Exploring the Motives, Perceptions and Constructed Identities of the Facilitators for One Regional Council of a Positive Youth Development Program: Girls on the Run

Ashley Ann Gallentine
University of South Florida, agallentine@gmail.com
Exploring the Motives, Perceptions and Constructed Identities of the Facilitators for One Regional Council of a Positive Youth Development Program: Girls on the Run

by

Ashley A. Gallentine

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and

Master of Public Health Department of Community and Family Health College of Public Health University of South Florida

Co-Major Professor: David Himmelgreen, Ph.D. Co-Major Professor: Rita DeBate, Ph.D. Antoinette Jackson, Ph.D.

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DEDICATION

I would like to dedicate my thesis to all the amazing women and men who make this incredible program possible. Their endless commitment and dedication to our youth is truly inspirational. I would like to thank my family and my professors for their continuous support and guidance.
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ABSTRACT

The purpose of this study is to explore the coaches’ perceptions, motives and constructed identities by participating in a regional physical activity-based positive youth development program. There is growing evidence that suggests the success of positive youth development (PYD) programs depend on the environment that is created by caring adult mentors. These coaches are the delivery vehicles for these programs and play an essential role in the development of participating youth. As a result, the characteristics these coaches possess are critical to the success of the PYD implementation. Based on the application of anthropological methods and theory, this study seeks to create a profile of the coaches and propose strategies for recruitment and retention for a regional council of Girls on the Run. The main findings from this study indicate that the coaches’ network is strong within this community and contributes the success of the program and its sustainability. These women are driven by altruistic factors to become involved in this program and most were previous volunteers in some capacity (n=12). However, there seems to be an even distribution along the self-determination continuum that motivates them to participate. Intrinsic motivation (n=5), intrinsic motivation driven by external factors (n=5), and extrinsic motivation (n=3). Additionally, these findings can be translated into recommendations for other councils.
CHAPTER ONE: INTRODUCTION

Overview

The future of civilization rests on the shoulders of our youth. For this reason, it is imperative to promote healthy lifestyles and positive social and emotional development to them, especially in today’s society. American adolescents have more societal pressures and social forces to adhere to and live with than any other previous generation (Steele 1997). Western culture emphasizes sexuality, conforming, and youthful appearances (Nagel and Jones 1992). The female adolescents of our culture have a particularly difficult developmental process as they maneuver between being a child and becoming a woman and learning to be well-adjusted adults. Much research has been conducted on child development across many disciplines (Hartup 1993; Leroux 1988; Littleton and Ollendick 2003; Nicholls 1985). In the past 30 to 40 years, initiatives have emerged in the after-school setting called positive youth development (PYD) programs. The success of these programs has been substantiated by numerous evaluations and detailed research records (Catalano, et al. 2004; Larson 2000; Lerner et al. 2005a; Park 2004).

Positive Youth Development through Sport

PYD programs are popular and successful because they provide opportunities for youth to explore other life options, meet and interact with other like-minded adolescents,
escape added societal pressures while learning and engaging in an assortment of activities, grow and learn in a healthy and safe environment, and interact with positive and nurturing adults (Catalano, et al. 2002; Jones and Deutsch 2011; Perkins and Noam 2007; Roth 2004). Therefore, it seems the key component to the success of these PYD programs lies with the adults who implement them by developing substantial relationships with these youth. As such, it is critical to understand and learn more about these adult volunteers/facilitators of these programs as they are the key component to the delivery and success of the PYD programs.

**Girls on the Run**

*Girls on the Run (GOTR)* is a positive youth development program through sport related activities for girls between the ages of 8-13 years. *GOTR* focuses on instilling healthy habits and lifestyle by delivering a 24-lesson curriculum in an after-school program setting over the course of 12- weeks (i.e. “Season”). The *GOTR* curriculum is centered on promoting healthy positive behaviors for girls while they train for a non-competitive 5k race. The mission of *GOTR* is to “inspire girls to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running” (Girls on the Run International 2012). *GOTR* has grown exponentially since its infancy in 1996. As of 2012, this program has serviced over 400,000 3rd-5th grade girls and is offered in over 190 cities nationwide (Girls on the Run International 2012). Due to the massive expansion over the past 15 years, one of the current goals for this organization is to increase their coach and volunteer recruitment and retention (see Chapter 4 for more detail).
As a result, the purpose of this study is to enhance these efforts by understanding the motives, perceptions, and connectivity of GOTR coaches as they relate to this PYD through sport program. The outcomes of this study will be translated into recommendations for GOTR for use to increase coach recruitment and retention rates. The objectives of this study aim to explore these perceptions and motivations, and essentially explore the inner workings of this sub-culture using an ethnographic approach.
CHAPTER TWO: LITERATURE REVIEW

Child and Adolescent Development

Understanding the processes involved in childhood development and learning has far reaching implications for, not just parents, family members and educators, but also policy development, education enhancement and even healthcare care. The following section will review the existing anthropological literature regarding the development of school-age children, or middle childhood. This literature review will summarize major components that contribute to adolescent development and discuss certain critical elements still needing further examination by anthropologists and social science researchers alike.

The study of childhood development by anthropologists began in the early 20th century, and is considered interdisciplinary in nature. Anthropologists, such as Margaret Meade, Stanley Hall and David Levi have taken a multi-lens approach to understanding childhood development and learning, cross-culturally. Meade (1928) used an ethnographic approach to understanding the work and play practices of Somoan children. These findings revealed that children observe other children when learning certain behaviors regarding camaraderie and responsibility. Children in Samoan society are strongly influenced by their peers (Mead 1928b). Levy (1937) examined the sibling rivalry that occurs during adolescent development. His findings explained the significance that a child’s environment and peers have on child development (Levy...
Finally, Hall (1904) wrote two volumes exploring adolescence and its psychology and how it relates to physiology, anthropology, and sociology. In doing so he began laying the groundwork for using a multi-disciplinary approach to understanding child development.

This multi-lens approach spans from the biological, physical, psychological and medical disciplines (Hall 1904). The study of development during childhood can be defined as the “growth of children with age in bodily size, neural connections and the differentiation and organization of their mental life” (Levine and New 2008:3). Middle childhood typically begins at age 5 years and consists of a “cognitive shift enabling the child to assume responsibilities” (Levine and New 2008:4), this is often observed in roles of learning and caregiving.

The literature examines the influences and factors that determine a child’s ability to work, play, learn and participate in culturally acceptable modes and activities. Children quickly acquire an understanding of their social and familial relations (Torren 1990). Further, during this stage, children, learn by observation and participation and are expected to know the difference from right and wrong, and take on responsibilities. Many of these learning strategies come in the form of observation, guidance from adults, guidance from siblings or peers, participation and trial and error (Bock 2010:19).

Ethnographic records provide cross-cultural accounts of adolescent development which are influenced by cultural expectations reinforced by the adults or caregivers. Between the ages of 6 and 8 years the children are either separated by gender or choose to interact with other same-gendered children separated in most settings and societies. At
this time, they are each taught certain responsibilities and are expected to act appropriately based on the established gender roles for this society. (Williams 1969).

Adults teach the expectations that are established by a group or society. These expectations are not just what the child should be able to do by a certain age, but how the child should act in social settings and who the child is expected to learn from. As stated by Bock: “through observation and imitation, individuals can acquire the skills to be successful at complex tasks, or certain behaviors in complex social settings.” (Bock 2010:18)

Numerous studies report the impact that parents and elders have on the development of children (Bock 2010; Eccles et al. 1990; McGillicuddy-DeLisi 1982; Patterson et al. 1989; Scarr 1992; Williams 1969). As stated above, children will watch and imitate their elders in order to meet the expectations and participate in the responsibilities established for them by their adult caregivers.

Children also learn certain behaviors at this age that far exceed simply regurgitating and mimicking social expectations set out by the adults of a particular group. Examples of learned behavior include, grooming techniques, cooking and cleaning, and how to act in certain social settings. Socialization of children is not a static process but more dynamic and exceeds institutional structures and cultural belief systems (Gaskins 2008:280). Thus, it is important to take into account activities that children learn and what contextual setting these activities are being performed in. This “space” is crucial in positive social and emotional development.

As a result of his direct observation, Gaskins determined that when a child is left to their own devices, independent of adult influence, the most significant child
development occurs; child initiated activities. (Gaskins 2000). This is significant because children in these settings independently create, socialize, groom, and maintain themselves. Through the middle childhood developmental years children typically spend most of their time grooming themselves and eating (Gaskins 2000).

The behaviors that a child develops are further enhanced by others present in these ‘settings,’ whether adults or peers. The work, play and social relationships that a child develops are a fundamental factors that contribute to the dynamic developmental processes. As Wenger states, “Knowing the company that children keep…makes it possible to predict salient aspects of their interpersonal behavior,” (Wenger 1989). Children that develop relationships during work and play with other children are long-lasting; and allow the children to develop a hierarchy based on age (Wenger 2008). This hierarchy is based on the age of the children, the older the child the more power and responsibility, and this is critical in the development of altruistic behaviors versus egotistic behaviors.

Children are influenced by other children; this can be in the form of camaraderie and play, to having work or a chore partner. But another form of influence on a child’s development is the role of caregiver, whether it is another sibling, other family member, or non-familial adult. In many cultures it is very typical to observe children in the role of a caregiver for younger children. In western culture, however, the caregiver is often a non-parent adult, (Stukas et al. 2006) such as babysitters, nannies, au pairs, or other family members.

Whiting and Whiting (1973) examined altruistic and egotistic behaviors in the 1950s using naturalistic observations in six cultures in western and non-western societies;
New England, Mexico, India, Kenya, the Philippines, and Okinawa. Egotistic behaviors are defined as the child’s primary goal to fulfill their own desires or needs, whereas altruistic behaviors are defined as the child’s primary goal to fulfill the needs or desires of others (Ember 1973; Whiting and Whiting 1973). The most notable finding from this study across all six cultures showed that siblings from smaller sized households had less opportunity to practice altruistic behaviors, and displayed more egotistical behaviors (Whiting and Whiting 1973). The findings from this work became a watershed for other child development researchers to undertake other studies to examine and observe the role that gender and age play in the development of children 11 years and older and understand certain caregiver practices and gender roles regarding these practices in both western and non-western societies.

Furthermore, it was revealed that in western societies, altruistic and egotistic learned behaviors could be a product of modern schooling systems. Western society has a complex industrial society that lacks certain tasks given to children to teach them altruistic behaviors. Chores are considered negotiable in most western societies and are not mandatory for children at young ages in most familial units. (Tobin and Davidson 1991; Whiting and Whiting 1973).

More recent studies have attempted to examine exactly how sibling caretakers influence the growth and development of their younger siblings. Caretaking is referred to as activities ranging from complete and independent full-time care to the performance of specific tasks for another child under the supervision of adults or other children; it includes verbal or other explicit training and direction of the child’s behavior, as well as simply keeping an eye out (Weisner and Gallimore 2008).
Sibling caretakers, in either a western or non-western society, are under two different yet simultaneous pressures (Miller 1994). One pressure is from the sibling they are responsible for and the other pressure is from their parent(s). Sibling caregivers must balance the pressure from their parents and understand the complex social skills involved in parenting and correctly interpret these behaviors (Weisner and Gallimore 1977), while maintaining their status as the sibling, as resentment can occur from the younger sibling (Levy 1937; Tobin and Davidson 1991).

In summary, sibling caregiving affects not only affects the younger child but also the child caregiver. Usually in larger households, the process is repeated; younger children take care of even younger ones. The parenting and socialization for children at this level come more from the siblings and other children than the influence of their actual parents (Weisner and Gallimore 2008).

In U.S. society, much of the caregiving received by children during the formative years is from non-siblings and most times from non-family members (Kontos 1992; Ochiltree 1994), for example children spend most of their day in a school or after school setting surrounded by non-parent adults and peers (Burchinal et al. 2002; Tobin and Davidson 1991). As a result, children are receiving instruction, training and being socialized outside of the family environment. This is a product of America’s industrialized system (Stukas et al. 2006). There is a need for anthropologists to look at the effect this type of caregiving has on child development. Much of the anthropological work conducted within the realm of child growth and development has consisted of ethnographies and cross-cultural examination. While this too is important, anthropologists have unique training that would allow for in-depth and interdisciplinary
insight into understanding how contemporary culture and globalization are currently affecting child growth and development.

Other disciplines, such as psychology and sociology, study children and make recommendations and prescribe ways to promote positive behaviors associated with healthy growth and development. More specifically, research regarding PYD comes from the psychological and human behavior literature. For example, Lerner (2005) is considered one of the ‘founding fathers’ regarding the conceptualization and theoretical framework addressing non-familial caregiver influence in after-school settings.

**The Ever Evolving “Girlhood”**

The significance of child and adolescent growth and PYD has been reviewed; however, within this context the meaning of girlhood needs to be more critically addressed. In order to understand “girlhood,” the historical context in which the term was defined needs to be examined.

First, it is necessary to understand that historically the general, and gender neutral, concept of adolescence and child development was formalized during the turn of the twentieth century and was influenced by the social, political and economic environment of that time (Bettis and Adams 2005b). At the turn of the 20th century, there was a shift in the U.S. from an agricultural to industrial lifestyle. Children were seen less as an economic producers and education became more important, especially secondary schooling (Lesko 1996).

In addition to more time being spent in schools and less in farm work, many children began participating in sports and extracurricular activities. The “space,” or
contextual setting, in which a child learned normative behaviors changed drastically and it was very different for girls and boys. At this time, many developmental psychologists and sociologists developed terms and concepts for adolescent development, which included characteristics necessary for school education (Lesko 1996) and posited that girls become women by modeling, mimicking dialogue and learning the discourse (Bettis and Adams 2005b).

However today, a controversy exists in the academic community regarding what “girlhood” really means and how girls become women (Bettis and Adams 2005a). The main critique of the traditional construct of girlhood is the historical lack of research conducted among girls. Much of the research done early on was with boys, thus the constructs of girlhood were not specific to girls or femininity, but were more masculine identity oriented. (Dyhouse 1981).

As stated previously, the traditional concepts posit that girls “learn normative behavior cultural script through direct reinforcement and modeling processes” (Bettis and Adams 2005b:29). This too is considered inadequate because the girl is being placed within history instead of being developed by the cultural contexts “that tell us what femininity is” (Walkerdine 1990:47). By this reasoning, adolescent development is not fixed in culture nor is it the natural phenomenon of life (Lesko 1996; Walkerdine 1990); culture and the material elements and social forces are the driving elements, particularly among females. In summation, in order to ‘define’ girlhood one must understand that this is a concept produced and reproduced through material and physical realities and “discursive practices of society” (Bettis and Adams 2005b:8). Therefore, ideal girlhood is a product of current events and is constantly being written and then rewritten (Adams
During the mid to late 20th century, there was a shift in what ‘defines’ ideal girlhood in U.S. culture and what it means to be a woman (Lesko 2002). The historical contexts, of the “fictions and fantasies” of what femininity used to entail were being changed (Wald 1998; Walkerdine 1993). Women were expected to be passive, quiet, reserved and submissive; they were viewed as delicate and easily victimized (Downing and Roush 1985; Rothenberg 2003; Schneider 1992). Girls were expected to accept and imitate this behavior (Cogan 1989; Schneider 1992). Then during the feminist movement, beginning during the early 1960s (Friedan 2010), women began publically demanding that they have their own voice, autonomy over their own bodies (Friedan 2010), and be seen as equal to men (Downing and Roush 1985; Hubler 2000). Unfortunately, this took time and the discourse surrounding girlhood remained passive, voiceless and victimized; an entity that their adult counterparts no longer molded to (Doniger 2004).

