partnerships, both within golf and outside of the golf industry, were fundamental in building the foundation for LPGA\*USGA Girls Golf. Formation of partnerships and building the initial infrastructure increased the chances LPGA\*USGA Girls Golf would have long-term sustainable success (Heinze et al., 2014). Once the partnerships were formed, it increased the salience to the partnering organizations and can assist in spreading the divergent change. This process was evident as the involvement of the USGA ramped up over the years. Their

involvement grew from a position of silent partner in providing grant money to sites, to official partner in the first name change to include USGA in the title, to fully invested partner with the most recent revamp of curriculum.

In their objective to expand their reach and numbers, LPGA\*USGA Girls Golf formed a partnership with The First Tee and decided First Tee coaches could serve as lead instructors at Girls Golf sites. This shift was new for the organization as the previous policy was the instructor had to be a PGA or LPGA instructor. Implementing this new policy opened up the possibility for more site expansion and created a mutually beneficial relationship. One of The First Tee's goals was to increase female participation and LPGA\*USGA Girls Golf helped achieve that goal. This partnership opened the door for collective institutional entrepreneurship, where sustained collaboration among geographically spread out actors could continue transforming the institution (Wijen & Ansari, 2007). At this point, LPGA\*USGA Girls Golf gained traction within the golf industry without needing to expend time and resources while benefits from organic growth. The definitive answer to why this partnership has been so successful is the ability to attach the divergent change to existing logics (Suddaby & Greenwood, 2005). All First Tee sites are going to have junior golf instruction programs, so why not add on an all-girls class? The sites don't have to deviate from their core competency of junior golf instruction and a Girls Golf program is simple to conceptualize. Minimal work is required of First Tee sites in order to accommodate a Girls Golf site, so this attaching of a new idea to existing logics is conceivable and operational. Further, when First Tee sites decide to add a Girls Golf program to their location it is not a mandate from the national branch – it is volitional. This ensures The First Tee sites are fully invested into the Girls Golf addition and increases the likelihood there is genuine buy in from the employees. Participants that were program managers or executive directors at First Tee sites with

Girls Golf programs reveled in the instant success of increasing the number of females in their program. One participant described growth to the tune of hundreds of new girls participating, which shows the strength of the partnership and ability to leverage the strategic partnership (Porter & Kramer, 2006). The partnership also helps LPGA\*USGA Girls Golf gain a stronger footing in the golf industry. While LPGA\*USGA Girls Golf continues to grow its brand and recognition in the golf industry, attachment to The First Tee helps facilitate this process. One participant noted that people unfamiliar with golf know about The First Tee. The same participant described the goal of LPGA\*USGA Girls Golf achieving this same name brand recognition in the future.

Resources are pivotal to institutional entrepreneurs' success in change projects. They must mobilize (Battilana et al., 2009) resources which can include economic, social and symbolic resources among others (Misangyi et al., 2008). Another resource available to institutional entrepreneurs, depending on their status, is power (Levy & Scully, 2007). Mike Whan, as commissioner of the LPGA has had a plethora of resources available to him both socially and economically, but it was ability to mobilize the resources that has made the biggest impact. LPGA Tour players play for large tournament purses each week. Mike Whan decided to create a tournament where a majority of the purse would go to philanthropic programs, primarily LPGA\*USGA Girls Golf. This concept was foreign at the time and took the vision of Whan to create an innovative way to create resources for LPGA\*USGA Girls Golf, both financially and by increasing marketing exposure. This also brought in the top players from the LPGA Tour to be actively involved in promoting LPGA\*USGA Girls Golf simply by entering the tournament. By reshaping the concept of the golf tournament, Whan used a distinct discursive strategy (Munir & Phillips, 2005) that enabled him to implement the change. He was able to overlap the

existing idea of a golf tournament with the new philanthropic concept, which helped in the beginning years, as the idea was foreign to players. Eventually, after making incremental shifts in how the tournament was perceived, he was able to replace the existing logic through his discursive strategy to reshape how players and people think about the golf tournament – it is now an accepted idea and is not contested. He holds the necessary resources to influence stakeholders (Phillips et al., 2000) and strategically coordinate and maneuver within the field (Levy & Scully, 2007). Interview participants also mentioned Whan's pure leadership qualities and the confidence they feel with him leading the movement of LPGA\*USGA Girls Golf. Whan created the Founders Cup soon after he was hired as the commissioner, which may help explain his vision. Not only did he possess the discursive guile and resources to enact an initiative like the Founders Cup, but he was relatively new in the field of women's golf – the tournament was founded one year after he took over. Scholars have expressed tension with the idea that an actor within a field would have the vision to create change when their logics are shaped and defined by that field. This paradox of embedded agency (Koene, 2006; Seo & Creed, 2002) may not apply to Whan if he theoretically did not have enough time to be shaped by the existing field dynamic and logics. Also, it is important to note the fact that Whan has massive amounts of resources at his disposal reduces the notion that it is an act of heroism (Battilana et al., 2009) and rather the work of many.

### **Accommodating Girls Through Intentional Programming**

Participants were asked about the philosophy and curriculum of LPGA\*USGA Girls Golf that blends technical golf instruction with activities high in social interaction and life skills development. Using golf as a medium to deliver life skills is a common method in the youth golf programming industry (Weiss et al., 2016; Weiss et al., 2013). Most notable, participants

consistently praised the diversity and flexible nature of the LPGA\*USGA Girls Golf curriculum and the freedom to inject their personality and curated teaching methods into programming. Ownership over the curriculum helped each individual site create an identity for their programming and served as a point of interest for prospective youth to join.

LPGA\*USGA Girls Golf developed a life skills curriculum in 2014 to use the 5 E's (empower, enrich, engage, energize, exercise) to foster personal development and growth. In addition to this redevelopment, LPGA\*USGA Girls Golf also crafted a golf curriculum that site directors have the option to utilize. The curriculum places emphasis on age appropriate, fun activities to keep the girls engaged in golf. Site directors have the option to use the entire curriculum or have the option to use parts of it that fit with their instruction vision. Many participants praised the usefulness of the curriculum and the ability to mold it to their personal teaching style. There was a vast range of activities participants discussed using with one participant having girls interact with horses to overcome psychological fears and barriers. The site director using this activity mentioned how this helped girls gain confidence and created a bond between the girls that experienced this together. Diverse experiences like this correlate with previous research that suggest female golfers want to experience gain a sense of relatedness and companionship (Williams et al., 2013).

A prevailing theme from participant responses was the benefit of separating boys and girls at programming sites. Overwhelmingly, the thought process behind this was the need for girls to have a comfortable space where they can act freely. This allowed for girls to express themselves freely without feeling like they needed to accommodate or adjust to boys within the setting (McGinnis et al., 2009). This empowered the girls to develop personally and tactically, void of hinderance from social pressures. The benefit of this strategy is to avoid situations that

could cause anxiety (McGinnis & Gentry, 2006). Another factor described was the difference in confidence of girls and boys have in their ability at the early developmental stages of golf. Where boys were more likely to display confidence and derive intrinsic satisfaction out of accomplishments, girls tended to be more bashful in their abilities and valued approval from others in the group when they had an achievement. This was consistent with the study by McGinnis and Gentry (2006) who concluded that: “female golfers tend to display a lack of self-confidence at golf courses” (p. 224) and “Male golfers... have a tendency to display more confidence” (p. 225). Further, participants noted how supportive girls were during instruction sessions. Regularly girls would offer to help one another to establish rapport, which is consistent with females wanting to seek solidarity inclusion of others (McGinnis et al., 2009). This type of supportive environment was crucial to stimulate initial interest in golf and to increase the odds of girls returning for future programming sessions. Additionally, site directors reflected on their own past experiences where they were treated poorly by boys and wished for an environment where they could avoid these situations. They had memories of aggressive behavior exhibited by males at the golf course and were forced to deal with territorial acts. This was consistent with the covert and over behaviors reported in the past by McGinnis and Gentry (2006), where males would engage in overly masculine behaviors to reinforce the concept that women were not welcome at the golf course.

### **Opportunities for Girls Moving Forward**

Participants were asked their thoughts on what impact LPGA\*USGA Girls Golf has had and what golf will look like for girls in the future. The current development of LPGA\*USGA Girls Golf has been swift and steady. The organization has experienced exponential growth to the tune of over 1000% in the past decade in terms of participants and site expansion.

Participants expressed optimism in the continued growth of LPGA\*USGA Girls Golf to the extent that it could become a household name similar to The First Tee. Participants were also adamant about the doors golf would open in the future whether girls continued to play golf or not. They viewed golf as an avenue to get a seat at the table in the business world and to be included in business dealings that take place on the golf course. For the girls that don't continue in golf, participants conveyed the traits of confidence and leadership as takeaways from the Girls Golf program. These traits that are transferrable outside of golf through skill building activities was the underlying end result for site directors (Weiss et al., 2016; Weiss et al., 2013).

