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COACHES, CAPTAINS AND CONSTRUCTING CULTURE
A CASE STUDY OF THE SILVER FERNS

A thesis presented in partial fulfilment of the requirements for the degree of

Doctor of Philosophy

In

Sport & Exercise

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DEDICATION

I dedicate this thesis to my parents Colin and Meryl, who have always been my number one supporters. I am truly lucky to have parents who have shown an unwavering belief in my ability to succeed in all aspects of life. This has been my biggest challenge to date and your love and support has meant more than you will ever know.

ABSTRACT

Organizational culture and leadership can influence the success of both businesses and high performance sports teams. This current research is based on Schein's (2010) three level theoretical model of organizational culture using artefacts (rites, rituals and symbols), values and beliefs, and core assumptions. Female sport in general, and female high performance sport specifically, is not well served by the media. Receiving even scant coverage and insights, is scholarly work on women's elite sport investigated from the perspective of team captains and coaches. Therefore, this study examines New Zealand's national netball team, the Silver Ferns from 1960-2015, and the ways in which captains and coaches have constructed the culture of the team. Employing a case study methodology, primary data was generated through the use of semi-structured, in-depth interviews with former Silver Fern captains and coaches. This qualitative research approach provided insights into the various experiences and stories of the participants, and described other aspects such as their actions, beliefs and interests (Denzin & Lincoln, 2005). A consistent finding was team member adherence to the values of work ethic, pride, and good behaviour on and off the court. In addition, other constant characteristics included pride in selection, in wearing the black dress and the symbol of the silver fern. By contrast, no single model of coaching emerged as a constant across the eras. There was also a lack of consistent rituals and a range of inconsistencies in the ways various captains and coaches perceived the emphasis placed on winning. An outcome of this unique study is a historical insight into a New Zealand female high performance sport team, the Silver Ferns, and its evolving team culture and leadership. It is hoped that these insights will inform current and future best practice in elite-level female sport teams and help achieve further consistent high quality performances, thereby heightening the prospect of winning.

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CHAPTER ONE

INTRODUCTION

1.1 THE RESEARCH TOPIC AND CONTEXT

1.1.1 Rationale

The purpose of this research is to investigate the ways in which captains and coaches have constructed the culture of New Zealand's national netball team, the Silver Ferns, through both implicit and explicit means. The term 'constructing culture' in the title of the thesis alludes to the way the New Zealand netball team has effectively constructed a culture from scratch since 1960. 'Constructing Culture' also acknowledges that team culture is an evolving, dynamic process. Female sport in general, and female high performance sport specifically, is not well served by the media (Bishop, 2003; Cunningham, 2003). Receiving even scant coverage and insights is scholarly work on women's elite sport, investigated from the perspective of team captains and coaches (Leberman & Shaw, 2012; Norman, 2010). The following research somewhat addresses that imbalance and knowledge gap through a unique investigation into the team culture and leadership of New Zealand's national netball team, the Silver Ferns, between 1960 and 2015.

Rugby and the All Blacks, New Zealand's national rugby team¹, have received substantial coverage via numerous books and articles, however high performance female sport in New Zealand does not receive the same level of publicity or attention. There is a dearth of academic research on female sport in regards to team culture, leadership and the emphasis placed on winning. Tom Johnson's (2012) doctoral thesis based on the winning ethos and

¹ Henceforth known as the All Blacks

organizational culture of the All Blacks between 1950 and 2010, is one of the few detailed studies with a key focus on investigating team culture and how it has changed over time.

The history of fierce rivalry between the Australian 'Diamonds' and the Silver Ferns has dominated the sport in many ways, and long favoured the Australians, winning 91 of the 143 international matches, compared to New Zealand's 50 (and 2 draws), (Silver Ferns, 2018). This research may also help to provide insights as to why the New Zealand Silver Ferns national side are not consistently competitive against their Australian counterparts. Due to the lack of published research in netball, the insights gathered from former Silver Fern coaches and captains will make a contribution to the body of knowledge on the relationship between team culture, leadership and the emphasis placed on winning within a female high performance context, and will hopefully assist both male and female coaches of sports teams in the future.