Reviving Ophelia is a cultural phenomenon made popular by the international best-selling book by Mary Pipher in 1993 and was incorporated into the general discourse as a way of defining girlhood. The classification of girlhood during this time period perpetuated the already existing characterization of being voiceless, victimized, passive and essentially helpless (Fine and Asch 1981; Griffin 2004). This narrative of the “adolescent girl as a girl in crisis” was followed by increasing occurrences of suicide, depression, eating disorders and sexual assaults among female adolescents (Adams 2005:25). At this point the necessity to save female youth became dire; conversations
among academics and educators focused on ways in which to empower daughters, sisters, and girlfriends.

In contrast, the Girl Power! movement is a discourse that is a complex “cultural phenomenon and social positioning” for young women that is neither coherent or fixed” (Gonick 2006:89) which emerged in the mid-1990s. This new discourse in the ongoing conversation revolving around the ‘ideal girlhood,’ (Simonds 1992) was celebrated for creating “expansive forms of femininity” (Gonick 2006) and provided a counterpoint to the idea of a passive submissive girl (Starnes 1993). This new view of girlhood was originally developed by a loosely formed group of white, middle class women, who dubbed themselves as Riot Grrrls, and they proceeded to March to Washington, D.C. in 1991 to protest and to take back the word “girl”(Aapola et al. 2005; Gonick 2006; Wald 1998).

This wave of what girlhood means was rooted in punk rock scene and originated as a response to “sexism, elitism, and violence of local masculine-ist punk scenes” (Gonick 2006:92; Meyerowitz 1993) Girls of the punk rock scene were not seen as equal musicians among their male counterparts. As a result, other young women were encouraged to take stock of their own identities and not view themselves as “passive consumers of culture(Aapola et al. 2005; Starnes 1993), but as producers and creators of knowledge, and as verbal and expressive dissenters”(Gonick 2006:93). The movement received much attention and allowed others to embrace their own experiences of race, sexuality, and other ideals of becoming a woman. This new idea was coined a ‘youth feminism’ (Garrison 2000; McRobbie 1991), and the definition of girlhood and girl power evolved yet again embracing the less girly and the more masculine.
However, there is much criticism of the latest notion of girl power. Many feminists ascertain the crass commercialization and commodification of girl power has detracted from the intended purpose and thus, is now void of much of the feminine content that made it so remarkable (Erevelles and Mutua 2005; Harris 2004a). Furthermore, many believe that this notion of ‘girl power’ and its emphasis on assertiveness has been mistaken by many and has resulted in aggressive behavior and an increase in bullying among girls (Duvall 2006). Some assert that girls are by nature gossipy and backstabbing; the increase in promoting assertive behavior has backfired and produced more bullying among young girls than this nation has ever experienced. (Besag 2006; Chesney-Lind and Irwin 2004). This can be attributed to the lack of non-adult parent involvement in these spaces where adolescents learn the characteristics of girlhood (Kelly et al. 2005).

The newest markers of the ideal girlhood, and albeit the most popular, encompasses participation in sports, which develops; self-confidence, self-assertiveness, independence, self-determination, and individualism (Bettis and Adams 2005a). But the question still remains unanswered of where and how these girls are expected to learn this behavior and develop into confident, contributing, and caring women.

Much of the literature reviewed alludes to this “space” in which girls learn these characteristics (Gonick 2006; Griffin 2004; Singh 1995; Walkerdine 1993). This “space” is a liminal space, both in the proverbial and non-proverbial sense, where adolescents become adults. As stated previously, Gaskins (2005) determined that the contextual setting, in which a child is left in without parental supervision, is where they create their own independence and identity. This leads to the most significant developmental
progress. The physical space where young girls develop is often in the school and after school settings. Here is where non-parent adults have the opportunity to mentor and teach positive behavior and desirable qualities that should be emanated by girls.

The meaning and definition of girl power continues to change just as the definition of girlhood continues to change but that liminal space in which this occurs does not. The bottom line is that this current definition of girlhood encompasses assertiveness, promotes independence, celebrates intelligence and highly regards self-esteem (Aapola et al. 2005; Duvall 2006; Harris 2004b). This is what U.S. culture should revere and constantly strive for, taking advantage of the opportunity provided by time and space. Furthermore, a closer examination needs to be conducted of the adults in this space during this critical period of adolescent development.

**Mentor-ism: The Non-Parent Adult and the Perfect Person for the Job**

The defining feature of youth mentoring is “the personal relationship established between a young person and a caring, competent individual who offers companionship, support, and guidance” (Keller 2005:83). Even though the parent relationship is key in the development of adolescents, non-parent adults are very prominent in adolescents’ lives (Rhodes et al. 2007). Many of the non-parent adult mentor studies have focused on high risk youths and positive outcomes related to mentoring relationships.

For example, youths considered at high risk for developing risky behaviors due to poverty conditions and or parental mental illness displayed resiliency due to positive relationships with non-familial adults (Cowen and Work 1988; Garmezy 1993; Luthar and Zigler 1991; Werner and Smith 1982). In another study involving African American
teen mothers, the constant presence of a caring adult mentor was related to more positive attitudes about motherhood and job fulfillment, lower levels of post pardon depression, and an overall optimistic life perspective (Hellenga et al. 2002; Rhodes et al. 1992). A recent study showed that 82% of youth from various ethnic and racial backgrounds reported that having a non-adult parent that was significant to them and someone they felt they could depend on (Beam, et al. 2002). This population of middle to low-risk adolescents specified that a mentor of at least 21 years old had a deep impact on their behavior. Results indicated these youth were less likely to engage in risky behaviors (substance abuse, truancy, or sexual behaviors), regardless of their family behavior, and valued their mentors’ opinions regarding their choice in peers (Beam et al. 2002).

In addition, positive impacts of non-parent adults have been found in studies on the effects of “assigned” mentor relationships. For example, Big Brothers/Big Sisters is an after-school volunteer based program in which an adult is paired with a youth, typically these youth are considered at risk and are from a single parent household (Herrera et al. 2000). A large, cross-regional study of this program showed that the youth were involved in more social activities, had improved academic performance, attitudes, behaviors, and relationships with family members after 18 months when compared to a control group of youth not participating in the program (Tierney et al. 1995).

With regard to gender however, another study reported that 25.8% of boys as having a significant non-parent adult in their social networks while 27.2% girls reported having one in theirs (Blyth et al. 1982). Girls’ relationships with female adults are particularly critical during the adolescent stage because girls need someone to model after
(Gilligan 1982). Even though the concept of girlhood in terms of development posits that girls are defined by historical events, they are still influenced by those around them in their “space.” Thus, the literature suggests that girls may benefit more from female mentors (Gilligan 1982; Rhodes et al. 2007; Sullivan 1996; Williams and Ferber 2008).

The literature supports the notion that relationships between youth and non-parent adults foster accelerated learning and positive social and emotional development (Beam et al. 2002; Keller 2005; Stukas et al. 2006; Sullivan 1996). The way the relationship develops seems critical in the effectiveness of social and emotional development. These relationships cannot be forced, and the adult must acknowledge the youth’s own life experiences (Sullivan 1996) and perceptions. Shared experiences among the female adult mentor and the youth mentee can greatly enhance psychological health (DuBois and Silverthorn 2005). Studies suggest that girl-woman mentee mentor relationships promote strong positive mental health outcomes (Brown 2006; Hirsch et al. 2000; Williams and Ferber 2008). Furthermore, the women involved in these mentor relationships have more success with their mentees when they share their own experiences during the initial formation of the relationship (Cavell and Smith 2005; Sullivan 1996; Tierney et al. 1995).

Fully understanding the importance of mentors and their impact and their roles with youth can lead to many implications for program development. Mentoring relationships need to be further cultivated in the after-school setting. Mobilizing adults to take on these tasks may seem daunting, as it can be difficult finding adults with a flexible schedule to be involved in after school activities. Furthermore, mentoring adults may be hesitant to get involved with someone else’s child (Stukas et al. 2006). However, research
suggests that adults are more likely to get involved and volunteer in a non-familial child’s life in an organized and socially acceptable setting (Karcher et al 2006; Rhoses and Roffman 2003; Sipe and Roder 1999). The “safe” space seems to be important to not only the youth but the participating adults as well.

More specifically, there is a perceived barrier by non-parent adults to involve themselves in other children’s affairs, especially those that are not in a part of their sub-group or “neighborhood” (Scales 2003). The pro-social behavior, of getting involved with youth, while encouraged, is often underperformed due to this perceived barrier. Informal engagement between youth and adults from their shared community does offer irreplaceable and instrumental benefits, such as informal and trusting relationships, but research suggests structured, formal activities in a particular setting arranged by volunteer organizations like the Big Brothers/Big Sisters, Girls Scouts or Boys Scouts may be more constant (Rhodes and Roffman 2002). Furthermore, these structured settings (volunteer and non-volunteer programs) provide a safe “space” for all parties and aims to relieve worries by providing; training, safeguards, orientation sessions, and evaluation (Sipe and Roder 1999).

Volunteerism has been defined as “long-term, planned, prosocial behaviors that benefit strangers and occur within an organizational setting” (Penner 2002). Accordingly, there are “four salient attributes to volunteerism: longevity, planfulness, nonobligatory helping, and an organizational context” (Penner 2002). This concept and its constructs will be discussed further in the next chapter but is imperative to make the connection here in this discussion of the mentor and the safe space in which they volunteer.
In summary, while there seems to be scant literature that examines the types of people these ‘mentors’ or ‘facilitators’ (or in this case ‘coaches’) are, their importance in undisputed. However, the characteristics these individuals possess are seemingly important in determining how strong and positive these youth to non-parent adult relationships are need further exploration, especially with regard to girl-woman relationships. This is particularly true in terms of the GOTR afterschool program. Finally, it is necessary and critical to understand what motivates non-parent women to purposefully become mentors and volunteer for this type of program.

Positive Youth Development through Physical Activity: The Safe “Space”

Between

Positive youth development (PYD) programs have proliferated over the past 30 years and have become more prevalent than any other after school program, especially those that are sports-based (Catalano et al. 2002). The roots of PYD perspective have been assimilated and sustained by contemporary developmental systems theories, and is a “strength-based conception of adolescence” (Lerner 2002; Lerner et al. 2005b:10). Developmental systems theory perception posits that an individual’s social behaviors are not fixed by their genetic make-up but rather exist as a result of mutually occurring influences and factors of the surrounding ecology of the youth along with the community, family, peer system, school, culture, physical environment, historical niche, and psychological characteristics (Lerner et al. 2005b).

As a result, it is theorized that youth development occurs through a bidirectional relationship between themselves and at multiple levels of their environment and community. Therefore, the community and environment offer the perfect opportunity for
promoting programs that enhance positive youth development (Benson 2003). Lerner developed a conceptual framework, termed the 5 C’s, for PYD programs which emphasizes and stress the following strengths of youth. The ‘5Cs’ represent the following developmental assets; “competence, confidence, caring/compassion, character, and connection”, and this is the reinforcing structure for all PYD programs, including sports-based PYD programs (Holt 2008:3). Lerner (2004) emphasizes that the development of the 5Cs occur when they “involve positive and sustained adult-youth relationships, youth skill-building activities, and opportunities for youth participation in and leadership of community based activities” (Benson 2003; Lerner 2004; Lerner et al. 2005b:12).

According to the literature, coaches of these programs are responsible for developing positive and long term relationships with their youth; furthermore, the adults in this setting need to create a safe and well-supervised area for the program implementation (Holt et al. 2011). PYD programs focus on “promoting bonding, resilience, spirituality, social skills, moral competence, self-efficacy, belief in the future, prosocial norms and other general orientations toward life” (Guilamo-Ramos et al. 2005) in order to prevent high risk behaviors in the future. This is especially important for female adolescents. Our society places a lot of emphasis on the feminine and not all of these messages is portrayed in a positive manner; much of this emphasis is delivered by way of mixed messages in the media (Eron and Huesmann 1980; Monnot 2010)

Current literature recognizes the importance of the adult-youth relationships and explains that the quality of these relationships is necessary for fostering positive outcomes for the youth participants (Catalano et al. 2002; Petitpas et al. 2008). Although the important roles non-parent adults have on the youth development literature on their
role as mentors in the setting of PYD programs specific for female adolescents is lacking. For example, the literature does not discuss the qualities a facilitator/youth worker, or ‘coach,’ should possess in order to create an effective environment to promote the 5Cs of a PYD. Furthermore, the literature does not explain the facilitators’/coaches’ perceptions or motives with regard to participating in these types of programs. My research proposes to address these gaps.

**Conclusion to Literature Review**

The literature regarding child development is expansive; with contributions from multiple disciplines. The main points from the literature indicate that child and adolescent development is rooted in their culture and these individuals are influenced by multiple factors and key people in their environment. As such, the development of female adolescents varies based on social forces in their contemporary culture and expectations of the role of a female. Current literature recognizes the importance that non-parent adults can have on female adolescents as they maneuver through girl hood. However, the types of individuals these non-parent adults should be or how they should come to be involved with these youth is lacking.

Positive youth development programs have proven very successful in the development of social and emotional growth through numerous outcome evaluations. Additionally, it appears this created environment provides the perfect opportunity for non-adult parents to volunteer their time and energy to the development of our youth. However, the literature does not examine why these non-parent adults decide to become mentors for female adolescents. The current study proposes to address some of these gaps by utilizing a theoretical framework that has been constructed from various fields and
using certain parts of multiple theories to examine why these adult mentors volunteer to be a part of these positive youth development programs.
CHAPTER THREE: THEORETICAL FRAMEWORK

A Synthesis: The Ecological Paradigm & the Social Network Paradigm

The theories used to guide this study use a combination of the ecological and social network models and is rooted in grounded theory. These two models are specific to an ethnographic approach and were chosen in part based on the ethnographic nature of this study to understand the culture of GOTR coaches; and were particularly useful for the development of the data collection tools.

Grounded theory is defined as a methodology used to develop and build theory based on the data during analysis (Glaser and Strauss 1967). Using grounded theory is an important practice in exploratory qualitative studies as it allows all themes to emerge as they are meant to. As a result of grounded theory; volunteerism, self-determination and the theory of power and gender emerged as constructs and domains that were used in data analysis (see below for further explanation).

The nature of the ecological model posits that the individual is and their behaviors are influenced by social structure at different levels; the environment, society, their community, family, school, work and peers (LeCompte and Schensul 2010:71-83). Since this paradigm is also embedded in the theoretical framework of PYD (Bronfenbrenner 2004), it is also necessary to use this lens to understand the bidirectional relationship occurring between the adult mentor and youth mentee.
The ecological model was useful during the exploration of the coaches’ perceptions, motives and factors for becoming involved in this program. The nature of the research suggests that these women are influenced by multiple factors in their daily lives. Using this model to develop my interview guide and analyze the qualitative data allowed me to sift through and specifically triangulate which factors influenced and motivated coaches to get involved and more importantly what factors motivated them to stay involved. It was necessary to determine which factors and levels influenced decision-making in order to determine whether they were intrinsically or extrinsically motivated. Briefly, internal motivation is the most autonomous form of motivation and external motivation can be defined as motivation influenced by the presence of an external factor (Levesque et al. 2010) (refer to Self-Determination Theory section for details). This proved to be important when developing recommendations for recruitment of coaches and sustainability.