Participants portrayed a future of optimism and opportunity for girls in golf. They mentioned how competitive women's golf is experiencing increased exposure and the sky is the limit for girls that want to pursue collegiate and professional golf. Other participants were cautious to overstate the position of females in golf, though. One participant explained although there has been notable progress, women are still "jockeying for position" in golf and there is a constant effort to break down "the steel gates." This is a well-informed opinion on the position of women in golf as plenty of data points suggest institutional barriers still exist in the institutionalized environment (DiMaggio & Powell, 1983). There is cause for the overall state of optimism participants expressed in part due to the strides made in society over the past decades. Girls growing up today have seen women in golf celebrated as superstars and women in society with more opportunities. In their study on how women dealt with discrimination from men at golf course, McGinnis et al. (2009) reported the women that chose to ignore the discriminatory acts were typically younger and had grown up in a time where the "glass ceiling in other areas of society was being eliminated" (p. 29). Growing up with this springboard of opportunities and visions of women having limitless potential to achieve their goals is a huge psychological boost.

This mindset should help refute the general feelings of women in the past experiencing a sense of lack of importance and disdain at the golf course (McGinnis & Gentry, 2006).

## **Theoretical Applications**

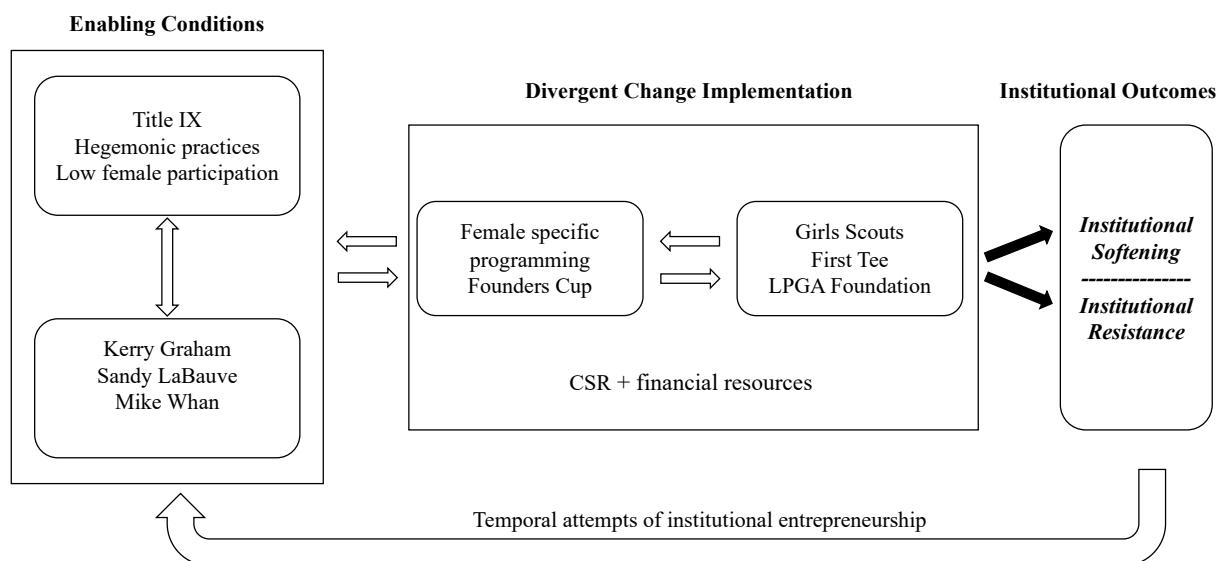
### **Conceptual Map of Findings and Institutional Entrepreneurship**

The implementation of divergent change can be understood with the model below (Figure 5.1) adapted from Battilana et al., 2009 and influenced by strategic CSR (Babiak & Wolfe, 2009; Porter & Kramer, 2006). The model illustrates the field conditions and actor social position to create the enabling conditions for potential change. Field conditions included legislative influence in the passing of Title IX, historical discriminatory practices toward girls and women in golf, and a lack of female participation in golf, as evidenced in the previous section based on the experiences of interview participants. Participants described conditions where lack of opportunities and resources were a normal occurrence in the pre and post Title IX eras. The actor's social position involved in the change was understood through the formal and informal influence of key individuals (Kerry Graham, Sandy LaBauve, Mike Whan) throughout the change attempts. All three of these change agents (Battilana et al., 2009) used their position and affiliation with the LPGA to begin the process of introducing a change vision into the field of golf. The vision for divergent change included the creation of female specific programming and Mike Whan creating the Founders Cup to support LPGA\*USGA Girls Golf. Sandy LaBauve created the idea that girls should have a dedicated space to participate in golf void of traditional inhibitors. Once the program was established, Mike Whan created the Founders Cup with the intention of providing resources to LPGA\*USGA Girls Golf. Throughout the vision creating process, allies and partnerships were formed with Girls Scouts, The First Tee, the USGA and the LPGA Foundation. During this process, initiatives of corporate social responsibility and access



to financial resources facilitated and accelerated the change diffusion. Aligning the change implementations with core organizational competencies was key, with access to financial resources as a driving force for mass expansion of LPGA\*USGA Girls Golf satellite programs across the country. These change implementations have resulted in a mixture of institutional resistance from facilities and institutional softening of historical field conditions. Examples of institutional softening included site directors describing instances where facilities were more welcoming to girls and an increase in the number of girls at golf facilities in general. Their outlook for the future was that girls becoming more accepted in the world of golf and society as a whole. Conversely, some site directors still described instances where they encountered resistance to change, particularly at private golf facilities. Important to note is the iterative process of change and temporal attempts at introducing change before and during the lifecycle of LPGA\*USGA Girls Golf. Further, the change process does not always transpire in a neat, linear

fashion. The arrows in the figure delineate the influence each component has on one another and the back and forth process of change.



*Figure 5.1* Conceptual map of LPGA\*USGA Girls Golf divergent change process

Institutional change is a process, which can take decades or centuries to take place. The beginning stages of the process require field characteristics to be conducive to change and for the actor(s) to have an influential social position within the field (Battilana et al., 2009). At the outset of LPGA\*USGA Girls Golf, field conditions had been primed for change by the passing of Title IX in 1972. If local programs could introduce more girls to golf at a young age, there were now resources available at the scholastic and collegiate level to support them. There was also a sense of urgency from the LPGA to have a more robust crop of women playing in the marquee tournaments at the professional level. Kerry Graham knew the solution was to start building from the ground up and she possessed the influence to handpick the LPGA instructor she wanted to begin the process: Sandy LaBauve. With the backing of Graham and the LPGA,

LaBauve – a relatively young, unknown instructor at the time – was able use the status of the LPGA as a proxy to open doors and garner support from the community. It was now a matter of building support and helping create new sites.

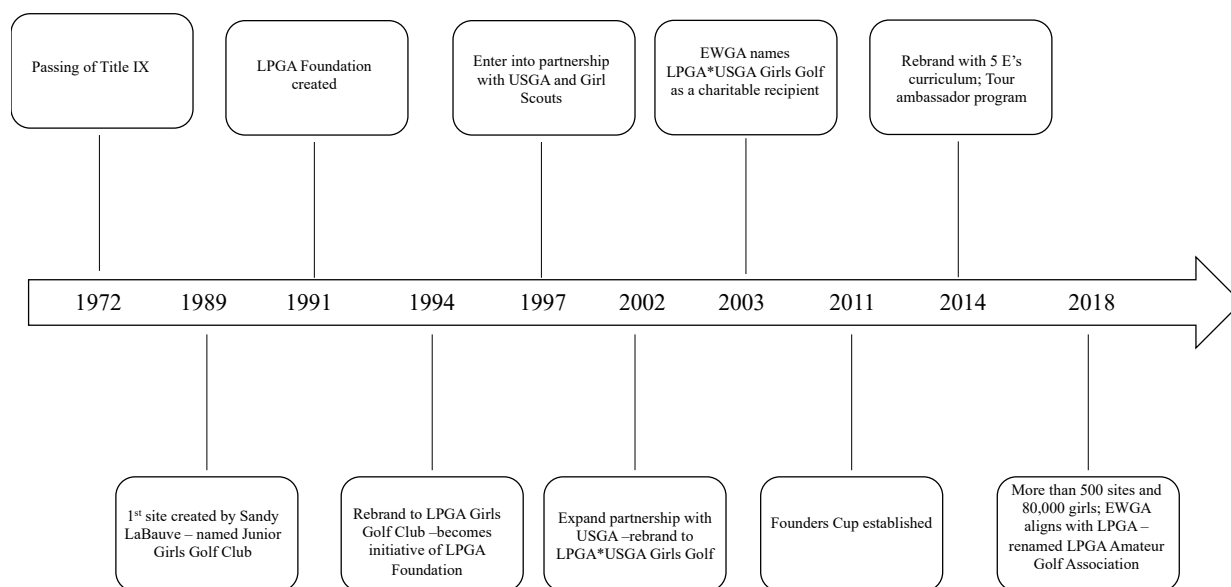
The advantage of creating a site was the seamless process of integration. Creating a golf program just for girls wasn't a radical idea because it hadn't been done before, it just wasn't the primary focus of programs, courses and instructors. This addition to the existing institutional logics and minimizing of differences in the new system helped grow the program with minimal resistance (Hargadon & Douglas, 2001). Additionally, participants spoke about the wave of women that were raising kids in the post Title IX era and how influential it was to have mothers that experienced sports before the legislation passed. These women were ready for change and to take advantage of opportunities afforded to their children that were not available to them. This was a case of the motivation for change existing but the need for a change agent to deliver the tangible process.