1.1.2 Three Silver Ferns eras

The Silver Ferns are New Zealand's national netball team. The team name originates from the Silver Tree Fern which is an iconic symbol for many New Zealand sports teams (Wilson, 2007). This current research is based on a case study involving the Silver Ferns from 1960-2015. The 1960 tour of Australia came shortly after the New Zealand team adopted the current 7-side playing format and international rules were then adopted in 1961. Therefore, 1960 was deemed a logical starting point for the time period for this research with 2015 the end date, as it was when I began my research in 2015, and it was easier to have access to previous Silver Fern coaches and captains rather than those who hold the positions currently. The identification of the three eras was the subject of much debate with supervisors. The fifty-six year period (1960-2015) was initially split into four 14 year time-periods related to the timing

of coaching appointments or World Championships. However, the first era had few international games, so it was agreed to combine the first two when discussing this broader period (28 years). Consideration was also made of the increasing age of the potential interviewees from the 1960s and 1970s, which is the earliest period for which interview-based research could still be conducted, given that the captains and coaches would be 70 years old or older.

The following are the three eras (with result summaries against Australia provided in Table 1). The first era (1960 – 1987) was a period of emancipation and creating a NZ team culture. For example, this initial era saw many significant changes and developments of netball occur, such as a set of international rules. In 1974 Lois Muir took over as coach, which began the most successful period in NZ netball’s international history. The second era (1988-2001) involved rebranding and commercialization, with a far greater involvement from sponsors. The netball association changed its name in 1991 and became known as Netball New Zealand, while also adopting a new logo, the silver fern, to symbolise the game, and the national team becoming known as the Silver Ferns. The third era (2002-2015) saw the transitioning of netball to athlete-centred semi-professionalism and even full professionalism for some elite players.

Table 1 New Zealand result summaries against Australia

Era	% NZ win	NZ win	Aus win	Draw	Total Games	Years
1960-1973	38%	3	5		8	14
1974-1987	47%	9	8	2	19	14
1988-2001	29%	10	25		35	14
2002-2015	42%	25	35		60	14
1960-2015	39%	47	73	2	122	56

Historically, the Silver Ferns have been one of the top two national netball teams in the world; however, at the end of the 2018 season the Silver Ferns were ranked third by the International Netball Federation (INF) (2018). The team has qualified to compete at every World Championship since its inauguration in 1963 and at every Commonwealth Games since the inclusion of netball in the Games in 1998. The Silver Ferns have won the Netball World Championship four times (1967, 1979, 1987 and 2003), won the World Games Title in 1985 and 1989 when netball was first contested at this event, and they have also won the Commonwealth Games in 2006 and 2010 (Appendix A). As such, the Silver Ferns have excelled on the stage of global sport on multiple occasions spanning the time period of this research. This study seeks to explain aspects of how and why such elite performances have been achieved.

1.1.3 Research aims

The aims of this research are to examine the importance of team culture, leadership and the emphasis placed on winning within a high performance female sports team and investigate how and why (potentially) this has changed over time. In particular, this case study research examines the perspectives of past coaches and captains of the Silver Ferns during the period 1960-2015, specifically, to generate a deeper understanding of the team culture, leadership and the emphasis placed on winning that could be of significant use to other high-performance sports teams, and a catalyst for elite performance.

1.1.4 Research questions

- How have the following factors relative to the Silver Ferns evolved over the period of 1960-2015?
 - What characteristics of team culture are evident?
 - What leadership styles are evident?
 - How important is the emphasis placed on winning?
 - How have macro-environmental forces impacted the team culture?

1.2 NATURE OF THE RESEARCH: THEORETICAL CONCEPTS

1.2.1 Team culture

There is a significant similarity in terms of how organizational culture can have an impact on the success of both businesses and high performance sports teams. Factors that are essential for a business to be successful include the committed involvement of people, having appropriate structures in place and having a set goal or purpose. These same factors are also crucial for the success of any high performance sports team (Johnson, 2012). Therefore, the theoretical framework that this research is founded on is Schein's (2010) three level theoretical model of organizational culture using artefacts (rites, rituals and symbols), values and beliefs and core assumptions (Figure 1).