The social network model posits members of a community are interconnected through language, tradition, cultural norms and cultural expectations (LeCompte and Schensul 2010). The social network model was used to explore the interconnectedness and interactions between and among individual coaches, the significance of their social relationships, and specific activities as related to GOTR (LeCompte and Schensul 2010). More specifically, social network analysis was used to determine how these coaches were connected, how they got involved, how they recruited other woman to become involved, and how they were delivering and promoting this program to other members of the larger community. Understanding this connectivity provided insight into their perceptions.
regarding the program and assisted in the development for recommendations coach recruitment and retention.

Synthesizing the ecological and social network models was necessary in order to collect data and construct an analysis that assisted in understanding and determining the factors that influenced the coaches’ perceptions, motives and constructed identities. The synthesis of these models displayed the interconnectedness of the coaches, how and why they chose to participate in this program, and overall, their shared, individual and group experiences. The synthesis of the ecological paradigm and the social network models aided in the development of the interview guides, audio cues and data analysis.

**Volunteerism**

Defining volunteerism as it pertains to this study is necessary in understanding why these women do what they do. During data collection the overarching connection between the women in this network was their desire to volunteer with this program. Therefore, for the purposes of data analysis it became necessary to understand how volunteerism is defined in western society. Additionally, it is a useful and critical lens when learning their motivations, whether extrinsic or intrinsic. Furthermore, it is important to understand how volunteerism is sustained. This will be particularly useful for fulfilling my aims of this study by providing recommendations to coach recruitment and sustainability.

Volunteerism is defined as long-term, planned, prosocial behaviors that benefit strangers and occur within an organizational setting (Penner 2002). There are four constructs associated with this definition; longevity, planfulness, nonobligatory helping,
and organizational context. Volunteering is typically a long-term behavior (O’Neil 2001). Further, once initiated into volunteering, individuals tend to continue engaging in this behavior for a long period of time (O’Neil 2001; Omoto and Snyder 1995; Penner and Fritzsche 1993; Pennfer and Finkelstein 1998).

The second construct volunteering is that it is a “thoughtful and planned action” (Penner 2002). Research indicates that people who volunteer put a considerable amount of thought into the costs and benefits before engaging in this behavior (Davis et al. 2001); unlike in situations of people helping in emergencies, where no thought may occur before acting and the decision is based more on the situation of occurred events (Dovidio and Penner 2001).

The third construct, nonobligatory helping, indicates that a volunteer wants to serve others. They are not motivated necessarily by any personal obligation to a specific person or family member (Omoto and Snyder 1995). Last, organizational context, ascertains that the act of volunteering is much more likely to occur within and under an organized setting. As mentioned before, this provides a safe space for volunteers to engage. Therefore, the variables that influence this organized setting are relevant to examine when attempting to understand what about this program, GOTR, attracts volunteers to it and what makes them stay.

**Self-Determination Theory**

It is imperative to understand what factors drive, influence, and motivate these women to volunteer and commit their time to this program. The self-determination theory (SDT) theoretical construct is embedded within the theoretical framework of the
ecological paradigm and volunteerism. It is meant to provide a more detailed account of specifically what motivates these women. This will be useful in understanding why they volunteer and what exactly in their community and in their lives motivates them to do so.

Since extrinsic and intrinsic motivators are being critically reviewed as a part of volunteerism, conceptualizing these motivators is essential. Thus, the use of the self-determination theory was employed to unpack the concepts of intrinsic and extrinsic motivators. A main focus of SDT is the “the functional and experiential differences between self-motivation and external regulation” (Ryan and Deci 2000:69).

Extrinsic and intrinsic motivation factors can be placed on a self-determined continuum, those placed on the ‘self-determined’ continuum instead of the non-self-determined continuum, facilitate positive outcome, such as wellbeing (Levesque, et al. 2010). It is important to differentiate the self- versus non-self, as this determines the positive versus negative outcomes. Since, the coaches of this program volunteer their time and energy over the course of three months, they have made this decision with autonomy and their motivation factors will be examined on the self-determined continuum (see Figure 1).

![Figure 1: Self-Determined Continuum for Motivation](image)

As such, on the right side of the continuum, “intrinsic motivation is the most self-determined or autonomous form of motivation. It underlies activities that are performed
purely for the joy gained from the activities themselves. In other words, individuals who are intrinsically motivated choose to engage in activities solely for the pleasure, interest, enjoyment, and satisfaction derived from performing those very activities (Levesque et al. 2010). On the left side of the continuum, extrinsic motivation can be defined as behavior performed in the presence of an external factor and is done so out of obligation or fear of ‘punishment’ (Levesque et al. 2010). The literature on external and internal motivation is mostly found in the realm of psychology and it is necessary to note that this self-determination theory has not been applied to understanding motivational factors of volunteers.

**Theory of Power and Gender**

Additionally, since all the coaches of this program and all the participants of this program are female, the theory of power and gender was also used in this study. The theory of gender and power addresses the “wider social and environmental issues relating to women’ and examines the relationship these structures have on gender-based roles in society (Connell 1987:x-xi). This theory displayed what motives, intrinsic or extrinsic, these women have for participating voluntarily and whether these motives were influenced by socially defined gender roles, expectations and other structures within western society. Previous life experiences were examined as they related to the interior motives for participating as a coach. Since the definition of girlhood is ever evolving this theory aided in unpacking some of the deeper internal motivations these woman had for participating based on their own ‘girlhood’ experiences growing up without this program and in the world of sports.
CHAPTER 4: RESEARCH SETTING

Girls on the Run International

Background & History of the Program

Girls on the Run International® (GOTR) is an international non-profit organization under which this study was conducted. GOTR is a sports-based positive youth development program for pre-adolescent girls. This program is dedicated to developing healthy lifestyles and habits for young girls between the ages 8-13 years old, through a positive youth development program that uses running in the curriculum. GOTR is internationally recognized and has serviced over 400,000 girls in over 200 cities. The success of the GOTR program has demonstrated through various evaluations (Debate and Gallentine 2010a; Debate and Gallentine 2010b, Gallentine et al, 2011; Gallentine 2012).

GOTR was founded by Molly Barker in 1996 in Charlotte, NC, with a small group of girls. Then in 2000, this small grass roots organization became a national 501(c)(3) organization and is now an international non-profit organization, servicing Canada as well. Barker obtained a Masters in Social Work from the University of North Carolina at Chapel Hill and worked as a former high school teacher, track coach, and as a counselor focused on helping women with depression, eating disorders, and alcohol and substance abuse issues. Barker saw an opportunity to positively impact women from a young age by
offering support and guidance through group activities with caring coaches and running. This led to her founding of GOTR, whose stated Mission is: “We inspire girls to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running” (Girls on the Run International 2012).

*Organizational Structure*

Each participating city has one council filed under a 501(c)(3). Typically this council consists of four to ten full time individuals who are responsible for everyday operation, maintenance and functioning of the program. More specifically, these councils are charged with: establishing sites, coaches, volunteers and training these coaches and volunteers. Councils also host the end of the fall and spring season 5K races, defined as the 12-week time period in which the program is implemented. Councils are also responsible for acquiring funding, by way of grant proposals and sponsors; sometimes from multiple sources.

The program is conducted after school at various locations throughout the city. These locations are called sites and are typically located at an elementary or middle school or another after-school program. Each site has teams; a team must have eight to seventeen girls in order to become operative. There must be a minimum of two coaches with each team, and these Coaches must be present at each practice. However, sites can have multiple teams, just so long as the teams have safe space to practice with required adult supervision.

Sites can have multiple adults serving as volunteers in different capacities. For example, the site I conducted my research would allow multiple adults at a site to
volunteer; so long as there were not more adults than children, as this would detract greatly from the program. These volunteers can be coaches, either head coach or an assistant coach, running partners, running buddies, or junior coaches.

Each council may have a different variation of running buddies or running partners; but all councils and sites must have the coaches and head coaches present. These coaches are volunteers, and are recruited through various means depending on the council. For example, coaches would be recruited actively by the councils from schools, YMCA’s, or other community programs. Some councils need to actively recruit coaches, and at other councils, the coaches actively seek to be involved. The site is where the 24-lesson curriculum is delivered by the coaches, twice a week, typically over the course of 10-12 weeks. During this time, girls learn life lessons and train for a non-competitive 5k race, which they run together at the end of the “season”.

Curriculum

The core of the GOTR curriculum is centered on developing internal assets (i.e., the 5 c’s of positive youth development) among girls as they approach middle school and high school. The curriculum is gender based and established upon research conducted in the field of adolescent issues based on the work of Mario Fantini and Gerald Weinstein. (Weinstein and Fantini 1970). The components specifically address and contribute to the healthy development of spiritual, mental, emotional, social and physical growth (Weinstein and Fantini 1970). The positive youth development based curriculum is delivered by the coaches at each site. The coaches are given the curriculum materials at the pre-season training and are responsible for preparing their lessons for each practice.
Typically, a lesson will last about an hour and a half; during this time the coach will deliver the curriculum for that session and the rest of the time will be spent running or walking around a designated “track” in order to train for the 5k race. The race is not meant to be competitive but is intended to be a goal to be reached by the entire team whether everyone runs, walks or both. The lessons cover everything from bullying and peer pressure to what a proper Facebook profile should look like. Each team, consisting of both the girls and volunteers, is also responsible for developing a community service project and participating in the end of the season 5k celebration.

These lessons were developed to be experienced based, interactive, engaging and most importantly significant in lives the female adolescents. The design of the program is meant to foster the development of relationships between the coaches and among the GOTR participants by promoting the expression of shared and lived experiences in a safe space, and also encourages independent thinking, problem solving and community building.

**Regional Council**

**Brief History**

The specific Midwestern council where the research was conducted has been in operation since 2002. A local mom read an article in Runner’s Magazine about Molly Barker and **GOTR**; felt this program was necessary to have in her community. She started **GOTR** with 20 participants in a local park and their numbers have doubled every season since; to date they service over 5,000 girls and have about 700 coach volunteers and are present at over 120 sites in 19 different counties between two large Midwestern states. It
is important to note that this particular council has a strong coach base and traditionally has a dedicated volunteer cohort.

The growth of this council is completely organic by word of mouth and no outbound marketing has ever been executed. This social phenomenon is in large part why I chose to conduct my research with this particular council. After conducting the impact evaluation for this council during Spring 2012, and seeing such strong positive outcomes; the necessity to understand the inner-workings of this council and the coaches became clear.

**Council Organization and Structure**

**Administrative personnel**

The staff positions include; an Executive Director, a Development Director, a Program Director, two Program Coordinators, a Program Administrator, a Volunteer Coordinator, and a Finance and Operations Manager. These women all come from different backgrounds and have made a career with **GOTR** after having previously been involved as a volunteer. This is exceptional to note since all of these women chose to be a larger part of this organization based on how they were impacted as volunteers during their previous involvement.

**Site recruitment and set-up**

Most of the sites that have been established at this council have actively sought out **GOTR** in order to be involved as a participating site. They must fill out an application form and have a site liaison (see below for description of site liaison) in place.
Furthermore, the council prefers to meet with a representative from the site location, typically a school official, such as the principal; this is to ensure that there is “principal buy-in”. The council personnel also examine the area in which the practices will take place, whether it is an empty parking lot or an open grassy area. Once all of these factors have been established the board then makes the final decision regarding whether or not the site is approved. To date this council has not turned down a site. However, it is important to note another major concern involving the decision to approve a site depends on whether the site can be sustained or is a recurring site.

**Different Volunteers: Roles and Responsibilities**

The volunteers that participate and who essentially deliver this program make up a variety of different positions, each with their own specific set of responsibilities. It is necessary to note that all volunteers are expected to fully understand and believe in the mission of the program; emphasis is really placed on this. The head coach is the main facilitator for the program and main spokesperson for the program. Typically, a team has no more than two head coaches. These individuals must consent to a background check, be at least 21-years old, be CPR certified, and attend a 4-hour coach training with the council. The head coach is responsible for managing the practice partners, junior coaches and assistant coaches, preparing and supervising the weekly lessons, and to deliver at least one of these lessons per week. Additionally, they are responsible for maintaining communication with the council office and parents during the season, coordinating the community service project, and participating in the end of the season 5k race.
The assistant coach is mostly responsible for providing direct support to the head coach. The assistant coach must consent to a background check, be at least 18-years old, and also attend a 4-hour training session. The responsibilities include consistently attending at least one practice a week, assisting with the facilitation as deemed necessary by the head coach, assist in planning the 5k celebration, and community service project.

The site liaison is the main link between the site and the GOTR council, often times the site liaisons also serve as coaches. They are typically individuals that recruit coaches, assist in the establishment of the site, and coordinate the practice space. They are also expected to take the lead on the marketing of the program, distributing registration materials, and coordinating the pick-up of items from the GOTR main office.

A practice partner is a volunteer that cannot regularly commit to attending all practice sessions. Practice partners must be of high school age and consent to a background check. They are not required to attend the training sessions but it is highly encouraged. Those that do not attend the training sessions but volunteer are automatically considered practice partners even if signed up as a coach. Practice partners provide support to the coaches, assist in the community service project, and build relationships with the girls.

The site this study was conducted at started a new program in 2012 for girls in 6th-8th grade that either were participating GOTR girls in previous years and/or wanted to get involved in their community. This new role is called a junior coach; they are responsible for helping the coaches’ set-up, lead stretching warm-ups, run with the participants, and to be a positive role model. This position was created to allow middle school aged girls to get involved in a volunteer/mentor capacity.
Coach and volunteer recruitment

The council does not engage in a lot of coach or volunteer recruitment. They will send out a newsletter to individuals that have indicated interest through their website and they will put up flyers. The main areas of active recruitment occur at local colleges and universities. This is a good demographic to recruit from since they have flexible hours after classes and can be placed at sites that do not have enough coaches. However, most of the volunteers come to the council from the community proactively and have heard about the program by word of mouth. Many of these sources are the local elementary schools that would like a site at their school or other businesses that participate in the large bi-annual 5k race. There is strong emphasis placed on having coaches come from within their community that have buy-in with a particular site so that site can be sustainable.
CHAPTER 5: METHODS

Research Design Overview

Research Design

This 3-phase ethnographic study was exploratory and qualitative in nature and utilized semi-structured interviews, participant observation, and personal memoirs. As previously explained, data collection was guided by an ecological and social network defined framework in order to better understand how these coaches learned about this program, why they decided to participate in this program and how this program has shaped their current perspectives on coaching/mentoring young girls. Data collection occurred over the course of six months, beginning in July of 2012 and ending in December of 2012.

IRB Approval

This study was approved by the University of South Florida’s Institutional Review Board. The Principal Investigator (PI) participated in the University of South Florida’s Institutional Review Board ethics training module, IRB#: Pro00008594 (See Appendix A).
Girls on the Run International Approval

The research council for Girls on the Run International required a separate application process and approval. The GOTR research council required all IRB approved documentation and a supplemental application further explaining my research intention and previous involvement with GOTR.