Measuring or evaluating institutional change is a difficult process. Even more difficult is the process of a divergent change within a field reaching the status of full institutionalization and replacing existing logics and field dynamics. Previously, Patterson et al. (2017) concluded in their study on institutional entrepreneurs and their attempts to bring more visibility to women in the game failed to reach the level of institutionalization by stating:

Though changes have occurred in the industry, these changes yet to alter the culture or dominant logic of the field. In addition, many of the changes we have discussed have not diffused sufficiently to merit institutional change. (p. 295)

The same applies to the current study. Although changes and shifts have taken place as a result of LPGA\*USGA Girls Golf, there needs to be continued change to reach this level. The impact of LPGA\*USGA Girls Golf most likely falls on the spectrum between the habitualization and objectification phase (Tolbert & Zucker, 1996). Evidence of LPGA\*USGA Girls Golf surpassing habitualization is the fact that over 500 sites across the country have adopted a Girls Golf site to “solve a recurring problem” (Tolbert & Zucker, 1996, p. 180). Creating a Girls Golf site is becoming a natural remedy for golf instructors and golf advocates to increase the number of girls playing golf in local communities. This move toward a social consensus that LPGA\*USGA Girls Golf sites can be a solution to this problem shows the process heading in the direction of objectification. The solution is being monitored by golf entities around the country and is beginning to be understood as a way to “enhance relative competitiveness” (Tolbert & Zucker, 1996, p. 182). For these reasons, the success of LPGA\*USGA Girls Golf is identified as institutional softening. Each attempt at change has created cracks in the dominant field dynamics that have persisted in golf for centuries. Golf as a whole survives on catering to the majority population of older men and there is little evidence to suggest golf as an industry will move away from this practice. The long-term process of institutional softening involves slowly “loosening” (Battilana et al., 2009, p. 78) actors in the field that currently benefit from the institutionalized conditions. As participants pointed out, the most likely scenario for the actors prescribing to the current institutional logics to shift their thinking is economic turbulence.

**Temporal change.** The current study examined how LPGA\*USGA Girls Golf has been a driving force of change over the past 30 years. A timeline of temporal change is displayed below (Figure 5.2) to illustrate the pivotal movements in the organization's history that have helped facilitate change.



*Figure 5.2* Timeline of temporal change

Institutionalized fields like golf pose monumental difficulties when actors pursue divergent change implementation. The attempted process of change can be broken down into two temporal segments. The first segment pertained to the mid to late passing of Title IX in 1972 and the efforts by Sandy LaBauve and Kerry Graham to introduce more girls to the game of golf in the 1980s. This pursuit was only possible by drawing on previous change attempts in the field, specifically the legislative passing of Title IX. When looking at Battliana et al.'s (2009) model for institutional change, having the clout of Graham as the LPGA TC&P president was a key factor in leveraging social position. Additionally, there was a gap in the golf industry in terms of

female participation that was not being filled by Title IX. This lack of female participation allowed for a vision of divergent change to be created. If the state of golf was beneficial to females at the time, it is difficult to assume there would've been a push for this vision. While the original program did not reach the stage of mass adoption, it allowed for the next efforts of institutional entrepreneurship to have a firm starting point. The practice of building partnerships for change (Colomy, 1998) was also established in this time period through the LPGA Foundation making LPGA\*USGA Girls Golf its official charity and support from the USGA and Girl Scouts. Institutional barriers were softened, but not eliminated.

To achieve a higher level of adoption, the next institutional entrepreneur in the process, Mike Whan, needed to utilize previously conceived frames and concepts to contextualize and create change (Emirbayer & Mische, 1998). One participant noted Whan has a mantra where he tells LPGA Tour players to think like a founder; meaning, embrace the history of the women who struggled when the Women's Professional Golf Association was formed in 1944, and those that sustained the vision when the LPGA was formed in its place. Playing golf for a living was hardly tenable for women in the infancy stages of the professional tour. Now, players can make millions of dollars per year. Mike Whan has players pay homage to the pioneers that paved the path for current conditions and in doing so has garnered the support of the high-profile athletes. Whan's vision to create the Founders Cup in 2011 and have the tournament purse donated primarily to LPGA\*USGA Girls Golf accelerated the change process by providing the necessary financial resources to push forward the change. Whan further turned to a partner within the industry when the LPGA made the acquisition of the Executive Women's Golf Association and rebranded it as the LPGA Amateur Golf Association. An intended purpose of this acquisition is to provide girls a next step once they are too old to participate in LPGA\*USGA Girls Golf. By

keeping girls in the game past their junior years, there is a higher possibility these women will continue the efforts of which they were the beneficiaries. Together, these contributing factors of temporal change align with the statement that: “Change is likely to come in the form of the trinity of a younger generation of female golfers, equity legislation and financial necessity” (Kitching et al., 2017, p. 1544).

### **Institutional Theory**

The entirety of the 30-year history of LPGA\*USGA Girls Golf has hinged on the principal of going against the historical norms in golf to provide a space for girls. As the organization has grown and accrued industry clout, a trend of mimetic, coercive and normative isomorphic tendencies (DiMaggio & Powell, 1983) has taken place. The First Tee, a junior golf organization that is widely viewed as the industry leader for youth golf, has seen a spike in LPGA\*USGA Girls Golf programs created at their programming sites. Participants that were associated with The First Tee were asked the reason why they decided to start a Girls Golf program. Some participants spoke to a directive from their superior to start the site (coercive), others that had run a site at a different First Tee location and started one when they transferred (normative), and others that adopted the idea from other sites that were having success with female numbers (mimetic). Multiple First Tee site directors voiced their desire to lobby the national office for all First Tee sites to have Girls Golf programming due to the boom they had vis-à-vis their female numbers. The move to adopt this practice would show intraorganizational pressures such as function and social pressure as the drivers of change (Oliver, 1991; Oliver, 1992). Another potential influencing factor for the mimetic isomorphism is to gain economic fitness (DiMaggio & Powell, 1983). Meeting organizational goals in terms of female participation could be one of many determining factors in whether a First Tee site continues to

receive funding from the national organization and is permitted to stay operational. If First Tee sites continue to couple Girls Golf programming at their sites, there will be a trend of mass normative isomorphism (DiMaggio & Powell, 1983). A couple participants transferred to different First Tee sites and carried started Girls Golf programming at their new site because of their past experience. There were also a few participants in the program manager position at their First Tee site that started their Girls Golf programming because the executive director required them to. The coercive isomorphism (DiMaggio & Powell, 1983) tactic was rare but it worth noting. Currently, the coercive tactic, although rarely used, is being implemented at the local level. To date, there have not been any attempts at the regional or national level to streamline mandatory implementation of Girls Golf programming at First Tee sites. If this changes, organizational monitoring will be important to understand the operational tactics.

Another contribution to the literature on institutional theory was the different forms of decoupling (Meyer & Rowan, 1977) participants described. Many First Tee sites were open about the value of the brand LPGA\*USGA Girls Golf and the effortlessness involved in starting up a site to complement their existing programming. There was unabashed admission that the only connection with LPGA\*USA Girls Golf national was the use of the brand name on marketing materials for female exclusive programming. Once the kids were signed up for the classes, they would run their regular First Tee curriculum. The motive was to drive female participation and to buffer (Meyer & Rowan, 1977) the operations from the Girls Golf curriculum. There doesn't seem to be any motivation for Girls Golf to request a stricter adherence to the curriculum as flexibility in curriculum is one of their selling points. This strategy is worth monitoring longitudinally to understand if the decoupling is deemed to only appease external stakeholders (Heinze & Lu, 2017) as opposed to long term satisfaction of



internal stakeholders. If LPGA\*USGA Girls Golf determines there is a need to garner more quality control over how their brand and curriculum are used, then all sites, not just The First Tee, will adhere to stricter policies. An issue that can occur with this decoupling is the counting of participants twice. Sites are relaying the number of female participants to LPGA\*USGA Girls Golf but are also counting them toward their First Tee site numbers. If there is an audit of the participation numbers of girls in golf as a whole, this can skew the numbers.

**Institutional logics.** One of the main successes of LPGA\*USGA Girls Golf is shifting the paradigm of how girls participate in golf and how they are perceived at golf facilities. Further, they are creating new forms of thinking for instructors on how to teach golf to girls at a young age. Earlier work on institutional logics described the tension between viewing sport as a competition, business venture and entertainment product (Washington & Ventresca, 2008). Girls Golf allows site directors to set the price of their program and choose the curriculum they deem appropriate for their population. Site directors are given subsidized grants based on the number of girls in the program by the national organization. By providing funding, LPGA\*USGA Girls Golf is eliminating the decisions to be made over competing logics (Friedland & Alford, 1991). Site directors do not need to worry as much over the financial logistics of the program and can focus on the program through the lens of high-quality instruction. This strategy also has the ability to replace the existing logics of youth golf instruction and to make this model the industry standard. Instructors in the future may start to think first of social interaction and engagement before technical golf instruction.

### **Corporate Social Responsibility**

LPGA\*USGA Girls Golf is the main beneficiary of the LPGA Foundation, the charitable arm of the LPGA: That wasn't always the organizational arrangement, though. When Girls Golf

first started, the Coleman Foundation was the charitable beneficiary of the LPGA Foundation. One participant noted that Girls Golf would be a natural fit and would allow the LPGA Foundation to expand its opportunities. Making this move to position Girls Golf as the beneficiary of the LPGA Foundation was a key strategic move to align the core mission with organizational objectives. This result corroborates (McAlister & Ferrell, 2002; Porter & Kramer, 2006) scholars' recommendation that organizations engage in CSR initiatives that align with their fundamental competencies. Further, a higher level of integration was established when the Founders Cup was created to benefit LPGA\*USGA Girls Golf. This moves past fundamental competency and into strategically integrating a program into the core business function of an organization (Trendafilova et al., 2013). The LPGA Tour operates tournaments almost year-round where players compete for purses of money that are distributed to players based on their performance. Integrating the concept of the Founders Cup was a seamless business move that didn't require diversion from the fundamental functions of the LPGA Tour. In addition to the philanthropic results of the Founders Cup, it can also be seen as adding value to the organization (Carroll, 2015; Porter & Kramer, 2002, 2006). Tournament purses are paid out from the title sponsor of the event, so the LPGA Tour is having another organization contribute the large sum of money to LPGA\*USGA Girls Golf. Also, the tournament sponsor is gaining value through exposure as an organization that funds the philanthropic initiative. Another layer of value this tournament provides for the LPGA Tour is this tournament is the only of its kind. No tournament on the PGA Tour has this same structure and no other sport has an event with this structure. With CSR becoming a necessity for sport organizations, it is difficult to stand out in a field where community engagement and philanthropic initiatives are so widespread (Lacey & Kennett-Hensel, 2016). Also, the LPGA Tour players have bought into the idea of playing for charity and

fully embrace the purpose of the initiative (Ratten, 2010). This leverage of internal resources (Babiak & Wolfe, 2009) creates a unique strategic advantage for LPGA\*USGA Girls Golf that other industries lack.

Shifting resources to this more targeted approach to CSR narrows the focus of the organizational initiatives and clearly communicates the priorities of LPGA\*USGA Girls Golf. By utilizing a more targeted approach, LPGA\*USGA Girls Golf shows a stronger commitment to their target population, similar to the study by Henize et al. (2014) on the Detroit Lions. Another strategic advantage is the involvement of stakeholders affected by the CSR initiative. By including stakeholders (i.e. LPGA Tour players) in the decision-making process, there is a higher level of engagement and chance for success (Banda & Gultresa, 2015). This process is in alignment with the basic tenets of stakeholder theory (Freeman, 1984), particularly at the normative level (Donaldson & Preston, 1995).

### **Practical Applications**

In 1995, girls comprised 17% of all junior golfers (LPGA Foundation, 2018). Recently the National Golf Foundation reported around one-third of junior golfers were female (Stachura, 2017). The demographic of girls under the age of 18 is the fastest growing in the golf industry (Levins, 2017) and appears to be an influential segment of the golf population moving forward. Golf has been able to survive in the past few decades by appealing to the baby boomer generation, but that population is not representative of the industry going forward. Courses, teachers, and programs should start catering to the interest of this young, female demographic, not only because it shows an interest in equity, but for the future of their bottom line. Also, this model of introducing girls to the game in fun, nontraditional teaching environments should be noted by instructors who still prescribe to the old paradigm of overly technical teaching. The way

that past generations were taught how to play golf is not necessarily the model to teach golf in the future. The golf industry needs to continue rethinking what golf will look like in the future and be cognizant that the young female demographic is the fastest growing segment in golf.

Other professional sport teams and leagues should take into account what the LPGA has done with the Founders Cup. The LPGA has developed one of the most creative philanthropic initiatives in sports. There is no other initiative in sports that aligns all core aspects of the business with a singular fundraising effort while still producing a product that is identical to what stakeholders experience at a regular event. Commissioners and top executives of sport leagues would benefit from Mike Whan's presence and marketing acumen as well. One participant talked about when Mike Whan gets on camera or does an interview, he religiously speaks about LPGA\*USGA Girls Golf. He doesn't view it as an initiative, but rather as a core product of the LPGA. The goals and objectives of the LPGA Tour are the goals and objectives of LPGA\*USGA Girls Golf – they are seamlessly integrated.

### **Conclusion**

There are several conclusions derived from the current study. Golf is an extremely rigid environment but there is room for change. LPGA\*USGA Girls Golf is leading the movement of providing girls an equitable space in the golf world, but there is far more work to be done. Hegemonic and discriminatory practices will always exist within the golf industry to some extent. Private courses will always be allowed to restrict the privileges of girls and women or choose to them all together. Some men will typecast women golfers in one way or another at the golf course, but girls and women are more accepted than in the past. Change and elimination of

barriers is an ongoing process that will continue to take time. The increased exposure of women in golf and resources provided will continue the wave of change for the foreseeable future.

Golf courses and instructors should be aggressively pursuing the female demographic to benefit their business if nothing else. The same applies to the golf industry writ large. While not all girls that go through a LPGA\*USGA Girls Golf program will continue to be a consumer at the playing level, there are latent possibilities of continuing to be a consumer in terms of media, attending tournaments, donating to charities, purchasing apparel, or, most importantly, serving as a gatekeeper that introduces their children to golf in the future. The participants in this study overwhelming started playing golf due to a family member serving as the gatekeeper. Prioritizing women can only have a positive effect on introducing future generations to golf based on favorable experiences. For golf courses to and the industry as a whole to pursue the female demographic, changes need to be made at all levels. Every facet of the golf industry needs to go through a process of reflection to determine if girls and women are treated equally and given the same opportunities as boys and men. For instance, facilities should be equal so that girls and women feel comfortable and when at a golf course. Apparel, equipment and other merchandise at golf courses should have an equal distribution and selection. Special events and tournaments hosted by the golf course should appeal to girls and women with enough opportunity that they feel a sense of regular opportunity. Golf courses should hire women as instructors and put women in leadership positions on the administrative side, specifically as general managers. These moves toward showing deference and respect to girls and women are doable, easily implemented and mandatory if golf courses wish to represent a culture of inclusivity.

For youth programs that are looking to increase the number of girls in their program, starting an LPGA\*USGA Girls Golf site is highly recommended based on the experiences of the

site directors in this study. Becoming an affiliated site is an easy application process through [girlsgolf.com](http://girlsgolf.com) and has minimal requirements. Further, LPGA\*USGA Girls Golf subsidizes the cost of sites through a grant application process. Not only is there funding available to help with costs, LPGA\*USGA Girls Golf provides an extensive curriculum to site directors with creative activities and methods to interweave life skills into golf instruction. No participants in this study experienced adverse effects on their instruction sites due to starting an LPGA\*USGA Girls Golf program. It is incumbent on industry professionals to continue advocating for girls and women in golf and running an LPGA\*USGA Girls Golf site is an avenue to achieve this. Today, there are more opportunities for girls and women in golf and it will take a collective effort on all levels to continue the pursuit.

### **Limitations and Recommendations for Future Research**

The current study had several limitations. To start, understanding institutional change in a field as broad as golf is a tall task and thus this case study would only provide a glimpse into the process of institutional change. For this reason, the stage of institutionalization was not overstated and the impact of LPGA\*USGA Girls Golf was not exaggerated. Additionally, more robust data collection and inclusion of other agents of change would have provided a more comprehensive view of change in golf. Next, the study lacked participation from employees of LPGA\*USGA Girls Golf, LPGA Foundation, and other stakeholders (i.e. board members) that would have provided further insight into the organization. Also, while there were participants that have been playing golf and in the golf industry since the 60's and 70's, most participants did not have an encompassing experience of living in the pre and post Title IX era. More of these longitudinal views would have strengthened the narrative what changes have occurred in golf for girls over the years. Last, internal documents were not obtained in the current study. These

documents would have provided context and depth in the data corpus. Retrieval of these documents would also have served as data points for how LPGA\*USGA Girls Golf has changed over the years in response to different institutional pressures.

There is sparse empirical research exploring how golf has changed for girls and women. The only previous study by Patterson et al. (2017) looked at change that has been introduced into golf elevating women through institutional entrepreneurs. The sample of individuals who were institutional entrepreneurs “included all individuals who were known as champions for the inclusion of women, in some form, in golf, either directly or indirectly” (p. 281). The current study evaluated a similar phenomenon, but from a bottom up perspective by focusing on the youth level. More research should look at the role of individuals that affect change for younger females in golf. This study focused on the case of LPGA\*USGA Girls Golf as an agent for change in golf. In doing so, other change agents were discovered, both on the individual and organizational level. Surely there are other institutional entrepreneurs in the field that warrant attention and can provide further context in how golf has shifted. Additionally, defining success in this area is difficult to define. Undoubtedly conditions are better for girls and women now than they were 50 or 100 years ago. Do we accept institutional change has occurred if the demographic playing golf reaches an even 50/50 split? Do we accept institutional change has occurred when LPGA Tour players make the same amount as PGA Tour players? These are questions scholars furthering this line of research will need to grapple with.