Phase 1

Key Informant Interviews

During the first week of August 2013, I traveled to the council and conducted both Phase 1 and Phase 2 interviews in person. Phase 1 consisted of key informant interviews (see Appendix C) conducted with the Executive Director, the Volunteer Coordinator, and the Program Director of the regional council. These interviews were recorded and were conducted in their office during their lunch break. Each lasted approximately fifteen minutes. Participants were incentivized with a $10.00 Target gift card. I felt it was necessary to incentivize the participants in Phase 1 because they chose to take time from their paid work day to assist me in my research. I chose to incentivize the participants in Phase 2 because these women were already freely volunteering their time to participate as a coach and I felt it was necessary to incentivize the time they were giving to assist me in my research for the organization.

These interviews gave background information regarding the specific program and the history of the council and its infrastructure. The interview guide also contained questions that stimulated conversation pertaining to the desirable qualities they wanted their coaches to have and what coach recruitment strategies are used.
**Data Analysis**

Paper and pencil notes were taken during these interviews and each interview was recorded, using Recorder Pro version 4.1.2. All interviews were transcribed, removing all identifiers and then were hand coded by myself using Microsoft Excel 2010. Domains were first systematized based on the interview guide; these domains were color coded. Since the nature of these interviews was to gather background, recruitment and general information sub-domains and themes did not emerge.

**Phase 2**

**Recruitment**

The council director agreed to send out the email and recruitment flyer to all the registered coaches for the season, both returning coaches and new coaches. This mode of recruitment allowed the coaches to freely decide if they wanted to participate. In order to maintain confidentiality those interested in participating contacted me directly, either by phone or by email. I also recruited in person at the new coaches training during my visit to the council. An announcement was made to the new coaches and they met me at a coffee shop close to the training site after the training session. This ensured confidentiality as well. The email verbiage sent and the recruitment flyer was developed by myself and approved by the IRB.

**Sampling**

Convenience and snow ball sampling methods were used due to time constraints. It was difficult to recruit new coaches at first, since they were seemingly overwhelmed...
with the new program, season (the 12 week period in which the program occurs) and coaches training. I recruited long term coaches, or veteran coaches, coaches that were returning as new head coaches and first season coaches. The original sample goal was 33 coaches (11 veteran coaches, 11 new head coaches, and 11 first year coaches). Unfortunately due to time constraints, I was only able to obtain 15 coaches for the study. Recruiting participants in this community proved to be fairly easy considering recruitment began over the summer with an email and flyer, and I only recruited for about a month. This population was eager to participate in the study and the foreseeable benefits far outweighed any burden associated with participating.

The total sample population was 15, was almost evenly distributed across my intended sub-groups, five veteran coaches, four returning coaches as new head coaches and six first year coaches. The purpose of dividing the coaches into these sub-groups was to assess whether there was a difference in motives, perceptions, and constructed identities of and with the program. Participants were incentivized with a $10.00 Target gift card.

Semi-structured Interviews

In-depth semi-structured interviews were conducted with the coaches of this council in person. During the first week of August I traveled to the council and conducted interviews with these participants. The semi-structured interview guide for Phase 2 (See Appendix D) was developed based on the theoretical framework described above (see Chapter 3). As mentioned, the constructs from the ecological and social network analysis paradigms were used in conjunction with the motivation continuum from the self-
determination theory. The semi-structured interviews were intended to answer specific questions regarding; in general who they are, what their motives are, how they have been influenced by GOTR, their previous volunteer experience, how they learned of the program, their perceptions and expectations of the program and elicit general conversation regarding their thoughts on girlhood, adolescent development and mentee-ism.

The semi-structured interviews took place before the start of the GOTR fall 2012 season so a full assessment of the impact this program has could be determined. Fortunately, the week I collected Phase 1 and Phase 2 data, the coaches were undergoing coach training. I had the opportunity to meet with first year coaches both before and after their initial coach training.

**Data Analysis**

As in Phase 1, paper and pencil notes were taken during these interviews and each interview was recorded. All interviews were transcribed, removing all identifiers and then were hand coded by myself using Microsoft Excel 2010. Domains were first systematized based on the interview guide; these domains were color coded. The data were then analyzed for sub domains and other emerging themes and assigned a number.

**Observation Methodology**

In addition to interviews, I had the opportunity to observe two coach trainings during my visit; a returning coach training and a new coach training. The returning coaches’ training was held in the middle of the week during the evening at a local school,
about 60 coaches were present. The bulk of the coaches training addressed administrative issues, special events that were to be held during the fall season, fundraising opportunities, and general expectations of the coaches and their roles and responsibilities. Returning coaches had the alternative choice to participate in an online training. Much of the background information in the previous chapter came from this particular observation session. The second coaches’ training was held in a very large gym on a Saturday, there were well over 100 first time coaches in attendance. The coaches were given examples of several of the lessons and participated in a few of these examples. This is also, where I recruited a few more participants for the completion of Phase 2 (see Results Chapter 6 in depth description).

**Phase 3: Memoirs/Audio Blogs**

*Recruitment and Sampling*

Participants from Phase 2 were all offered to be a part of phase 3. Those that agreed had a separate consent form and were given the option to participate in the memoirs by either written response to the bi-weekly cues or audio recordings. Eight of the ten participants chose to use their smart phones to submit audio recordings via email and the PI went through the logistics of submitting an audio blogs with each of the participants to ensure data quality and delivery. Participants were incentivized $5.00 for each memoir and $15.00 for the follow up interview. Those that participated in all of phase 3 received a total of $40.00 in the form of a Target gift card. I chose to grade the incentives in order to incentivize each audio blog/memoir. This way the participant could chose to participate in as much of phase 3 as they wanted to, or had time to. Since the
role of the coach during the season is so time-consuming I felt it was necessary to incentivize them for the extra time they gave to my study.

**Memoirs/Audio Blogs**

Phase 3 consists of a subset of participants who asked to keep personal memoirs of their experience over the course of the 10-week facilitation of this program. There are 10 participants enrolled in this Phase, however, one dropped out immediately due to time constraints. Therefore, the data used in phase 3 consisted of 9 participants. These participants submit audio blogs, or journals, once every other week. At the beginning of every two weeks, the participants received an email with “cues” (see Appendix E) for them to ponder while recording their memoirs for that specific two week period. Some of the cues were tailored to the specific individual based on previous memoirs or our initial interview; but all had a common theme for that two week period.

Typically, these cues prompt them to think of: their personal growth, as a GOTR coach and their journey; their thoughts, as a mentor and volunteer for this program; their concerns, as a coach as they navigate through the curriculum with the girls; their overall experiences throughout the season, good bad, and ugly; and last, the barriers they may face a coach and mentor working with adolescent girls. This method aimed to provide insight into the individual personal growth, the shared experiences with the other coaches and barriers of implementing the program they experience. The participants would either send typed responses or they would email audio recordings, or audio blogs. All of the responses were raw and unstructured which provided excellent insight into what was
occurring at the time of submission. The coaches that participated fully in this phase gave me real time perspectives as the season progressed.

*Follow-up Interview*

Phase 3 also involved follow-up interviews with the subset sample. The interview guide (see Appendix F) asked many of the same questions as the phase 2 interview guide, but was adapted and shortened, based on findings from the phase two and the journal entries. The purpose of the follow-up interview was to gain feedback of their experience from the season and, if necessary, follow-up on information that needed clarification gained from the audio blogs. The interviews were conducted over the phone and were recorded. Each interview lasted approximately five to eight minutes.

*Data Analysis*

Each participants’ cues and responses were recorded, managed and analyzed using Microsoft Excel 2010. Every other week the audio blogs were transcribed and were analyzed individually and then against the rest of the subset. The audio blogs were analyzed individually each week to record that participant’s experiences. The responses were then analyzed as a group to identify any patterns. The following bi-weekly audio cues were developed based on the analysis from the previous week. The follow-up interviews were transcribed, removing all identifiers and then were hand coded by the PI using Microsoft Excel 2010. Domains were first systematized based on the interview guide; these domains were color coded. The data were then analyzed for sub domains and other emerging themes and assigned a number. These themes were then compared to the
findings from Phase 2 to search for any patterns among the participants’ responses from pre-season to post-season.
CHAPTER 6: RESULTS

Demographic Information for all GOTR Coaches in Fall Season 2012

Table 1 provides demographic information for all the coaches that participated in the Fall 2012 season. The total number of volunteers was 709 individuals; approximately 27 percent were Head coaches and approximately 32 percent were Assistant coaches, totaling about 60 percent coach positions (See Table 1). The age range of the volunteers was between 31 and 40 years of age (mean age 35 years).

The following demographics were self-reported and indicate a large Caucasian volunteer base, about 95 percent. This particular large Midwest City is comprised of about 77 percent Caucasian residents as compared to the U.S at 74 percent. African America or Black residents make up about 18 percent of the population, as compared to twelve percent of U.S. population. Asian residents make up two percent of this population as compared to almost five percent of the U.S. population. Multiracial, Latino and “other” comprise of two percent of this population as compared to the eight percent of the U.S. population (U.S. Census Bureau, 2011).
Table 1: Demographic Information for all Coaches for the Fall 2012 Season*

<table>
<thead>
<tr>
<th>Volunteer Roles</th>
<th>N=699</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Coach</td>
<td>145</td>
<td>20.74%</td>
</tr>
<tr>
<td>Site Liaison/Head Coach</td>
<td>41</td>
<td>5.87%</td>
</tr>
<tr>
<td>Assistant Coach</td>
<td>225</td>
<td>32.19%</td>
</tr>
<tr>
<td>Practice Partner</td>
<td>286</td>
<td>40.92%</td>
</tr>
<tr>
<td>Site Liaison/Assistant Coach</td>
<td>2</td>
<td>0.29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>N=679</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 21</td>
<td>27</td>
<td>3.98%</td>
</tr>
<tr>
<td>22 to 30</td>
<td>178</td>
<td>26.22%</td>
</tr>
<tr>
<td>31 to 40</td>
<td>225</td>
<td>33.14%</td>
</tr>
<tr>
<td>41 to 50</td>
<td>187</td>
<td>27.54%</td>
</tr>
<tr>
<td>51 to 60</td>
<td>54</td>
<td>7.95%</td>
</tr>
<tr>
<td>60 plus</td>
<td>8</td>
<td>1.18%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>N=690</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>15</td>
<td>2.17%</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>0.72%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>654</td>
<td>94.78%</td>
</tr>
<tr>
<td>Latino</td>
<td>7</td>
<td>1.01%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>8</td>
<td>1.16%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.14%</td>
</tr>
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<table>
<thead>
<tr>
<th>Gender</th>
<th>N=709</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>2.26%</td>
</tr>
<tr>
<td>Female</td>
<td>693</td>
<td>97.74%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>N=709</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>358</td>
<td>50.49%</td>
</tr>
<tr>
<td>Returning</td>
<td>351</td>
<td>50.49%</td>
</tr>
</tbody>
</table>

* Data was self-reported and provided by the regional council
Socio-demographic Profile of Coach Participants

Table 2 provides a profile of the participants in both Phases 2 and 3. The total sample size was fifteen; six first year coaches, four returning coaches as new head coaches and five veteran coaches, defined as participating in four or more seasons. The table describes the socio-demographics for this population. The participant population represents approximately four percentage points of the total coach population for the Fall 2012 season.
Table 2: Socio-demographics of the Participating Coaches

<table>
<thead>
<tr>
<th>Age</th>
<th>First Year Coaches (n=6)</th>
<th>Returning Coaches as New Head Coach (n=4)</th>
<th>Veteran Coaches (n=5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22-30</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>31-40</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>41-50</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>50-60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>60 plus</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Coach Position</td>
<td>Head</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Head/Site Liaison</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Asst. Coach</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mother</td>
<td>Yes</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Child in Program</td>
<td>Yes</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Caucasian</td>
<td>Yes</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Profession</td>
<td>Teacher</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Other Profession</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Homemaker</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Self-proclaimed Runner</td>
<td>Yes</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Previous Volunteer Experience</td>
<td>Yes</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
**PHASE 1: Administrative Perspective**

The administrative personnel provided important background information for this council, its infrastructure, recruitment strategies, and coach training techniques. The overarching purpose of Phase 1 was to gather as much basic knowledge of the council and its workings as possible; much of this background information was discussed in chapter 4. However, their perspectives involving the way the community gets involved with the council and their overall perception of their subculture of coaches provides significant underlying knowledge of the GOTR culture in this community.

*Site Set-up*

The process of site establishment provides insight into what factors are important and necessary for the council to approve sites and how the community perceives the GOTR program. Additionally, carving out the way this process occurs and what is involved from the perspective of the council administration explains the standards that are set for the success of this program.

*Community Buy-In*

Understanding the administrative viewpoint regarding to the way the community gets involved in order to start a site provided significant insight into how the overarching community perceives this program. Furthermore, understanding the way the council is perceived by the community shed light on how community members proactively seek out the program to become coaches.

The following quotes best summarize how a site is formed and why it is important to have community buy-in.
“It’s completely grown word of mouth. We’ve never done any outbound marketing to the schools. Other than try and get them on, we’ve never targeted a specific area or anything like that. Schools have always come to us to start and so we have kind of a process of how we bring on these sites….The nice thing about that, is we feel really confident that they were setting those teams up to succeed...because it’s not something that we’re forcing upon them” [Administrative Personnel 1]

“We have people who have heard about us through running other races or in running stores. They've heard about it by word of mouth and that is really what spreads the word, and that's really incredible. I came to know about Girls on the Run by word of mouth as well as just seeing a presence out and about in the community” [Administrative Personnel 2]

“….we just don’t let it happen. We won’t accept a site if we don’t have coaches there already. How do you expect that to work or be sustainable? I think that it has to just go back to the girls and families are having good experiences. The girls are having good experiences at practice. Parents are picking up on that. They say their kids are happier... I think that you have a good experience at one school it spreads through school and out. I feel like you can’t go in the grocery store with without someone saying, “My daughter did that.” [Administrative Personnel 3]

The key ideas highlighted by these quotes are; the significance of word of mouth as a recruitment strategy, the importance of having coaches in place for successful delivery of the program, and the positive affect of active parents!
Site Necessities: Safe Spaces

The council requires a number of factors before allowing a site; this is for a number of reasons, but most importantly it is for the safety of everyone involved. The following quotes summarize the necessary factors for site approval and each emphasize the importance of safe spaces, whether already existing in the environment or created by coaches.

“…there’s principal approval and buy in. There is a safe number of trained coaches on… The school understands what the program is and that yes [they are] ready for this... that they have a number of girls that would be potentially interested. They can have a safe space to practice and that can be a wide range of things. They can have a beautiful green place. They can have a parking lot that can be corded off and practice at” [Administrative Personnel 1]

“Giving girls a safe place where they can talk about really difficult issues that society has kind of brought into, I think, more intensely to this generation than what I experienced and what our parents experienced. I just think it’s really important that there’s a place where they can be themselves… giving that experience to a group of girls is really important. The girls just teach you so much” [Administrative Personnel 3]

The necessity of safe spaces is emphasized here by the administrative staff (see below for more represented quotes from the coaches). This is important because the creation of these “safe spaces” is an important factor for the implementation of the program for both the coaches and the girls.
What Does it Mean to Be a GOTR Coach?

A large and very important part of these key informant interviews was to understand how the administrative personnel viewed this sub-culture of coaches and more importantly what they expect. The following explained how deeply devoted the council administration is to this program, by explaining to me how important it is to be a GOTR coach.