Understanding the inner workings of LPGA\*USGA Girls Golf is another area that merits further attention as this study used interviews from 34 participants and analyzed 47 documents to assess how LPGA\*USGA Girls Golf has introduced change into golf, with no interviews conducted with employees or board members of the organization. These stakeholders would

provide valuable insight into the organization and offer rich data. Further, all documents used in the study were publicly available. Historical minutes, strategic plans and programming plans would provide more contextual data. Another line of research to explore is using the interview data from this study and developing survey measurements to distribute to site directors. Additionally, multiple performing site observations would allow for a unique view into how individual sites tailor curriculum to fit their demographic. Last, a longitudinal study tracking youth once they leave the program to assess their golfing habits is needed. Keeping youth engaged in golf once they leave an LPGA\*USGA Girls Golf program is important to understand if the program is creating lifelong golfers.

Another line of research should explore change at the community level within golf. Institutional change at the macro level is difficult to assess and successes and failures are constantly in flux (Levy & Scully, 2007). This research will also shed light on the processes that take place that contribute to change at the macro level. Variance in change at different geographic locations should consider the dominant cultural values and rituals. This intersection of values affecting the acceptance or diffusion of change will help understanding at the macro level.



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## APPENDIX A

## SUMMARY OF INTERVIEWEES

<b>Pseudonym</b>	<b>Affiliation</b>
Allison	Golf Instructor
Amanda	Site Director
Amber	Site Director
Amy	Site Director
Andrew	Site Director
Angela	Site Director
Blake	Site Director
Brett	Golf Journalist
Brooke	Site Director
Casey	Site Director
Cat	Site Director
Christie	Site Director
Christine	Golf Instructor
Claire	Site Director
Emma	Site Director
Greg	Golf Tour owner
Jan	Site Director

<b>Pseudonym</b>	<b>Affiliation</b>
Kaleen	Golf Instructor
Kelly	Site Director
Kevin	Site Director
Lauren	Site Director
Lisa	Site Director
Marjie	Site Director
Mildred	Site Director
Nicola	Site Director
Remzi	Site Director
Rhonda	Golf Instructor
Richelle	Site Director
Sonia	Site Director
Terry	Site Director
Tim	Site Director
Tom	Site Director
Toni	Site Director
Tyler	Site Director



## APPENDIX B

## LETTER (E-MAIL) OF INVITATION TO PARTICIPANTS (SITE DIRECTORS)

Dear (name of participant),

My name is Robbie Matz and I am doctoral candidate at the University of Georgia working on my dissertation through the Department of Kinesiology. My research focuses on the LPGA\*USGA Girls Golf program. The purpose of this study is to understand how the program works and the experiences of different people familiar with the program and the golf world for girls/women in general.

I am writing to request your participation in the study. If you agree to participate in this study, I will provide you a consent form detailing your rights as a participant in this study for completion and signature at the start of the interview.

If you are willing to participate in this study, please contact me so we can set up an interview. You can contact me at Robert.matz25@uga.edu or by phone +1(949) 292-2559. You may also contact my faculty supervisor, Dr. Rose Chepyator-Thomson, University of Georgia, by email: jchepyat@uga.edu

Should you agree to be a participant, I would like to schedule an interview with you over Skype or by telephone at a time of your convenience for about 60 to 90 minutes. I believe that your story will bring a unique perspective to my study, and also one that will assist in expanding the literature on an important topic. Thank you and I anticipate hearing from you soon.

Sincerely,

Robbie Matz  
Ph.D. Candidate  
Department of Kinesiology  
Sport Management and Policy  
University of Georgia

## APPENDIX C

## LETTER (E-MAIL) OF INVITATION TO PARTICIPANTS (INSTRUCTORS)

Dear (name of participant),

My name is Robbie Matz and I am a doctoral candidate at the University of Georgia working on my dissertation through the Department of Kinesiology. My research focuses on the LPGA\*USGA Girls Golf program, and more broadly how the institution of golf has changed over time for girls/women. Because you are one of the top instructors in the country, your insight into the game of golf for girls/women would be extremely useful for my research.

I am writing to request your participation in the study. If you agree to participate in this study, I will provide you a consent form detailing your rights as a participant in this study for completion and verbal consent at the start of the interview.

If you are willing to participate in this study, please contact me so we can set up an interview. You can contact me at [robert.matz25@uga.edu](mailto:robert.matz25@uga.edu) or by phone +1(949) 292-2559. You may also contact my faculty supervisor, Dr. Rose Chepyator-Thomson, University of Georgia, by email: [jchepyat@uga.edu](mailto:jchepyat@uga.edu)

Should you agree to be a participant, I would like to schedule an interview with you over Skype or by telephone at a time of your convenience for about 45 to 60 minutes. I believe that your story will bring a unique perspective to my study, and also one that will assist in expanding the literature on an important topic. Thank you and I anticipate hearing from you soon.

Sincerely,

Robbie Matz  
Ph.D. Candidate  
Department of Kinesiology  
Sport Management and Policy  
University of Georgia  
[robert.matz25@uga.edu](mailto:robert.matz25@uga.edu)

## APPENDIX D

### UNIVERSITY OF GEORGIA CONSENT FORM - SITE/CO-SITE DIRECTOR LPGA\*USGA Girls Golf: A Case Study

#### **Researcher's Statement**

We are asking you to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. This form is designed to give you the information about the study so you can decide whether to be in the study or not. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called “informed consent.” A copy of this form will be given to you.

**Principal Investigator:** Dr. Jepkorir Chepyator-Thomson  
Sport Management & Policy  
jchepyat@uga.edu

#### **Purpose of the study**

You are invited to participate in a qualitative research study focused on the LPGA\*USGA Girls Golf program. The study is being conducted by Robbie Matz, a doctoral candidate in the Kinesiology Department at the University of Georgia. Mr. Matz is conducting his dissertation under the supervision of Dr. Chepyator-Thomson, the faculty supervisor of the project.

Your participation in this study is entirely voluntary. You should read the information below and ask questions about anything you do not understand before deciding whether or not to participate. You are being asked to participate in this study because you fulfilled the following requirements:

1. You currently are or previously was the site director or co-director of an LPGA\*USGA Girls Golf program.

#### **Procedures**

If you volunteer to participate in this study, you will be asked to do the following:

1. Suggest a time when I can visit you for an interview on Skype or the telephone.
2. Respond to a series of questions, sharing your thoughts for between 60-90 minutes.

#### **Potential risks and discomforts**

Given that the questions focus on past experiences, it is possible that a question or questions may stimulate emotional feelings for you. However, it is not expected that these would exceed those that are common in everyday life. However, you may choose to not answer any question and withdraw from the study at any time at no penalty to you.

### **Potential benefits to participants**

The information that will be probed will benefit the community of golf as a whole, and more specifically the future of junior golf for girls. Your participation will assist LPGA\*USGA Girls Golf in understanding their organizational change over the years and provide valuable insight that can be used on an academic and industry level. You may request a copy of the study when completed, which may be of interest and benefit to you and is anticipated to be of benefit for advancing knowledge on an important topic.

### **Confidentiality**

This interview is confidential. No one will be able to identify you, your answers, and no one will know whether or not you participated in the study. Confidentiality will be maintained by means of a pseudonym you choose before the interview. Mr. Matz will not use your name or the exact location (if applicable) in any descriptions of this study or reports generated from the research. The only people who will have access to the list of participants and the research data are the researcher and the supervising faculty member, Dr. Chepyator-Thomson. Individuals from the Institutional Review Board may also inspect these records. Should the data be published, no individual information will be disclosed, but the organization's name – LPGA\*USGA Girls Golf – will be used. Audio recordings will not be shared with any other individual other than the supervising faculty member, Dr. Chepyator-Thomson and will be destroyed 3 years after the study is completed. This research involves the transmission of data over the Internet. Every reasonable effort has been taken to ensure the effective use of available technology; however, confidentiality during online communication cannot be guaranteed.

Please provide initials below if you agree to have this interview audio recorded or not. You may still participate in this study even if you are not willing to have the interview recorded.

\_\_\_\_\_ I do not want to have this interview recorded.

\_\_\_\_\_ I am willing to have this interview recorded.

### **Participation and Withdrawal**

Your participation in this study is voluntary. By giving the interview, you are voluntarily agreeing to participate. You are free to decline to answer any particular question you do not wish to answer for any reason. Also, you have the right to withdraw from the study at any time without consequence. If you do withdraw before completion of the study, research data collected until that time may be used in the study for the period of time you participated, unless you request that you do not wish to have your information used. Also, there are no costs to you for participating in this study and no compensation will be provided.

### **Identification of investigators**

If you have any questions or concerns about the study, please contact Robbie Matz, (949) 292-2559, [Robert.matz25@uga.edu](mailto:Robert.matz25@uga.edu) or Dr. Rose Chepyator-Thomson, University of Georgia, by email: [jchepyat@uga.edu](mailto:jchepyat@uga.edu).

**Rights of research participants**

If you have any questions about your rights as a research participant or if you feel you've been If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the Institutional Review Board (IRB) Chairperson at 706.542.3199 or [irb@uga.edu](mailto:irb@uga.edu).

**Agreement:**

By giving verbal consent to the researcher, I have read the procedure described above. I voluntarily agree to participate in the study and have received a copy of this informed consent form. My questions have also been answered to my satisfaction.

Robbie Matz  
Ph.D. Candidate  
University of Georgia  
Athens, Georgia 30605  
+1 949.292.2559  
[Robert.matz25@uga.edu](mailto:Robert.matz25@uga.edu)

## APPENDIX E

### UNIVERSITY OF GEORGIA CONSENT FORM (GENERIC) LPGA\*USGA Girls Golf: A Case Study

#### **Researcher's Statement**

We are asking you to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. This form is designed to give you the information about the study so you can decide whether to be in the study or not. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called “informed consent.” A copy of this form will be given to you.

**Principal Investigator:** Dr. Jepkorir Chepyator-Thomson  
Sport Management & Policy  
jchepyat@uga.edu

#### **Purpose of the study**

You are invited to participate in a qualitative research study focused on the LPGA\*USGA Girls Golf program. The study is being conducted by Robbie Matz, a doctoral candidate in the Kinesiology Department at the University of Georgia. Mr. Matz is conducting his dissertation under the supervision of Dr. Chepyator-Thomson, the faculty supervisor of the project.

Your participation in this study is entirely voluntary. You should read the information below and ask questions about anything you do not understand before deciding whether or not to participate. You are being asked to participate in this study because you fulfilled the following requirements:

1. You are positioned in the golf industry and have extensive knowledge of the game.

#### **Procedures**

If you volunteer to participate in this study, you will be asked to do the following:

1. Suggest a time when I can visit you for an interview on Skype or the telephone.
2. Respond to a series of questions, sharing your thoughts for between 60-90 minutes.

#### **Potential risks and discomforts**

Given that the questions focus your experiences with the program, it is possible that a question or questions may stimulate emotional feelings for you. However, it is not expected that these would

exceed those that are common in everyday life. However, you may choose to not answer any question and withdraw from the study at any time at no penalty to you.

### **Potential benefits to participants**

The information that will be probed will benefit the community of golf as a whole, and more specifically the future of junior golf for girls. Your participation will assist LPGA\*USGA Girls Golf in understanding their organizational change over the years and provide valuable insight that can be used on an academic and industry level. You may request a copy of the study when completed, which may be of interest and benefit to you and is anticipated to be of benefit for advancing knowledge on an important topic.

### **Confidentiality**

This interview is confidential. No one will be able to identify you, your answers, and no one will know whether or not you participated in the study. Confidentiality will be maintained by means of a pseudonym you choose before the interview. Mr. Matz will not use your name or the exact location (if applicable) in any descriptions of this study or reports generated from the research. The only people who will have access to the list of participants and the research data are the researcher and the supervising faculty member, Dr. Chepyator-Thomson. Individuals from the Institutional Review Board may also inspect these records. Should the data be published, no individual information will be disclosed, but the organization's name – LPGA\*USGA Girls Golf – will be used. Audio recordings will not be shared with any other individual other than the supervising faculty member, Dr. Chepyator-Thomson and will be destroyed 3 years after the study is completed. This research involves the transmission of data over the Internet. Every reasonable effort has been taken to ensure the effective use of available technology; however, confidentiality during online communication cannot be guaranteed.

Please provide initials below if you agree to have this interview audio recorded or not. You may still participate in this study even if you are not willing to have the interview recorded.

\_\_\_\_\_ I do not want to have this interview recorded.

\_\_\_\_\_ I am willing to have this interview recorded.

### **Participation and Withdrawal**

Your participation in this study is voluntary. By giving the interview, you are voluntarily agreeing to participate. You are free to decline to answer any particular question you do not wish to answer for any reason. Also, you have the right to withdraw from the study at any time without consequence. If you do withdraw before completion of the study, research data collected until that time may be used in the study for the period of time you participated, unless you request that you do not wish to have your information used. Also, there are no costs to you for participating in this study and no compensation will be provided.

### **Identification of investigators**

If you have any questions or concerns about the study, please contact Robbie Matz, (949) 292-2559, Robert.matz25@uga.edu or Dr. Rose Chepyator-Thomson, University of Georgia, by email: jchepyat@uga.edu.

**Rights of research participants**

If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the Institutional Review Board (IRB) Chairperson at 706.542.3199 or [irb@uga.edu](mailto:irb@uga.edu).

**Agreement:**

By giving verbal consent to the researcher, I have read the procedure described above. I voluntarily agree to participate in the study and have received a copy of this informed consent form. My questions have also been answered to my satisfaction.

Robbie Matz  
Ph.D. Candidate  
University of Georgia  
Athens, Georgia 30605  
+1 949.292.2559  
[Robert.matz25@uga.edu](mailto:Robert.matz25@uga.edu)



## APPENDIX F

## DOCUMENTS FOR ANALYSIS

Organization	Title of Article	Relevance to Study
Club Managers Association of America	CMAA Unveils Generational Research on Club Membership	Background on millennial participation in golf and how facilities are approaching millennial customers
England Golf	Overview of Girls' Golf	Overview of issues and barriers perceived in England
England Golf	The Equality Act 2010 and Golf	Legislative act to create an inclusive environment in England
GOLF 20/20	The Golf Economy Report	Comprehensive overview of golf industry from economic standpoint
GOLF 20/20	Are you 'Millennial Ready'	Background on millennial participation in golf and how facilities are approaching millennial customers
GOLF 20/20	Golf Datatech Releases Women in Golf 2014 Study	Comprehensive report on the female golf market and economic impact of female golfers
GOLF 20/20	History	Background on organization that produces industry reports on the state of golf
GOLF 20/20	GOLF 20/20 Women's Task Force Strategic Plan (2018 – 2020)	Strategic plan of GOLF 20/20 to grow participation – key outcomes, objectives and measures
Golf Digest	Golden Retirements: PGA Tour Pros Get A Gift That Keeps Giving	Details on the comprehensive retirement plan for PGA players and why the PGA is unlikely to ever absorb the LPGA
Golf Digest	Is this golf's \$35 billion opportunity?	Opportunities for the golf industry to tap into the female market
Golfworld	Turning girls on to golf: How the LPGA*USGA Girls Golf program is helping fuel the fastest-growing segment in golf	Overview of program and how female participation has changed in terms of participation of the US Open field applicants

Organization	Title of Article	Relevance to Study
LPGA	EWGA Foundation Plans to Host LPGA*USGA Girls Golf Fundraiser	Women's golf organization that provides funding for LPGA*USGA Girls Golf
LPGA	Golf Australia's Vision 2025 to Target Female Participation and Change Golf's culture	How another country attempts to tackle barriers and current culture in golf
LPGA	Growth of Girls Golf 'Just Incredible,' says Program Ambassador Brittany Lincicome	Provides detail on LPGA*USGA Girls Golf and firsthand account of LPAG Tour ambassador to the program
LPGA	LPGA and Executive Women's Golf Association to Unite in Strategic Alliance to Grow the Women's Game	Organizational acquisition of a women's golf association by LPGA that regularly supports LPGA*USGA Girls Golf
LPGA	LPGA Launches New Teaching HER Online Course	Effort by LPGA to educate instructors on how to adjust teaching tactics to cater to females
LPGA	LPGA Teaching and Club Professionals: A History 1950s – The Beginning	Historical background of LPGA Teaching and Club Professional division on LPGA
LPGA	The LPGA Teaching and Club Professionals: A History – The 1960s	Historical background of LPGA Teaching and Club Professional division on LPGA
LPGA	The LPGA Teaching and Club Professionals: A History – The late 1960s and 1970s	Historical background of LPGA Teaching and Club Professional division on LPGA
LPGA	The LPGA Teaching and Club Professionals: A History – The 1980s	Historical background of LPGA Teaching and Club Professional division on LPGA
LPGA	The LPGA Teaching and Club Professionals: A History – The Late 1980s into the 1990s	Historical background of LPGA Teaching and Club Professional division on LPGA
LPGA	The LPGA Teaching and Club Professionals: A History – The Turn of the 21 <sup>st</sup> Century to the Present – 2000-2009	Historical background of LPGA Teaching and Club Professional division on LPGA

Organization	Title of Article	Relevance to Study
LPGA	Sandy LaBauve Receives Ellen Griffin Rolex Award and Nancy Lopez Golf Achievement Award	Background on founder of LPGA*USGA Girls Golf and her lifetime achievements within golf
LPGA	Woods Feels a Bond Stemming from her Girls Golf Experience	Former LPGA*USGA Girls Golf participant and impact of program on her golfing career
LPGA Foundation	2015 Annual Report	Comprehensive overview of LPGA Foundation and LPGA*USGA Girls Golf
LPGA Foundation	2016 Annual Report	Comprehensive overview of LPGA Foundation and LPGA*USGA Girls Golf
LPGA Foundation	2017 Annual Report	Comprehensive overview of LPGA Foundation and LPGA*USGA Girls Golf
LPGA*USGA Girls Golf	2018 Girls Golf Interest Packet	Procedures needed to start an LPGA*USGA Girls Golf site
LPGA*USGA Girls Golf	8 <sup>th</sup> Annual Marilyn Smith LPGA Charity Pro-Am	History behind LPGA Foundation scholarship
LPGA*USGA Girls Golf	Allie Bodemann is “Like a Founder”	Background on a current employee with LPGA*USGA Girls Golf and award given out by organization
LPGA*USGA Girls Golf	Donna White and Sheryl Maize Honored by the LPGA	History of two instructors involved with LPGA*USGA Girls Golf
National Golf Foundation	Income and Changing Demographics Key to Understanding Millennial Golf Participation	Participation impact of millennials on the golf industry and how to understand the demographic to increase economic return for golf industry
National Golf Foundation	#Golf and the Millennial Report	Impact of millennials on golf including 1,400+ millennials overall, including 850+ millennial golfers.
National Golf Foundation	Golf Industry Report	Comprehensive report on golf participation numbers including females and juniors
R&A	Golf Around the World Report 2015	Global report on golf and facilities around the world
R&A	Women’s, Girls’ and Family Participation in Golf: An Overview of Existing Research (2018)	Factors in participation, how golf can change with next steps – normative gender roles addressed and the difference of adults and children
Smart Connection Company	Women’s Involvement in Golf	Report on trends in participation of women in Australia