It’s a Privilege to be Surrounded by the GOTR Girls

“It’s a huge, huge privilege. That’s what I think, it’s a huge privilege. Because not only do you get to just have such real authentic conversation with girls and have such a potential to make some really awesome difference and impact ….it’s just such a rich, rich program. I know from coaching and I know from talking to our coaches you get so much out of that you almost feel guilty because you have such an amazing experience and you learn things from that curriculum. It’s a privilege to be in that awesome safe space with this group of girls who are so insightful and so honest and so courageous. I mean that’s a huge privilege” [Administrative Personnel 1]

“They (the GOTR girls) taught me so much. The girls just teach you so much. Delivering the curriculum is such a good reminder for adult women of how we should act, how we should think about ourselves” [Administrative Personnel 3]

Desirable Coach Qualities

The following quotes relate to what the council administration regards as important characteristics emanated by the coaches of this program.
“When I think of who our awesome coaches are, they’re very sincere, they’re very authentic with the girls. These are seventh and eighth grade girls, they can smoke out a liar…[the coaches] are very aware with they’re at and their *Girls on the Run* story. It’s not that we need to all be “perfect” that’s not what *Girls on the Run* is. It’s about living those values so… I had somebody ask me ‘do you have to be a runner?’ No, you don’t. We don’t at all have to be a runner. To me that’s just it. It’s being authentic, being true and being there. Being there means being at practice. Being there means being present with the girls physically, emotionally, mentally, and just being willing to go on this journey with the girls and with us [the council]”

[Administrative Personnel 1]

“You just have to be open-minded, be flexible, just be yourself and I think that's kind of a hard thing for sometimes adults to catch…has to be energetic and not afraid to be just out there and outgoing, and willing to just take on whatever they bring. Just to listen, a good listener for the girls. Willing to share experiences and examples with the girls…so that they know that we're real people too and that we go through the same struggles that they're going through as well, and give good advice on how to deal with situations that they may be dealing with…I think the girls really relate to when you share and get to know them, and they feel like they get to know you as well….it's not about who is the fastest …that’s not the point of *Girls on the Run*…even the slowest girl on the team is setting a goal and out there doing it just like everyone else” [Administrative Personnel 2]

“To instill the love of some kind of sport in girls that age was really important. Running is such an easy lifelong habit. You can do it by yourself. You can do it in the rain. Anywhere. Passing along the joy
of running, the health components of running. That’s important too.”
[Administrative Personnel 3]

The administrative staff highlights certain characteristics they desire in coaches, such as; positive influence, sincerity, openness, genuineness, knowing the importance of a healthy lifestyle.

**Expectations of the Coaches:**

Since the council holds the position of a coach in high regard. They openly have high expectations from these individuals, for obvious reasons.

“I expect them to care. I expect them to believe in the mission. I expect them to live the mission and I expect them to be prepared and deliver the mission. That comes in the lessons (and) that comes in communicating who we are. We ask a lot of them and so we try to balance that by being as supportive as possible to them. We know that we are nothing without them. I mean that’s just the reality. We ask a lot of them, but we try to be incredibly supportive and incredibly responsive…we care about them and we care about what happens to the girls. We have to set them up to succeed. [Administrative Personnel 1]

“The coaches are responsible for delivering the *Girls on the Run* program, founding the curriculum, and just leading the girls, encouraging them along the way, being a positive role model for them” [Administrative Personnel 2]

“It doesn’t matter how fast or slow you are. It doesn’t matter if you’re silly or serious. You’re an amazing person because you are you. That
I think to me as a coach, giving that experience to a group of girls is really important” [Administrative Personnel 3]

A few of the stated expectations the administrative staff has of the coaches are; providing a positive healthy experience for the girls, believing in the mission, being a positive role model.

Summary of Findings from Phase 1

Phase 1 key informant interviews provided insight into how the administrative personnel viewed the program and more importantly how they viewed and valued their coaches. Table 3 below shows the main domains and themes that emerged from these key informant interviews.

Table 3: Phase 1 Administrative Personnel Findings

<table>
<thead>
<tr>
<th>Domain (N=3)</th>
<th>Theme</th>
<th>Representative Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Set-Up</td>
<td>Community Buy-In ( n=3)</td>
<td>&quot;grown by word of mouth&quot;, &quot;seeing GOTR in community&quot;, &quot;Schools aren't forced&quot;</td>
</tr>
<tr>
<td></td>
<td>Site Necessities: Safe Spaces (n=2)</td>
<td>&quot;safe space to practice&quot;, &quot;safe space to talk about difficult issues&quot;</td>
</tr>
<tr>
<td>What does it Mean to be a GOTR Coach?</td>
<td>It is a Privilege (n=2)</td>
<td>&quot;to be with these girls&quot;, &quot;you learn from them&quot;</td>
</tr>
<tr>
<td></td>
<td>Desirable Coach Qualities (n=3)</td>
<td>&quot;sincere&quot;, &quot;authentic&quot;, &quot;being there for the journey&quot;, &quot;listen&quot;, &quot;be yourself&quot;, &quot;instill a love of sport&quot;</td>
</tr>
<tr>
<td>Coach Expectations</td>
<td>Coach Expectations (n=3)</td>
<td>&quot;believe in the mission&quot;, &quot;deliver the program&quot;, &quot;giving a great experience&quot;</td>
</tr>
</tbody>
</table>
As depicted in Table 3 and the chosen sample, the council essentially requires that there be community buy in and safe spaces available in order for a site to be established. Community buy in is a very important component to the council as it allows for the site to be sustainable. Most notable, is the fact that this particular council does not do any outbound marketing. All locations, such as schools, seek the council to participate and have a site establish.

Furthermore, the council strongly emphasizes the need for safe spaces, both in the built environment and created by the coaches. Additionally, Table 3 illustrates what the council expects from the coaches and what qualities they desire their coaches to have. Again, the expectations of the coaches by council encompass providing a positive experience, a safe space and adhering to the mission of GOTR,

**PHASE 2: Coach Insights**

The interviews with the coaches from Phase 2 provided an enormous amount of insight into the types of individuals these women are; and, more importantly, their reasoning for giving so much of themselves to this program. The following section will be broken into sub-sections based on the theoretical framework that was used to guide this study. These sections will represent certain sub themes that emerged during the data analysis process.

**Volunteers**

All the 15 women from Phase 2, either had previous volunteer experience with youth, in general or previously coached youth sports; 12 women previously volunteered in some aspect before joining GOTR as a coach. The other three did not have previous
volunteer experience, but two of the three coached youth sports and the other one just moved from a large east coast metropolitan city where “there are too many volunteers and not enough places to get involved” [Participant 15].

Interestingly, all the women that previously volunteered felt they did so for a number of reasons; but most of the capacities they volunteered in were with their children or other youth, or in a religious organization. Below are a few of the representative quotes:

“I did most of my volunteer work in high school just because we had to do service projects but it was always with kids” [Participant 8]

“I was with the Girls Scouts for 16 years. I was a cookie chair co-leader and then leader and then I ended up with the last troop, like four of my girls got their gold awards so I was like their liaison for that.” [Participant 14]

“I volunteer a lot through our school, and I’ve done cafeteria duty, library duty, boy scouts. We’ve volunteered to do work on other sports; baseball, basketball, soccer, swimming. I’ve also volunteered for parish school of religions through ‘Blank’ Archdiocese” [Participant 16]

“Volunteering is something I have always done, from high school on” [Participant 13]

“I am the grassroots advocate for the American Heart Association, and I volunteered with my kids to and helped them write a grant to get new equipment for their gym” [Participant 14]
“I volunteer at my church with Sunday school and stuff” [Participant 2]

The range of volunteers and reasoning for volunteering is consistent with the construct from the theory of volunteerism that states that many volunteers will have previous experience as a volunteer in an organized setting.

*How Did These Women get Involved?*

*Girls on the Run* is such a strong presence in this community, it is necessary to understand what factors within their community specifically drew these women to this program. The findings from the interviews indicated that there is a network among the coaches and other women within the larger GOTR community and local communities. The coaches form bonds with other volunteers or actively seek to involve their colleagues, family or friends. Findings also indicate a very strong driving force in these micro-communities is the *Girls on the Run* participants themselves, they emanate and live the mission of the GOTR program and it becomes contagious to those observing from the outside.

Last, a key driving factor connecting many of the coaches was a shared experience of the large 5k celebration. All women that engaged in this 5k experience prior to becoming involved in the program were immediately inspired to volunteer more in any capacity. The following quotes from both sub categories of ‘coachers recruiting coaches’ and ‘GOTR impact on strangers’ will illustrate this phenomenon.
Coaches Recruiting Coaches

I found during my research that there is an entire network of these women that seek out each other. These sites and this program is such an apex in their micro-communities and larger regional community that these coaches want to pass on the torch or keep the movement growing in other areas. Many of the coaches expressed that they were directly or indirectly asked to join this organization by other coaches. For example, some people shared the following about being recruited:

“Well I don’t have any girls. I don’t have any daughters, but I have friends who coach or did coach and they always asked me to do their 5K’s. I did the one last fall … and really enjoyed it. It was a great experience. It was a great vibe and then I was approached this past spring to do this year’s, this fall’s coaching” [Participant 6]

“We had some teachers at school that were going to go run in a Girls on the Run race in another city and so they said “Hey, do you want to come with us?” I was like “Oh, I haven’t run a 5K in years”. So, they talked me into going. I went and that Girls on the Run race was really neat because … You ended up with all these beads around your neck and then watching all these little girls get their awards, I’m like, Wow, this is really cool. So then…my daughter was in the first grade and another mom sent out an e-mail, “You know, hey I'm thinking about starting this, would anybody be willing to help me?” and I immediately put back “Sign me up!”” [Participant 11]

“I have a friend whose daughter was involved in it when my daughter was too young and I told my friend I wanted my daughter to do it
when she is old enough. And then when she was in it I was asked to coach” [Participant 2]

“I was a friend of a friend and I watched their kids for like three weeks while they found a new au pair. And the mom was all about Girl’s on the Run and it was right when I was starting to get into running and she says, “You’ve got to do this with me it’s so cool.” [Participant 10]

“I first moved here I wasn’t ready to volunteer, I was still working through some major personal stuff, and I had a friend who asked me to come run the 5k with her daughter so she could run with her older daughter. I was like yeah, whatever, what’s the program? And I am running a 5k with a 6 year old? Really? I was not expecting it to be as big or as positive as it was and as soon as I got there I was like oh it’s this. Yeah. This is where I will be volunteering. It’s just magical.” [Participant 13]

“My husband was a coach and he did his graduate work with GOTR at another council. Anyway, I was at everything anyway and they needed a female coach. But it’s not like it took a lot of convincing” [Participant 12]

“A work colleague was involved as a coach, and this goes back years ago, and thought, oh, that’s really a neat program, I ought to look into it a little bit more, and I never got around to doing it. And then another colleague was part of the race committee, and they really needed help, volunteers, for one of the 5-K. And so I offered to volunteer, so that’s how I got involved a couple of years ago. And I have wanted to actually serve as a coach, but just have been too busy
with my kids, and now, my youngest is 16 and driving and on his own, and I am no longer a chauffeur” [Participant 14].

The previous statements supports the social network theory and represents how impactful this program is on individuals in this community and how this impact directly or indirectly recruits or motivates others to join this organization.

The **GOTR Girls Impact on Strangers**

The other main finding that indicated how women were initially inspired by this program turns out to be the Girls on the Run girls themselves. Unknowingly, the young girls had a huge impact on the members within their community, resulting in several women proactively seeking out the program and how to become involved. For example people shared the following:

“Initially, it was seeing the girls running with their coaches in the park. The exuberance of that group and the girl power that is quietly emanated was something that drew me in.” [Participant 7]

“The woman I taught Sunday school with, her daughter was involved in it….this young lady she came from a supportive Christian family….I have known them all my life…and I watched her going from walking with her head down to walking upright in a very strong, positive image. She was more confident, more sure of herself. It gave me goose bumps. So I asked them about it and went online and signed up to be a coach” [Participant 1]

“I was visiting a friend from college, who lived near where we went to college, and our college was hosting a *Girls on the Run* 5-K, and I’m
like, oh my god this is amazing. I am so doing this. This is perfect for me to get involved with. The energy of the girls was so contagious”
[Participant 15]

This finding was significant because there was no active recruitment occurring by another individual wanting to pass on the torch. The GOTR girls themselves were the driving force and this is significant because the success of the program and its effect on adolescent participants is overwhelming and obvious to outsiders. These findings support the ecological theory that individuals are influenced by factors in their environment.

Motives

The narrative presented underscore driving factors within the community that initially attracted women to the GOTR program. However, it is essential to differentiate what forces motivate these individuals to dedicate themselves to this cause, in order to understand what these specific factors are. During the interviews the women were asked a series of questions in order to try to ascertain exactly why they were motivated. The findings identified certain motivating factors that fell along the self-determined continuum. Certain motivations that fell at the right side of the continuum are defined as intrinsic motivations since many of the women stated they wanted to become involved for the pure enjoyment and pleasure of being able to give back to the community.

Other factors fell towards the middle of the continuum and will be defined as intrinsic motivations that were influenced by external factors, such as previous life experiences. This pattern was seen in many women. A few were motivated to become
involved as a result of wanting to find wellbeing and have enhanced positive outcomes for themselves. Most others were motivated based on previous experiences in order to prevent these occurrences from persisting in the community. This is an interesting phenomenon along this self-determined continuum; these women are motivated by reward, which is increasing the greater good in their community. But they also seem to be motivated based on ‘fear’ of allowing factors to persist in the community that can result in negative outcomes for adolescent females.

Last, some women expressed being driven by mainly external factors such as their children and a strong desire to provide the best opportunities for their daughters. This motivation is driven by obligation to the future of their children and for fear of losing the program at their child’s school.

**Intrinsic Motivation**

Examples of statements that I categorize as representing intrinsic motivation include:

“I like how this program affects all women and I like spending time with the girls I wanted to do something that made me feel good”
[Participant 3]

“I have done pretty much everything I wanted to do as far as school and raising my family, so now I want to give back” [Participant 27]

“I am someone that craves that active role in initiating change. I love the chance to be another positive force in our student’s lives”
[Participant 7]
“Since I am a runner, I have a chance to get closer with some of my students, build relationships and promote all the benefits of running” [Participant 23]

“I want to spend more quality time with these girls. Even if it is only a handful you can expect those few to turn their lives around. Like the little girl I just mentioned, the one that was crying in the beginning because of her weight and her slow time. Well, the PE teacher called me later on in the semester and said you would not believe on how she did on the PACER test. When the PE teacher asked her how, she said it was GOTR. I meant that blew us all away. We thought maybe there is hope for this little girl to keep moving, no matter what.” [Participant 14]

Intrinsic Motivation driven by External Factors

The following text is representative of expressions that can be characterized as intrinsic motivation driven by external factors.

“Looking back I would have wanted to have something like this when I was younger so I want to pay it forward to the next generation. I am not idealistic at all I am a realist, but I think this is something too important. Girls today have so much to battle that they need as many tools as possible” [Participant 15]

“I love to run and I did not do it as a little girl. There was not a lot of opportunity, it was offered. I just want that opportunity for other girls to see an older figure who is a women she can do it so can I. I want them to make sure that there is opportunity for them to get into that. Opportunity for that confidence to realize she can do something she did not think she would be able to.” [Participant 16]
“I got made fun of in school and didn’t have that connection with close friends. It doesn’t matter now because I know who I am. I want them to know that they don’t need that, I just want to be the person that, along with the rest my coaches I recruited to be a team and for the girls to see that and know that we are there for them and we are working together for them.” [Participant 22]

“I do this because it makes me feel good. I needed to get out of my depression after my medical issues and job problems. This program pulled me up and keeps me up.” [Participant 4]

“I really want to give women tools to be proactive in their own life and move forward in ways that will benefit them. Not to get caught up in the crossroads of drugs, pregnancy, partying…I had a student a few years ago that got pregnant because she wanted something to love her, and she was really, really young. And I thought ‘that is the most selfish thing on this planet. They’re not going to love you unless you love them.’” [Participant 1]

Approximately 40 percent of women expressed being motivated intrinsically by external factors, such as previous life experiences or fear of losing positive outcomes with the youth of their community.

**Extrinsic**

The following quotes can be characterized as those individuals that expressed being driven by purely extrinsic motivation.
“My motives were my daughter. They still are. I wanted this program at the school for her so I started it, and now I feel good about the other coaches, because even if I don’t coach next season she has them, and the program will still be there” [Participant 11]

“I told my friend [a volunteer] I wanted my daughter to be involved when she was old enough. And now she is and I want to be involved in something she is. They are my kids and I can’t get another one. I think this program is important and should be mandatory.” [Participant 2]

“I know it would make sense that I would want to be involved because of our relationship with the running community, but that is not it, not my main focus. I have twins and sometimes one personality is stronger than the other, ya know, and I wanted this more for the self-esteem and I did not want the school to lose it because they did not have coaches signed up again this season. I want them to have this opportunity.” [Participant 12]

How the Coaches Identify with the Program

There was a variety of findings when examining how the coaches identify with this program. Some identify with the program as a runner and see the program as a more a means to promote physical activity and running. The women that identified with this program as a means to promote running were either new to the program and had not started implementing the curriculum or had a strong background in fitness and physical activity. Other women identified with this program as women because they did not have anything like this growing up. They grew up in a culture where girls just didn’t really
play sports and faced many social forces that dictated how women should behave in what is believed by many as ‘still a man’s world.

Others identified with this program as caregiver, coach and mentor because it is about facilitating the growth of the girls and the growth of the coaches. The women that had this perception tended to be older and had been involved for multiple seasons. Last, an interesting phenomenon observed in a group of women was a transition in how they identified with the program. Women initially joined thinking it was a running program for girls and then completely transformed into recognizing this is a program for the development of girls into women and women into better women.

As a Runner:
Women who identified themselves as a runner, expressed the following;

“I’m a woman and I like to run and it automatically appeals to me on top of that. My husband is like “Girls On The Run, that is like perfect for you…” [Participant 10]

“This is right up my alley. I mean it is so much about keeping kids exercising. I actually do this thing with my kids in the class I set up a circuit. I am a big believer in fitness and exercise. This is a way for me to branch more into the general public and teach them that.”
[Participant 5]

As a Woman:
Those who identified from a gendered perspective shared the following;

“This is a program that is really unique and it provides a unique opportunity that can really set the stage for girls to have self-
confidence going into what I believe is still very much a man’s world.”  
[Participant 14]

“I think it’s just that you look at a man, and you think he’s stronger; he can be faster; he can do this, and I can’t do this. I think women get too competitive when I think they need to work together. I think that’s something that I think girls need to learn. I also think it’s also important for girls to learn how to work with one another. I mean, bullying is so big these days.”  [Participant 15]

“I see the struggles some of our girls face, and am sad to say that many of them are the same issues that my generation still wrestles with today. The mission of embracing joy, defining you, and enacting change is something that resonates with me quite personally. I really do believe that if we can motivate an entire generation of girls to embrace this idea, our world will be better in the years and decades to come.”  [Participant 7]

“It is about the growth of women and girls. I wish I had this when I was younger; I was really shy and did not have many friends because of this. Now I am surrounded by like-minded women and can relate to the girls because of what I went through.”  [Participant 4]

As a Coach and Mentor:

The women that had the ‘mentor’ mentality expressed;

“I think this is the best program on the planet for girls of this age, and I feel like I personally am providing them with the tools to make the right decisions. We are showing them the path. How to make good choices-- and this is what life is made of. Even when things get down,
you can make them better or be bitter. Everything happens to us you chose how to deal with it.” [Participant 1]

“Coaching is a big culture in Texas, where I am from, and I remember how important coaches were in my life and when I think about my responsibilities to the girls and my responsibility to this organization as a coach, I think you are helping these kids reach a goal, both in life and in running.” [Participant 13]

**I am Runner but now I am a Coach:**

Last, the women that transitioned into the role of a ‘coach’ shared;

“I get the program now, whereas before I was just a runner, a competitive runner. This has helped me develop into a better person a better woman, because now I am more focused on the girls. I am more understanding of what they need whereas before I was just a runner.” [Participant 11]

“I love the physical activity because I love running and I am a runner. But it is more than that now. You know as I was growing up I wouldn’t say it was the easiest for me, just with being a girl and girls are mean. I believe in this curriculum and want to get it into the girls heads that it is okay to be different, it is better.” [Participant 8]

**Summary of Findings from Phase 2**

The findings from Phase 2 provide an understanding of what factors motivate these women to participate, how they got involved in the program, and how they have identified with the program. A main finding was that 12 of the 15 participants had previous volunteer experience (see Table 4). This is important to note since Penner’s
definition for volunteerism states that people are mostly likely to volunteer if they have previous experience volunteering they continue to volunteer, or what he terms ‘longevity’ (Penner and Finkelstein 1998).

Another main finding is what motivates these women. When placed along the self-determined continuum; there seems to be an even placement of intrinsically motivated women, women intrinsically motivated but driven by external factors, such as previous life experiences and last women extrinsically motivated. Seemingly all have the women have altruistic intentions, but the driving force behind what motivates them essentially determine the longevity and sustainability of their roles as volunteers. For those that are extrinsically motivated by their daughters, they may not volunteer once their daughters are too old to participate. However, on the same side of that token, women that are extrinsically motivated to volunteer based on a desire to better their community ‘for fear’ of the alternative may stay on longer.

Many of the coaches indicated that were recruited by other coaches (n=7; Table 4) and this appeared also to have led to the sustainability of some of the sites. Other coaches indicated they were influenced by seeing the GOTR girls in their environment. Last, there was not a definitive way in which the coaches identified with this program, but the findings were mixed. Women identified with the program as runners, other women identified with the program as women and previous life experiences shaped their perspectives now. Others immediately identified with this program as a coach and a mentor, while some started out as identify as runners then transformed into seeing themselves as mentors too.
Table 4: Phase 2 Coach Insight Findings

<table>
<thead>
<tr>
<th>Domain (N=15)</th>
<th>Theme</th>
<th>Representative Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteerism</td>
<td>Previous Experience as Volunteer (n=12)</td>
<td>&quot;Girl Scout&quot;, Volunteered since high school&quot;, Sunday school teacher&quot;</td>
</tr>
<tr>
<td>How did these Women Get Involved?</td>
<td>Coaches recruiting Coaches (n=7)</td>
<td>&quot;have friends who coach&quot;, &quot;my husband coached&quot;, &quot;my colleague coaches&quot;, the woman I was an Au Pair for coached&quot;; &quot;they asked me to coach&quot;, &quot;my principal wanted me to coach&quot;</td>
</tr>
<tr>
<td></td>
<td>The <em>GOTR</em> Girls Impact on Strangers (n=3)</td>
<td>&quot;magical&quot;, &quot;contagious&quot;, &quot;gave me goose bumps&quot;, &quot;it drew me in&quot;</td>
</tr>
<tr>
<td></td>
<td>Intrinsic Motivation (n=5)</td>
<td>&quot;it makes me feel good&quot;, &quot;I want to give back&quot;, &quot;I want to spend more time with the girls&quot;</td>
</tr>
<tr>
<td>Motives</td>
<td>Intrinsic driven by External Factors, previous life experiences (n=5)</td>
<td>&quot;looking back I wish I had this, I want to pay it back&quot;, &quot;I did not have this opportunity as a little girl, I want to give this opportunity to other little girls&quot;, &quot;I needed to do this to get out of my depression&quot;</td>
</tr>
<tr>
<td></td>
<td>Extrinsic (n=3)</td>
<td>&quot;my daughter motivates me&quot;, &quot;I want my twins to have this&quot;, &quot;I want my daughter to be involved&quot;</td>
</tr>
<tr>
<td>How do they Identify with <em>GOTR</em></td>
<td>As a Runner (n=2)</td>
<td>&quot;I am a runner&quot;, &quot;I am big believer in fitness&quot;</td>
</tr>
<tr>
<td></td>
<td>As a Woman (n=4)</td>
<td>&quot;it is still a man's world&quot;, &quot;it is about the growth of girls and women&quot;, &quot;girls need to learn to work together&quot;</td>
</tr>
<tr>
<td></td>
<td>As a Mentor (n=2)</td>
<td>&quot;I am providing them with tools&quot;, &quot;my responsibilities as a coach&quot;</td>
</tr>
<tr>
<td></td>
<td>As a Runner, Now as a Coach (n=2)</td>
<td>&quot; before I was just a runner, now I am focused on the girls&quot;, &quot;I am a runner, but it is more than that now&quot;</td>
</tr>
</tbody>
</table>
**PHASE 3: MEMOIRS**

This phase provided amazing insight into how the coaches developed as mentors and the relationships they developed with the *GOTR* girls. Furthermore, this phase also provided insight into how the coaches develop relationships among themselves and how this subculture becomes almost like an extended family. Existing coaches throughout the season express ways in which they try to recruit other women to become involved and characteristics they look for.

Throughout the season the coaches expressed barriers and methods in which they overcame these barriers. They spoke of how they stayed motivated during tough times and shared stories of personal growth and pride in the girls they coached. Having the opportunity to share in these experiences with them was a privilege.

The following themes that will be presented are: the development of the relationships with the girls as mentor-mentee, how they created the safe space for their girls, the development in the relationships among the coaches, and barriers they faced.

*Mentors*

All of the coaches were asked to describe how they were developing their relationships with their youth and how they felt the youth perceived them and what they were specifically doing to enhance these relationships.

“I like the kind of coach I am turning into. I hope and try to be approachable and I really like to be hands on. I like to run with the girls that have no problems running and those that have issues with it. I can (give) them cues, and ways to run or things to think about when
they do run. I feel like I am actually training them to run” [Participant 6]

“This is a great point in the semester because we are starting to see the relationships develop. The girls really start opening up and get chatty on our practice runs. I always find there are a few girls I bond with over the semester, and that is starting (now)... There is a third grader in our group this year who is just so sweet and born to be a runner. She is humble and really finds joy in accomplishing her laps. I find myself celebrating each lap with her - I know she is going to be a runner for life, and that is exciting to me. Another girl I am developing more of a relationship with comes from a home with a single mom, and mom is often late picking her up. It’s only a few minutes - so I often wait with the girl and we chat about all things. I can relate to her since my mother worked during my childhood years, and I always felt so embarrassed when she ran late to my after-school activities. I always make a point to let our girl and the mom know we are grateful to have them in the program, and it isn’t a problem. The relationships are small at this point, but they are what make the program’s world go ‘round.” [Participant 7]

“The girls perceive me just as I am. I wear my heart on my sleeve and say what I mean all the time. I am silly and but I'm also committed to the mission of GOTR, to equality for girls and women, to breaking the mold that is cast upon women by society. I question why things are the way they are all the time and I think the girls realize that just because I'm an adult, doesn't mean I have everything all figured out. I continue to try and understand life just as they do.” [Participant 4]

“I believe in what the program teaches and how they interact with other girls in life situations. I think the girls perceive me as someone
they can trust and I think I’m creating a safe space and even with the other coaches.” [Participant 8]

“I think I am a positive and enthusiastic coach and the girls can pick up on that. One of the girls that is very withdrawn approached me one day and hugged me around the neck on day while I was tutoring. That was a great feeling because I could see her finally opening up.” [Participant 2]

**Safe Spaces**

The importance of creating a safe space is so critical in the implementation of this program. In order for the girls to feel comfortable to share their feelings and experiences they must feel ‘safe’ in the sense they will not be judged or made fun of. Throughout the season the coaches were asked to explain how they created this ‘safe’ space for the girls.

“Since I am younger than most of their mothers, but older than their sisters or cousins, and especially since I am a teacher, I think they like and think I give them a safe calm space for learning and running. A lot of them know me from class so that helps with this space, but for the others just letting them know we can share our ideas, learn together, grow together, and we do not judge and talk about other people.” [Participant 10]

“The space, we try to make them feel as comfortable as possible about talking to us, or in a groups of girls, they are not going to be made fun of. Some of the girls that were so quiet are now outgoing and coming out of their shell. I try to make sure that I always call on everybody to make them feel important and that their stories matter and they have input” [Participant 2]
**Coach Relations**

Throughout the season I continuously asked about the relationships among the coaches. These coach dynamics seemed to ebb and flow as the season progressed. However, as the season reached an end some of the coach relationships were strengthened while others proved to be slightly damaged.

“I kind of feel like I am outside of the other coaches and had more of an objective view, because I am taking care of more the administrative stuff. The coaches get along better than in previous seasons, not as negative, all the coaches are doing an amazing job and maybe that is why the girls are better this season. It has always been good, but something is different this time it is just better than before.”

[Participant 3]

“There has been a little confrontation among the assistant coach and the head coach and I. The other head coach does not seem to embrace what GOTR means. Two of the girls do not get along and fight with each other, and this coach threatened to kick one of them off and this is not the GOTR philosophy. Sometimes I question whether I want to continue doing this and all the drama takes the fun out of it...”

[Participant 8]

“The worry about handling the work load was lifted, though, because as the school year kicked in, I was able to secure a few extra helpers. I enlisted a second grade teacher who is goofy and intense and cares about our GOTR team immensely. She can't get to practice on time, but when she finally arrives, she's awesome. A parent and a 9th grader, a former GOTR girl 3 years ago, are helping at every practice, too. Neither of my three new people went through training or even..."
jumped on board early enough to actually officially sign up as a coach, but having helpful adults that give lots of encouragement to our girls is really what I needed.” [Participant 4]

“I am learning more about the different coaches I work with, the co-coach and I are doing really well leading together, we take turns leading, no one takes offense if we have to talk over one another. We have a couple practice partners that come and take a back seat and we all work well together and taking turns with the responsibilities. The co-coach has a better way of explaining things to the girls and a great way with words. She reaches the average nine year old better than anyone else. She is no nonsense where I am little more laid back and very positive and light hearted and we work well together” [Participant 6]

“We do have one coach who is really not involved this season. She means well, but has had a lot of injuries due to running and overuse, and it really hasn’t allowed her to be present at many practices. All of us agreed that it is probably beneficial for her to come and have the engagement when she can make it, but she is an abrasive personality at times and I often worry about her complaining rubbing off on the girls. It sounds terrible to say - but I’m a bit grateful that she isn’t able to come as often as we originally thought!” [Participant 7]

The Junior Coaches

This role was created and implemented for the first time this season. There were mixed outcomes and feelings regarding the success and helpfulness of this role. The coaches expressed their feelings about how their specific junior coach was handling their new responsibilities with the young GOTR girls.
“We have an eighth grader (who) helps and she takes turns to and I think she is more motivating to the girls than we do.” [Participant 6]

“Junior coach is still an ongoing issue-- she drives us crazy a bit but I do think this is helping her. She does not have a lot at home as far as support goes; her little sister is in it and that probably strengthens their bond and hopefully this is tempering her view on life. I think having the coaches there to help them see adult perspectives especially for some of these girls that do not have moms.” [Participant 3]

“She gets away with a lot than she should. She has a whistle and is blowing at the participants a lot and even when they are not moving. She was one of our participants and was very chatty and obnoxious when she was on the team, but she is very immature too immature for this.” [Participant 2]

**Coaches recruiting Coaches**

Throughout the season the coaches appear to be constantly concerned with finding other women to recruit. They investment these women have in this program is observed by their desire to keep it sustainable.