<b>Organization</b>	<b>Title of Article</b>	<b>Relevance to Study</b>
Syngenta	Unlocking Golf's True Potential – The Global Economic Value of Increased Female Participation in Golf	Study providing economic benefits of increasing female participation in golf at the adult and junior level – latent demand and attitudes of female golfers
Syngenta	The Opportunity to Grow Golf: Female Participation	Female insights into golf and opportunities to grow the game
Syngenta	The Opportunity to Grow Golf: Youth Participation	Insights into the participant data of youth golf and how to grow participation
The Guardian	An amateur event at Augusta is a good start, but women's golf deserves more	Example of progress made in women's golf toward inclusion and removing a historical barrier
The New York Times	5 Black Women Were Told to Golf Faster. Then the Club Called the Police	Current evidence of discriminatory for women at a golf course
The Q	NGF Issues 2018 Golf Industry Report Consolidated State-of-the-Industry Report Features Participation and Course Supply Data	Participation data on the golf industry from 2018 with insights of the evolution of golf participation
USGA	Mariah Stackhouse Set to Represent USA, Make History	Former LPGA*USGA Girls Golf participant and impact of program on her golfing career
USGA	Rising Star: LPGA-USGA Girls Golf	USGA account of the impact of LPGA*USGA Girls Golf
USGA	Schubert Exemplifies LPGA/USGA Girls' Golf's Success	Former LPGA*USGA Girls Golf participant and impact of program on her golfing career
World Golf Foundation	Estimating the Charitable Impact of Golf	Detail and understanding of charitable initiatives in golf

## APPENDIX G

### INTERVIEW GUIDE FOR SITE DIRECTORS

**Questions about consent form? Do I have your verbal consent to include you in the study?  
Do I have your consent to record our conversation?**

1. What is your background in golf? As a player? Teacher?
  - What was the state of golf for girls then? Opportunities for girls?
2. How long have you been running a Girls Golf site?
  - How has your program developed over the years?
  - What opportunities are available for girls now? Locally? Nationally?
  - What changes have you seen and what led to those changes?
3. Why did you decide to become affiliated with LPGA\*USGA Girls Golf?
  - Why is an all-girls program important?
4. How is this program different from what you've taught in the past?
  - How do you approach this program differently?
  - What life skills and non-golf related activities do you focus on?
  - Has this program formed a new golfing community? If yes, would it exist without LPGA\*USGA Girls Golf?
5. How have you personally seen LPGA\*USGA Girls Golf progress over the years?
  - What role has LPGA\*USGA Girls Golf played in shaping golf for girls compared to other organizations?
  - What do you think the state of golf would be for girls without LPGA\*USGA Girls Golf?
  - How has the LPGA\*USGA Girls Golf model of social interaction, fun and the 5 E's shifted how golf is taught to girls?
6. How do you think Girls Golf has shaped the golf world for girls now and in the future?
7. Describe some of the long-term growth you have seen with girls in your program?
8. Why is it important to get more girls to play the game of golf?
  - How can people help facilitate this?

9. (Optional) How important is having partnerships like the 1<sup>st</sup> Tee and LPGA\*USGA Girls Golf to help elevate the opportunities for girls?
10. (Optional) What impact has Mike Whan had on LPGA\*USGA Girls Golf?
11. How would you explain the rapid growth of the program over the past 5 years?

## APPENDIX H

### INTERVIEW GUIDE FOR INSTRUCTORS

**Questions about consent form? Do I have your verbal consent to include you in the study?  
Do I have your consent to record our conversation?**

1. What is your background in golf? As a player? Teacher? Industry professional?
  - What was the state of golf for girls then?
  - Opportunities for girls?
2. What opportunities are available for girls now?
3. How does it compare to when you were younger?
  - What changes have you seen and what led to those changes?
4. How have you personally seen LPGA\*USGA Girls Golf progress over the years?
  - What role has LPGA\*USGA Girls Golf played in shaping golf for girls compared to other organizations?
  - What do you think the state of golf would be for girls without LPGA\*USGA Girls Golf?
5. Why is an all-girls program important?
6. Why is it important to get more girls to play the game of golf?
  - How can people help facilitate this?
7. (Optional) How important is having partnerships like the 1<sup>st</sup> Tee and LPGA\*USGA Girls Golf to help elevate the opportunities for girls?
8. (Optional) What impact has Mike Whan had on LPGA\*USGA Girls Golf?

## APPENDIX I

### A PRIORI CODEBOOK

#### Nodes\\Institutional Theory Nodes

Name	Description
Active participation in DC	Actions partaking in divergent change
Actor	An actor, compared with the mundane person or group, is understood to have clearer boundaries, more articulated purposes, a more elaborate and rationalized technology, a more clearly defined set of resources, and a much stronger internal control system (Meyer, 2010)
Coalition of actors	Group of persons or organization within an organizational field
Formal Authority	Formal authority refers to an actor's legitimately recognized right to make decisions (Phillips et al., 2000, p. 33). The authority of the state (DiMaggio & Powell, 1983) and authority conferred by formal positions are formal authorities.
Reach centrality	access to a large number of field members through a limited number of intermediaries (Oliver & Montgomery, 2008).
Social capital	Social capital is associated with actors' informal network positions; it accrues to one's position in a web of social relations that provides access to information and political support.
Social position	Actors' social position mediates their relation to the environment in which they are embedded (Emirbayer, 1997; Emirbayer & Mische, 1998). Social position is important because it might affect both actors' perception of a field (Bourdieu, 1977) and their access to the resources needed to engage in institutional entrepreneurship (Lawrence, 1999).
Adoption	
Ally mobilization	Because divergent change can seldom be implemented without support, institutional entrepreneurs must typically mobilize allies (Fligstein, 1997; Greenwood et al., 2002) and cultivate alliances and cooperation (Fligstein, 2001;



Name	Description
	Lawrence, Hardy, & Phillips, 2002; Rao, 1998)
Rhetorical strategy	“rhetorical strategies” (Suddaby & Greenwood, 2005) when they communicate this vision. These rhetorical strategies somehow connect the institutional entrepreneurs’ innovations to familiar templates, while at the same time emphasizing the need for change. Discursive strategy
Coercive isomorphism	“Coercive isomorphism results from both formal and informal pressures exerted on organizations by other organizations upon which they are dependent and by cultural expectations in the society within which organizations function” (DiMaggio & Powell, 1983, p. 150)
Decoupling	“To maintain ceremonial conformity, organizations that reflect institutional rules tend to buffer their formal structures from the uncertainties of technical activities by becoming loosely coupled, building gaps between their formal structures and actual work activities” (Meyer & Rowan, 1977, p. 341)
Divergent change	“Non-divergent changes are aligned with the institutions in a field, while divergent changes break with them” (Battilana, Leca & Boxenbaum, 2009, p. 69)
Embedded	
Field conditions	
Degree of institutionalization	
Enabling conditions	field characteristics and actors’ social position that have the ability to start a divergent change process (Battilana et al., 2009)
Field fragmentation	heterogeneous field – the institutional entrepreneur needs to find a common ground and elaborate an encompassing discourse that resonates with the interests and values of all the different actors (Fligstein, 1997; Hsu, 2006).
Framing	
Diagnostic framing	seeks to make explicit the failing of the existing organization or broader field, expose problems with current institutionalized practices and assign blame (Suddaby & Greenwood, 2005)
Motivational framing	providing compelling reasons to support the new vision being promoted (Misangyi et al., 2008).
Prognostic framing	casting a promoted project as superior to a previous arrangement, engages the institutional entrepreneur in delegitimizing existing institutional arrangements and those supported by opponents (Creed, Scully, & Austin, 2002; Suddaby & Greenwood, 2005), and in legitimating to stakeholders and other potential allies the project at hand (Déjean et al., 2004; Demil & Bensédrine, 2005). This effort implies theorizing the institutional project in a