“As a coach, I find myself talking about the program whenever possible. It’s such a seamless part of my life now that I am always eager to find new, engaging people, and bring them into the *GOTR* circle!” [Participant 7]

“I think I mentioned to you in the initial interview that I have had a lot of assistant coaches help one or two seasons, then stop volunteering. I feel like I want consistency and stability of assistant coaches. I am so grateful for my extra helpers this season and am crossing my fingers
that they'll continue in the spring and for years to come.” [Participant 4]

“I am developing a close friendship with one of the other coaches, we are starting to run together some during the week we have been doing this GOTP for four seasons, but we are also doing some other things outside of GOTP during the week which is kinda nice.” [Participant 2]

**Staying Motivated**

As the season progresses it seems it can be difficult to stay as motivated as they were at the beginning of the season. The coaches were asked how they were staying motivated during the fourth bi-week in the curriculum.

“I will admit – this is the hard time. We had our practice 5k, the girls are getting tired of us talking about it and just want to run the real thing. The coaches are getting busier with holiday planning, schedules, etc….it is all and all a bit hectic! I stay motivated because I know that the girls aren’t done. While they think they are, they aren’t. As a runner, I know the preparation means as much as the race, so I try to honor that tenet with them. Crossing the finish line is sweet, but it’s made sweeter when you reflect back on the training days you conquered – both good and bad. I try to internalize that every time I find myself straying mentally from the lesson, or trying to motivate the girls to tackle their laps.” [Participant 7]

“I will always stay involved despite my lack of help at [this school]. I love this program and I love being a part of making the world a better place one girl at a time”. [Participant 3]
“The girls keep me motivated, I mean this is still my job so I kinda have to stay motivated, but the girls motivate me, especially those that were not going to able to make it in this year, watching all the girls grow motivates me” [Participant 10]

**Summary of Findings from Phase 3**

Findings from this phase seemed scattered and did not represent the majority. However, the themes that emerged from phase 2 and phase 3 were parallel. The women began reflecting on the types of mentors (n=5) (see Table 5) they were developing into and recognized the importance and impact these relationships had on the GOTR participants. Other women made a conscience effort to create a safe space for the program to be delivered in recognizing that as the season progressed the girls would feel more comfortable discussing sensitive issues. A few expressed the difficulties associated with staying motivated throughout the season, but almost all admitted the girls kept them motivated. Coach relations strengthened while others became tense. The addition of the junior coach worked in a few cases and was daunting for others however; the idea of the junior coach is one that could end up being beneficial to multiple parties.
<table>
<thead>
<tr>
<th>Domain (N=9)</th>
<th>Themes</th>
<th>Representative Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentorism</td>
<td>Mentors &amp; Relationships (n=5)</td>
<td>&quot;I like the coach I am becoming&quot;, these relationships make this program's world go 'round&quot;, I try to understand life as they do</td>
</tr>
<tr>
<td>The Environment</td>
<td>Safe Spaces (n=2)</td>
<td>&quot;we share ideas, learn and grow together (in this space)&quot;, &quot;in this space they will not be made fun of&quot;</td>
</tr>
<tr>
<td>Coach to Coach</td>
<td>Coach Relations (n=5)</td>
<td>&quot;we work well together&quot;, &quot;there is a little tension&quot;, &quot;I feel apart from my coaches, more administrative&quot;, &quot;I worry about the other coach rubbing off&quot;</td>
</tr>
<tr>
<td>A New Role</td>
<td>Junior Coaches (n=3)</td>
<td>&quot;she (junior coach) is more motivating than we are&quot;, &quot;she drives us crazy, but this is helping her&quot;, &quot;she is too immature for this&quot;</td>
</tr>
<tr>
<td>Coach Sustainability</td>
<td>Coaches Recruiting Coaches (n=3)</td>
<td>&quot;I am eager to find new coaches&quot;, &quot;I want stability with my coaches...I hope they will stay&quot;</td>
</tr>
<tr>
<td>Motives</td>
<td>Staying Motivated (n=3)</td>
<td>&quot;I will always stay involved, despite the lack of help&quot;, &quot;this is hard this time&quot;, &quot;the girls keep me motivated&quot;</td>
</tr>
</tbody>
</table>
Observation

As an observer in this community I gained a brief glimpse into the world the coaches are a part of. I was able to identify a strong connectivity between these women and observed a certain level of trust that they had with one another. I was able to observe the training the council provides and how serious the coaches take this training. I saw how strong the overarching community is and more importantly how strong *GOTR* is within the larger community.

When I originally went to the council to visit I had seven interviews scheduled. While I was there I was able to schedule another six thanks to being vouched for by current participants, and the last two came from the new coaches training by my own devices. The coaches that assisted in my recruitment proved how strong their connections were with each other and in their micro-communities. I was there conducting interviews for six days and to have scheduled an extra six thanks to these other coaches was remarkable insight into their individual relationships with one another; it showed trust and dedication to each other.

The key informant interviews were rich with detail and anecdotes. These interviews would not have been as in depth without having met these individuals. I feel fortunate for the time that I spent in this community and feel that I made the best use of my six days. My only regret is not having had the opportunity to travel back to experience the end of the season 5k.

Reading the coach memoirs and listening to their audio blogs was a fascinating way to experience the journey they were on. Over the course of three months I was able to engage in this experience with them as an observer. The coaches that participated in...
this phase provided raw, unfiltered insight into their season with **GOTR**. Listening to these blogs and reading their memoirs was a very personal, very real experience for me as the researcher. These coaches did not hold back. All of their memoirs were honest, open, emotional, and enlightening, you could hear the emotional reaction in their voices.

In brief, my observation was minimal but rewarding I feel fortunate to have had the opportunity but do not think enough time was spent in the community to be able to provide a full ethnographic account of the volunteers. My main findings were discovering **GOTR** as a grassroots movement in the community and that the community rallies around this program and supports it entirely. The coaches are amazing women that seem to have a strong network between one another that appears to keep this program alive and sustainable.
CHAPTER SEVEN: DISCUSSION

Research Question, Theoretical Framework, Main Findings

The main purpose of this study was to understand the motives, perceptions, and constructed identities of the coaches for one regional council of GOTR. This was a qualitative exploratory study in nature, and consisted of a relatively small sample size considering the large size of the coach base of this council. However, the findings were significant and lay the ground work for future studies. Since this study was exploratory in nature grounded theory was used in as a methodology to allow certain themes and theories to emerge from the data.

As such certain constructs from the following theories were used for further data analysis; volunteerism, self-determination theory and the theory of power and gender. The overarching theoretical framework used to guide and develop the research study was a synthesis of the ecological and social network paradigm. The synthesis of these two paradigms was used in order to explore the interconnectedness among and between the coaches and to understand the factors in their environment that may influence their decisions to volunteer, their experiences and perceptions as a GOTR coach and the underlying driving factors that motivate them to participate.
We Were Girls Once Too: Female Mentors

History and current events define girlhood, thus, girlhood is constantly being rewritten. The GOTR non-parent adults, or mentors, can contribute so much to this development based on their own experiences during the formative “girlhood” years. Girls maturing to women have different experiences in different generations; but all of these females, young and old alike, are still parallel in their nature throughout generations. The literature shows that girlhood is not static, but changes with culture; it is a concept that changes based on material and ideal realities of society (Bettis and Adams 2005b).

Multiple coaches and several administrative personnel indicated they wished had a program like this because they appreciate the social forces that these girls have to face today. Several of these women grew up in what they considered “still a man’s world” and some indicate the world still appeared that way today. The utilization of the theory of power and gender unveiled sub themes for why these women were drawn to this program. For example, many women had previous life experiences where they were not involved in sports as a girl and regretted not having had the opportunity.

Additionally, this program is meant for women and girls and is gender specific in its curriculum in order to address certain social pressures that adolescents are faced with today, including but not limited to peer pressure, bullying and self-confidence. Furthermore, women were influenced to participate in the program based on wider social and environmental issues relating to women, such as learning to work together as women and build an environment where these girls could feel safe to share their feelings and experiences as girls growing up in this society.
Only one of the coaches remembered being influenced by her “coach” when she was younger and reflected on how significant that was. However, the majority of women never mentioned a mentor growing up. The literature suggests that non-parent adults can have a lasting effect on a child’s development (Beam et al. 2002; Cowen and Work 1988; Garmezy 1993; Werner and Smith 1982). These coaches all recognized the unique opportunity they had to build special relationships with these girls. More importantly, they recognized how special the relationships were to themselves and the impact these relationships had on the development of the GOTR girls, “one of the girls is so withdrawn, then one day out of the blue I was tutoring another student and she came up hugged me around the neck and was off”. Their special relationships were shared through various anecdotes throughout the initial interviews and in their memoirs throughout the season.

The coaches seem to recognize that it is in fact a privilege to be so close to a cause that is so ‘magical.’ They recognize indirectly and directly that are more privileged to be a part of these young girls lives. From an outsiders perspective it was easy to recognize the inflection in their voices as they relayed these stories to me and it is even easier to see how much these relationships mean to the coaches themselves. Many expressed learning so much from the girls and being inspired by their courage.

Even the coaches that had daughters on their teams made a conscientious effort to bond with the other GOTR participants. The curriculum requires so much of the participants and women to share their experiences with one another that there really needs to be a sense of safety and trust among the mentors and mentees, or coaches and participants. Even though, the adolescent participants are growing up in a world so
different than what older generations encountered; all females experienced girlhood and have a special appreciation for what occurred during that era of trials and tribulations.

The beauty of this program is that it has an organized curriculum that creates an environment for all both the coaches and participants to foster special relationships and feel safe in sharing their lived experiences. Furthermore, much of the previous research that has been conducted examining mentor relationships has been with high risk youth. Many of these girls do not fall under that category but are still at risk for engaging in risky behaviors, developing low self-esteem and poor self-confidence.

**Motivation as it Relates to Volunteerism**

The self-determination theory has not been used to observe why individuals volunteer in any discipline. However, using an anthropological perspective allowed me to bridge the gap between volunteerism and the motives underlying decisions to volunteer. Using the self-determination continuum to examine the motivation behind the reasons these women became involved was enlightening. Many of the coaches fell along various points on this continuum. The most interesting finding observed was intrinsic motivation that was driven by external forces. The individuals that began volunteering for this reason seemed to have a stronger sense of obligation to the larger community (see Figure 2).

![Figure 2: Coach Motivations along Self-Determined Continuum](image)

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As such, this occurrence could be considered a social phenomenon in this culture. More, research needs to be conducted in order to determine if this is truly a salient social phenomenon in this community. Many coaches articulated a desire to be a coach based on external ecological and environmental factors. Most of these factors were either previous experiences encountered as a girl or were more recent experiences as an adult in the larger community. The common theme in all of these life experiences was a negative experience in which girls were not equipped with the tools necessary to make the best decision. Either way, the external ecological factors appear to be key in the decision to become involved.

All of the women were essentially motivated to be part of the solution to the rising social issues that young girls face today. Whether, they were intrinsically motivated and found joy in giving back to the community or had a deeper commitment; all the coaches interviewed appear to be dedicated to the mission and philosophy of GOTR. During all of the interviews not one coach acknowledged the need to be “recognized” for what they do; they did not think it was necessary to be incentivized either. However, the general consensus was the need to be supported by the council during implementation and with advice on handling difficult issues; which appeared to receive in general.

The self-determination theory can be directly linked to understanding how sustainable a coach may be. This is important to note since Penner’s definition for volunteerism states that people are mostly likely to volunteer if they have previous experience volunteering they continue to volunteer, or what he terms ‘longevity’ (Penner and Finkelstein 1998). To reiterate Penner’s four salient attributes of volunteerism are;
longevity, planfulness, non-obligatory helping, and organizational context. When examining the findings of what motivated the women to participate in relation to volunteerism a few conclusions can be drawn. For the women that were intrinsically motivated, activities performed for the enjoyment and satisfaction derived from the act (Levesque, et al. 2010), this may lead to longevity of volunteers as they want to do it for the enjoyment of “giving back to the community”. The same can be said for the women that were extrinsically motivated, or driven by external forces, such desire to keep their community a safe place. However, the women that were driven extrinsically by their daughters may not stay once their daughters have graduated past the age of participation.

The GOTR program itself provides an organizational context for these women to participate in as volunteers and this was an important attribute of volunteerism as many volunteers want to participate in an organized setting where there can feel safe as well and this setting provides structure, training, evaluations and safeguards for all parties involved (Sipe and Roder 1999). Moreover, since this program is corner stone of the community it provides a number of planned events in which other volunteers can plan to attend. This is doubly beneficial as it allows for others to glimpse how amazing this program is and continues the grassroots community movement that seems to exist here.

In summation, the coaches that participated in this study expressed all of the constructs of a “volunteer” as defined by Penner. The act to coach was intended and “planned”, many wanted to get involved and actively sought out how to become a coach. Most of the women had a sense of” non-obligatory helping”, they wanted to be involved with this organization and were motivated to serve others for various reasons. The coaching position is a long-term commitment and many of the women involved are also

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returning coaches. This longevity is a desirable quality in volunteers. More importantly, the program itself provides an organized setting in which these women can feel safe to volunteer in. The safe “spaces” were created by the curriculum, the environmental setting and the ways in which the coaches developed relationships with these girls to make them feel safe.

**The Coaches Social Network & the Larger Community**

The social network theory aided in discovering interconnectedness between the coaches and their community; many of the coaches are involved with the community in other ways, some are mothers; others are teachers and most are runners. The majority of coaches interviewed expressed having a direct connection to another coach and were ‘recruited’ to become more involved in the program. A few of coaches openly expressed actively seeking other women to share this program with and recruit to be involved. Women seem to bond with other women quicker than men do, which has served this program well. The overarching community in this area was inundated with GOTR in some capacity or another.

Findings from Phase 1 indicated that the council does not do any “outbound marketing” nor do they “force schools to join”. The schools actively seek the council out to become involved. This was an interesting finding because it revealed how strong the community support is for GOTR. This program has a very strong presence in a very large city and many members of this larger community are attracted to it. The energy of this program seems to draw women, and men, into it whether they were initially planning on
it or not. The positivity stemming from the GOTR girls shines throughout the surrounding community.

A main theme that emerged is that coaches recruit others to be coaches. The coaches do this in a variety of ways; head coaches look to “pass the torch on” to an assistant coach or to another member of the community that is invested in the program, typically a parent that has a daughter as a participant or one that will be a participant. Another way coaches recruit coaches is more informal; casual conversation with a colleague that may want to start the program at her school or with a friend that needs to get out and get involved. Typically in the latter scenario the individual has expressed a desire to get involved and just needed the encouragement. The social network model, as a framework for data collection and data analysis, revealed that all of these coaches became involved in GOTR as a direct result of another coach or a GOTR community event; the council played no direct part in recruiting coaches. This proves the social network between coaches is very strong in this community and can explain why this council has a large number of sustainable sites. Findings from Phase 2 and 3 explained the many different ways coaches recruit other coaches.

With that, it is necessary to point out that there was a range of experiences with regard to coach dynamics. In certain participants, other coaches were described as negative, catty, and “not getting GOTR”. Furthermore, participants expressed concern for the GOTR girls, and did not want the negativity to be absorbed by the girls. Understandably not everyone’s personality is fit to be part of an organization like this. Furthermore, personality clashes can be expected among adults and not everyone is going to be friends. Based on the interviews and memoirs it appears the coaches experiencing
this were mindful enough to deflect the negativity and maintain a sense of professionalism.

The positive experiences these coaches and other volunteers encounter appear to motivate and be contagious to others. Participants indicated that many of their principals were the key people in bringing the program to the school. These principals learned of the program through various means, one read a Molly’s story in *Runner’s World* magazine, another conducted his special project on this program for his master’s in education and another heard about it word of mouth from a fellow principal. This was an unexpected finding and may not translate to other councils. Either way, this was an interesting social phenomenon that could benefit other councils if understood more.
CHAPTER 8: CONCLUSION & RECOMMENDATIONS

Conclusions

The main findings from this study of the GOTR program at a large Midwest council indicate that the coaches’ network is strong within this community and contributes the success of the program and its sustainability. These women are driven by altruistic factors to become involved in this program and most were previous volunteers in some capacity (n=12). However, there seems to be an even distribution along the self-determination continuum that motivates them to participate. Intrinsic motivation n=5, intrinsic motivation driven by external factors n=5, extrinsic motivation n=3. These women perceive themselves as mentors and value their relationships with the GOTR participants. Therefore, understanding coaches as an important group in the GOTR program is necessary for organization continuation, recruiting, and overall success. This study has focused on this group of women and provided specific methods and detailed analysis of the GOTR program.

Recommendations

The Midwest GOTR council should serve as a model council for other councils; newly instated or otherwise. The council grew from having a very small group of girls to servicing thousands in just over a decade and all was done with minimal outbound
marketing. The phenomenon here is within the community and their belief and desire to nurture the growth of this program.

Community change starts with an individual and they will affect change in those around them. It is my belief the positive personal experiences of these individuals becomes contagious and is the driving mechanism in this grassroots movement in the community. These personal experiences come from the positive outcomes emanated by the \textit{GOTR} girls, the word of the coaches and most importantly the ‘magical’ experience, as described by many, from volunteering in the 5k race.

More specifically, a starting place for other councils to focus should be on their 5k race. This is going to be the best form of marketing for any council wanting to engage the larger community. Furthermore, the experience of participating with this race will raise awareness and display the positive outcomes associated with this program. This should act as an incentive for community members to bring this program to their schools or after school organizations.

\textit{Capitalize on Coaches recruiting Coaches}

This study shows that it is important to recognize coaches’ relationships with one another and their networks as a recruiting tool. For example, it would be beneficial to build a succession plan within the teams and among the schools. Have the coaches target other individuals with children entering this grade. Even those that have sons may want to get involved and be a part of something with girls, as was evident in the findings. The coaches know who these women are and may need a more organized and strategic method in further recruiting them.
Foster the Coach Relationships

Another aspect is fostering coach relationships possibly by holding smaller events for coaches within their micro communities to meet pre-season and bond may increase camaraderie for their team and at their site. Many of the women may know each other prior to the season, especially if they were recruited by other coaches. However, a few women expressed wanting to spend time with the other coaches and feeling like a team, and others expressed it “took time” to developed relationships with the other coaches and figure the coach dynamic. Fostering the coach relationships through small events, such as picnics, coffee dates, or wine nights may increase a sense of fellowship among the coaches. The implementation of this program rests on how well they work together as well as.

Junior Coach Training

The use of junior coaches had particular benefit as well as certain challenges. Allowing GOTR alumni to participate in a mentor capacity seems like a mutual beneficial experience for both the GOTR girls and the emerging teenager. However, it may be advantageous to have a special training session for the junior coaches to explain their roles, responsibilities, expectations and more importantly proper behavior.

Brief Feedback for other Councils

These findings from the Midwest GOTR council can be easily translated to recommendations for other councils. Cultivate relationships with community members to volunteer in small and large aspects in the 5k. Make this experience as positive as
possible through; organization, strong communication, and heart-felt appreciation. The positive energy and ‘magical’ environment is created by the \textit{GOTR} girls themselves, others just need to experience it to be hooked. Encourage and support relationships among the coaches and recruit the parents and teacher to volunteer, they already have a personal investment.

\textit{Contributions to the field of Anthropology}

Volunteerism is a concept that needs further examination among anthropologists as it relates to understanding of the social forces that create this social and altruistic phenomenon in different sub-cultures. Psychologists have clarified “what” certain factors are most desirable for people to volunteer; but what are the social forces that cause people to engage in this activity and become a larger part of another sub-culture. More importantly, this social phenomenon should be more understood as it relates to non-parent adults and their desire to build relationships with other children in their community. Understanding the “why” behind the development of these relationships in organized settings can be applied to developing better programming for organizations that promote child development through a mentor-mentee process. Furthermore, an extensive profile could be developed to ascertain where to look for these individuals and what qualities are most desirable.

\textit{Contributions to the field of Public Health}

Positive youth development programs through physical activity, have been shown to positive outcomes among youths. The existing literature and evidenced based research
is irrefutable and has demonstrated multiple positive outcomes for adolescents, both male and female (Benson 2003; Catalano et al. 2004; Holt 2008; Lerner et al. 2005b). Female PYD through physical activity programs, appear to be more beneficial for girls since girls tend to bond more easily with a non-parent adult (Rhodes and Davis 1996).

As such, the findings from the current study indicate that volunteers that work with these specific programs must be carefully chosen. Beyond a background check it may be valuable to administer a personality survey or brief questionnaire. Results from these surveys could better describe the type of individual that will be developing these bonds with the female adolescent participants. Furthermore, the findings could indicate the volunteers’ previous experience and ascertain the individuals planned longevity. PYD program personnel may benefit from adapting constructs from Penner’s concept of volunteer-ism (Penner and Finkelstein 1998) to determine the pro-social behaviors of these individuals.

**Limitations**

The sample size for the study was small considering the large size of the population and these findings are not representative of the larger sample. I believe that if I spent more than a week with in the community and visited longer I would have been able to recruit a larger sample. This sample was not a representative sample, and made up approximately four percent of the larger population. Furthermore, if I had more time I would have gone back to observed the end of the season 5k and feel confident that participant observation in this event would have provided more insight into how
impactful this event is on the community. As such, the findings from this study can be used to inform future studies and provide direction for future research designs.

**Future Directions**

This was an exploratory study and laid a foundation for future research to delve deeper into the exploring the motives as they relate to engaging sustainable volunteers. Provided with more time and money this study could have provided a full ethnographic account of what a GOTR coach ‘looks like’. Additionally, more observation and a process evaluation of this council and its support from the community could be used to understand how other programs could be successful in other communities. Furthermore, certain techniques from this study could be used to examine male PYD volunteers.
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APPENDIX A: IRB APPROVAL LETTER

June 28, 2012

Ashley Gallentine, B.S.
Anthropology
203 South Albany, Unit 1
Tampa, FL 33606

RE: Expedited Approval for Initial Review
IRB#: Pro00008594
Title: Exploring the Motives, Perceptions and Constructed Identities of the Facilitators for a National Positive Youth Development Program: Girls on the Run

Dear Ms. Gallentine:

On 6/27/2012 the Institutional Review Board (IRB) reviewed and APPROVED the above referenced protocol. Please note that your approval for this study will expire on 6/27/2013.

Approved Items:
Protocol Document:
Ashley Internship Proposal_revisions.docx

Consent Documents:
Consent for Phase 1 and 2.pdf
Consent for Phase 3.pdf

Please use only the official, IRB-stamped consent/assent document(s) found under the "Attachment Tab" in the recruitment of participants. Please note that these documents (the consent/assent documents to be signed by participants) are only valid during the approval period indicated on the stamped document.

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review research through the expedited review procedure authorized by 45CFR46.110 and 21 CFR 56.110. The research proposed in this study is categorized under the following expedited review categories:

(6) Collection of data from voice, video, digital, or image recordings made for research purposes.
(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval by an amendment.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

John A. Schinka, Ph.D., Chairperson
USF Institutional Review Board
Hi Ashley,

I wanted to let you know that Dr. Weiss approved the revisions you made to your research proposal. You are good to go! Please keep us posted on your progress and outcomes.

Much success to you!

elizabeth.kuzat | president
Girls on the Run International | 120 Cottage Place | Charlotte, NC 28207
www.girlsontherun.org | 704.837.7516 | 704.376.1039 fax

learn. dream. live. run
APPENDIX C: PHASE 1-KEY INFORMANT INTERVIEW GUIDE

Interview Guide Phase 1:

Introduction: Thank you for taking the time to speak with me today. I would like to talk to you about specific role and involvement in this organization. As I mentioned earlier, I am conducting a study to understand the motives, perceptions, and constructed identities of the GOTR coaches. I am interested in your ideas regarding some of the history of this program, your involvement with the program and your thoughts regarding the coach recruitment and coach qualities. I would like to audio tape this interview, please note it will be kept confidential and is anonymous, and at any time we can turn-off the recorder, you also do not have to answer any questions you do not feel comfortable with. Is this alright? Do you have any questions before we begin? (begin recording)

History:

Can you give me some background on this specific program here?

Overview:

What involvement do you have with the coaches and the coach training?

How did you get involved?

Explain to me what it means, to you, to be a GOTR Coach?

What do you expect of these coaches?

Roles? Responsibilities? At any point…what should these coaches not do or not become involved in?
APPENDIX C (CONTINUED)

What qualities exemplify a “good” coach?

What does it mean to be a “good” coach?

What qualities make an undesirable coach?

What does it mean to be a “bad” coach?

Recruitment Methods/Strategies:

How do you find the coaches for GOTR? How do you choose them?

Does the specific site have any involvement in the coach recruitment process?

Does the coach choose the site they want to go to?

If you were recruiting a new GOTR coach, what personal experience would you share with them regarding your participation in the program?

If you were to recruit the coaches where would you look?

Would you say that the coaches typically come from the same area/circle?

Impact:

How has this program and your involvement changed you? How have you grown?

How have you grown?

What experiences have shaped you?

What is your most memorable moment?

Why was that the most memorable?

What has been your greatest challenge with your involvement with this program?

How did you overcome this challenge? How did it affect you?
APPENDIX D: PHASE 2- SEMI-STRUCTURED INTERVIEW GUIDE

Interview Guide: Phase 2

**Introduction:** Thank you for taking the time to speak with me today. As I mentioned earlier, I am conducting a study to understand the motives, perceptions, and constructed identities of GOTR coaches. I am interested in your ideas regarding your involvement with the program and the program in general. I would like to understand how you heard about this program and why you decided to be a part of it. I will also ask some questions about you’re previous involvement and other volunteer experiences. Please note it will be kept confidential and is anonymous, and at any time we can stop the interview, you also do not have to answer any questions you do not feel comfortable with. Is this alright? Okay I would to begin audio taping now. Do you have any questions before we begin? (begin recording)

First, I want to talk about your volunteer experience, past and present, and how you got involved with GOTR

**Previous Volunteer Experience:**

Have you ever volunteered before?

If yes, Where?

How did you hear about this previous experience?

Why did you decide to get involved in this?
APPENDIX D (CONTINUED)

How did it compare to this?

What specifically made you want to be a part of GOTR?

Social Network/where/how they got involved:

   How did you hear about GOTR?

What was your first memory of GOTR?

Did you already know someone who was involved?

Now I want to switch gears and talk about you as a coach……

Motivations/Perceptions:

Was this your first involvement with GOTR?

   If no, what was then?

Why did you decide to be a coach?

What motivated you to become a coach?

Why did this seem like fun? Or a good idea?

What are you most looking forward to with this new experience? (for new coaches)

   What do you hope to get out of this?

   What are you most nervous about? (for new coaches)

Experience with GOTR:

   How do you balance this time commitment?

   Does this fit easily into your schedule or do you have to move some things around?
APPENDIX D (CONTINUED)

What do you think makes a good coach?

What should a coach not do?

What do you feel you are responsible for with regard to implementing this program?

What do you feel is not you responsibility?

Seasoned Coaches:

How do you make these girls feel comfortable with you?

**For returning coaches: (this will also be used during the audio blog as a cue, and a Phase 3 follow-up question)

Do you ever bring in past experiences in when implementing this curriculum?

What barriers have you had to overcome during this?

What is your favorite part of this so far?

How do you identify with this program?

How has this changed you or affected you?

Most memorable moment?

Why?

Most Challenging moment?

Why?

How did you overcome this?

What is your perception after working with GOTR?

New Coaches
APPENDIX D (CONTINUED)

How do you plan to make the girls feel comfortable with you?

What is your perception now after your initial coaches training?

Are you nervous? Excited?

What is your perception after working with GOTR?
APPENDIX E: PHASE 3-SCREEN SHOT OF EXAMPLE OF AUDIO CUES

I hope all is well! I gotta tell you I really enjoy listening to your blogs, you have a descriptive gift of making people think they are right there with you. It’s great!

SO I have some new thoughts for you to consider over the next couple of weeks. As always please feel free to deviate or add to, depending on what you are experiencing :) 

For this two week period (10/10-10/21):

- What kind of coach do you think you are turning into?
- How do you think the girls perceive you?
- How are you creating this safe space for the girls?
- I want to hear more about the coach dynamics?
- How is this experience making you feel empowered?
- How is this different from other aspects in your life?
- Explain this “space” to me and more about what it is doing for you and what it means to you

I just want to "see" what you are "seeing" during the rest of the season. Feel free to tell me whatever you want this is your opportunity to reflect and keep a memoir of your own personal experience!

Again, thank you!
APPENDIX F: PHASE 3-FOLLOW UP INTERVIEW GUIDE

Interview Guide: Phase 3

[Introduction] Thank you for taking the time to speak with me today. As I mentioned earlier, I am conducting a study to understand the motives, perceptions, and constructed identities of GOTR coaches. The purpose of this interview is to summarize your experience in this study and to provide feedback. Please note it will be kept confidential and is anonymous, and at any time we can stop the interview, you also do not have to answer any questions you do not feel comfortable with. Is this alright? Okay I would to begin audio taping now. Do you have any questions before we begin? (begin recording)

How did you like the audio blogs?
Was this helpful?
Describe your experience, in a few words,

How is this different from your previous experiences?
What did you do to stay motivated?
Was it ever difficult for you?
Have you tried to get other women or men involved in volunteering?
Are you planning to stay on in the future?
What has the council done, if anything, to make you want to continue, or what was it that makes you want to continue to do this?
How have you identified with this program? Has it changed during the season?
What is your perception now, in a few words?
In three to five words sum everything up for me?