Name	Description
	way that resonates with the interests, values, and problems
Habitualization	“behaviors that have been developed empirically and adopted by an actor or set of actors in order to solve recurring problems. Such behaviors are habitualized to the degree that they are evoked with minimal decision-making effort by actors in response to particular stimuli” (Tolbert & Zucker, 1996)
Institutional entrepreneurship	change agents who, whether or not they initially intended to change their institutional environment, initiate, and actively participate in the implementation of changes that diverge from existing institutions (Battilana, Leca & Boxenbaum, 2009)
Institutional partaking	institutional change cannot be attributed to any single individual or organization, but rather results from the accumulation of countless institutional entrepreneurs’ uncoordinated divergent action (Dorado, 2005)
Inter-organizational coordination	
Legitimacy	“political power, and institutional legitimacy, for social as well as economic fitness” (DiMaggio & Powell, 1983, p. 150)
Mimetic isomorphism	Mimetic isomorphism can occur “when goals are ambiguous, or when the environment creates symbolic uncertainty, organizations may model themselves on other organizations” (DiMaggio & Powell, 1983, p. 151)
Normative isomorphism	“the growth and elaboration of professional networks that span organizations and across which new models diffuse rapidly” (DiMaggio & Powell, 1983, p. 152)
Objectification	“Objectification involves the development of some degree of social consensus among organizational decision-makers concerning the value of a structure, and the increasing adoption by organizations on the basis of that consensus” (Tolbert & Zucker, 1996).
Paradox of embedded agency	the tension between agency and structure (institutions) (Holm, 1995; Seo & Creed, 2002)
Resource mobilization	financial resources and resources related to social position, such as formal authority and social capital, play a key role in helping institutional entrepreneurs convince other actors to endorse and support the implementation of a vision for divergent change.
Leveraging status	high-status organizations can leverage their status to impose divergent changes in a field of activity (Scherer and Lee, 2002).
Sedimentation	virtually complete spread of structures across the group of actors theorized as appropriate adopters, and by the perpetuation of structures over a lengthy period of time (Tolbert & Zucker, 1996). Hence, full institutionalization of a structure is likely to depend on the conjoint effects of relatively low resistance by opposing groups, continued cultural support and promotion by advocacy groups, and positive correlation with desired outcomes (Tolbert & Zucker, 1996).

## APPENDIX J

### OPEN CODING CODEBOOK

#### Nodes\\Open Coding Nodes

Name	Description
1st Tee & Girls Golf Partnership	Description of how the partnership has affected their site and initial reasons for starting a Girls Golf site on top of their regular First Tee programming
Benefit of having a female teacher	Why having a female teacher was beneficial to girls at a young age in relation to skill development and personal development
Challenges	Difficulties at a participant's site – participation numbers, curriculum or facility interactions
College scholarship myth	Participants mentioning a large amount of scholarships going unused for golf
Difference between boys and girls	The difference of teaching girls and boys at a young age – how to motivate both and understanding what they value at a young age
Discrimination	Acts of hostility displayed overtly or covertly where the basis focused on race or gender
Experience	
Experience playing golf	Participants personal experience of playing golf throughout their life
Experience teaching golf	Instructing experience with both youth and other populations
Experience w/ Girls Golf	Denotes how long the participant has been with Girls Golf and general
Girls Golf	
Assistance	Receiving monetary or marketing assistance from the national organization

Name	Description
Curriculum	Using the PLAYbook provided from the national organization
Shaping curriculum	Tweaking the Girls Golf curriculum with innovative activities and catering the curriculum to the individual site participants
Decision to start program	Why the participant decided to start a Girls Golf site
Different approach than other junior programming	Examples participants had of approaching teaching differently compared to other instruction they did
Ethos	Stories and examples that encompass the core values of Girls Golf
Feedback for program	Feedback for the national Girls Golf program
Future	Participant opinions on what Girls Golf will look like 5-10 years from now
Goals for program	Developed goals to either grow participation numbers or another stated goal
Growth of personal program	Temporal improvements to a site directors Girls Golf site
Impact	Observed results at site – either golf skill or personal development
Influence to start program	Reasons why a participant started an LPGA*USGA Girls Golf program
Kids brand new to golf	Examples of kids participating in golf for the first time
Leadership Academy	Mention of Girls Golf Leadership Academy
Marketing	Description of marketing personal site or purposeful lack of marketing
New golfing community	Community formed only from the participants in the site directors Girls Golf program, not from other instruction programs if they had them
Non-golf related activity	Activities used at programming where skill development was not the goal

Name	Description
Progress of Girls Golf (parent org)	Perceptions of how the national organization of Girls Golf has progressed
Shift in golf	Change in overall landscape of golf
Wouldn't have played if not for Girls Golf	Instances where site directors mentioned if not for the Girls Golf program a girl wouldn't be playing golf
High school golf	Personal experience playing golf in high school or opportunities for girls in their program to play high school golf
Importance of all girl programming	Observations by site directors and instructors of why it is important to have instruction with only girls
Importance of more girls playing golf	Reasons why the participant felt more girls playing golf was important and why it is important for people to care about more girls playing golf
Improved opportunities	Comparative view of a lack of opportunities in the past and the current opportunities being superior
Lack of girls playing	Experiences where there was a limited number of girls playing golf
Lack of opportunities	Experiences where the participant wanted to play golf but didn't have opportunities available to them
Mike Whan	Participant mentioned the impact of Mike Whan on Girls Golf, LPGA or LPGA TC&P
Old paradigm of teaching	Instructors describing teaching methods where instructors lacked pedagogical creativity and only had people hit golf balls
Partnerships	Girls Golf involving industry and non-industry partners to help progress the organization
State of golf	
Economic state of golf (post-recession)	Health of golf in the post 2008 years – reference to participation numbers
Economic state of golf (pre-recession)	Health of golf in the pre 2008 years – reference to participation numbers
Social state of golf	Participants mentioning the social health of golf
State of golf without Girls Golf	What golf would like without Girls Golf providing opportunities
Support from community	Local community supporting program through money or hosting fundraising events

Name	Description
Title IX	Lack of opportunities before Title IX and the role of Title IX in creating more opportunities
Why people join	Reasons parents decided to enroll their kids in a Girls Golf program with emphasis on why Girls Golf was chosen over other junior golf alternatives

## APPENDIX K

## MEMO ON METHODS

January 23rd, 2018

Adjustments to interview guide need to be made - shift of study has now adjusted from stakeholder theory as a contributing theory to focus more on institutional theory. Include questions regarding shifts in perceptions opportunities over the years. Also, make a list of a-priori codes from IT and IE literature.

February 10th, 2018

To gain a more comprehensive view, top 50 female instructors are now going to be a part of the recruiting pool. Need to make a shorter interview guide with similar questions to site directors. Important to still ask about Girls Golf to a certain extent, though, as knowledge of the program may be a sign of IE and diffusion. Research on participants will help establish rapport if they decide to participate in study.

May 15th, 2018

First interview had serious audio issues. Not sure if it is a product of the application used for recording or if it was cell service, but this is a concern moving forward. If the issue persists, another form of recording will need to take place.

May 15th, 2018

Next two interviews went fine with recording. Perhaps the quality is dependent on cell service and is not an issue with the app.

May 17th, 2018

Two participants were First Tee employees - ED and program manager. This might be something that I overlooked or wasn't available in the documents I have obtained. Both mentioned how the partnership formed once Girls Golf allowed for them to use The First Tee instructors as the lead instructors instead of needing a PGA or LPGA certified instructor. This opens up a whole new line of questioning for anyone that is affiliated with The First Tee - huge implications related to IE.

May 20th, 2018

Multiple site directors have now mentioned the impact of Mike Whan - both did so unsolicited. They spoke to his leadership abilities and impact he has had on the program of Girls Golf and on the LPGA as a whole - need to add in a question about Mike Whan and see if there is more there

in relation to his impact with the program. Could be the reason why the program has grown so big - time correlates with his hiring as commissioner

May 31st, 2018

Seem to be reaching the point of saturation. Interviews are now hit and miss, and I feel like I am not getting the most out of interviews. The good interviews bring rich information to the study but may not be worth to keep accepting interviews because of the poor ones. Already have about 25-30 interviews with more scheduled. Might be best to not schedule any further interviews and focus on what I have.

June 29th

Just had the last interview - and maybe the most interesting. I think I only asked one question and the participant spoke for almost 2 1/2 hours - including the follow up questions I had. very strong opinion about the organization - both good and bad. Don't think I can use much for the interview though - need to digest and possibly include some information for the case report.



## APPENDIX L

## CASE REPORT STRUCTURE (Stake, 1995, p. 123)

Entry vignette	A “hook” for the readers that peaks interest and allows them to experience the study vicariously
Issue identification, purpose and method of study	My role as the researcher, my interest in the study, how I chose the case, what theories and methods I used; the research questions I set out to explore
Extensive narrative description	Raw data from each source that paints the picture of collection and helps place the reader at the data collection site
Development of issues	Begin to incorporate how existing research and cases relate to this one; if there are further questions to be addressed, this is the time to introduce them
Descriptive detail, documents, quotations, triangulating data	Pulling together the data from all methods (observation, interviews, documents, social media) and to either corroborate findings or to show divergence
Assertions	This is where I will make my grand observations (themes) from the case from my experience. The information provided should help the reader further understand the case studied or raise questions about their knowledge of the case. This is where I will incorporate memos and allow the reader to track my thinking throughout the case study
Closing vignette	A chance to wrap up the case and to revisit the previous 6 sections briefly to provide the reader a complete picture of the process from start to finish. Limitations of a single researcher conducting the case study will remind the reader of the complexities and the presentation of data from a single person on a complex case