Others who have acknowledged Schein's work as a foundation for their own investigation include Tom Johnson's (2012) research on the winning ethos and organizational culture of the New Zealand All Blacks. His research explored social aspects such as ethnicity, professionalism and the importance of the role of senior members within the team. The methodology he employed was also very similar to this current study as he also used in-depth semi-structured interviews with past and present coaches and captains of the All Blacks. He also successfully demonstrated how Schein's (2004, 2010), model of organizational culture could be applied to a New Zealand team sport setting, adding credibility and recognition in the area of organizational culture in sport.

Edgar Schein defines organizational culture as, "a pattern of shared basic assumptions learned by a group as it solves its problems of external adaptation and internal integration" (2010, p. 18). In his book *Organizational Culture and Leadership*, Schein (2010) states that artefacts

situated at the surface of a culture, which are visible or tangible but may not be decipherable, are realisations of core values that are actually manifestations of deeper assumptions. Schein (2004) emphasises that “perhaps the most intriguing aspect of culture as a concept is that it points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious” (p. 8). He stresses that there are both visible and invisible stages of culture made up of superficial aspects such as patterns of behaviour and visible symbols, ceremonies, underlying values, assumptions and beliefs.

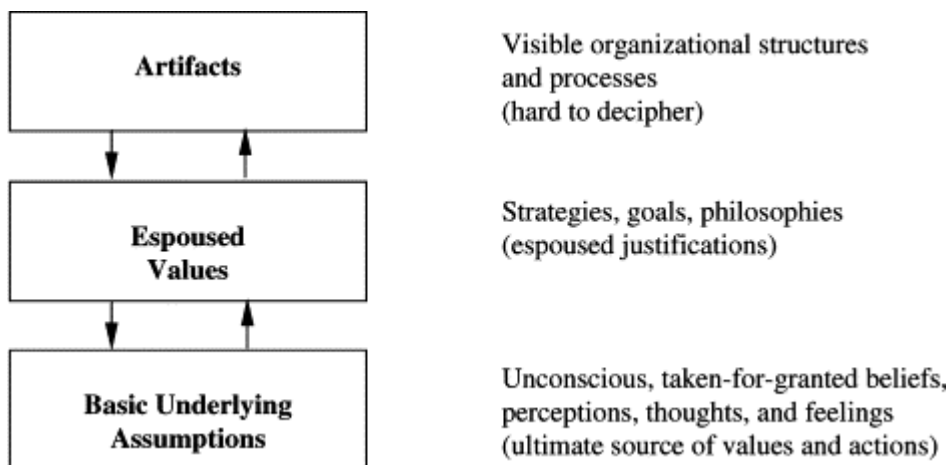


Figure 1 Schein’s three level model of team culture (2010)

This model is therefore appropriate for exploring team culture in a sporting context as it can be used to gain a deeper insight into the more visible aspects of a team, such as their rites and rituals, symbols and ceremonies, whilst also gaining an understanding of the ‘deeper’ aspects of the team’s culture such as their beliefs and values. These are important factors that must be taken into account when reviewing the culture of the Silver Ferns.

1.2.2 Leadership

Vital towards the creation, formation and maintaining of a successful sport team culture is leadership. As defined by Sweetenham and Parker (2009), "Leadership is providing direction and opportunity in all situations and ensuring success for average people to achieve greatness because of your influence and presence" (p. 36). Grint (2010, 2005) suggests that leadership is distributed in that there are various types and it can be seen as a process, product or outcome. Schein states that "once cultures exist, they determine the criteria for leadership...and thus determine who will or will not be leader" (2010, p. 22). He also explains that leadership is fundamental towards developing a successful organizational culture and that "culture is created, embedded, evolved and manipulated by leaders" (p. 3). He claims that leadership plays a significant role in the establishment of a positive team culture and combined with firm and specific set of values, beliefs, and rituals, a team with these elements will perform considerably better than a team where these elements do not exist.

Smircich (1983) also recognises that culture can be manipulated; hence the nature, direction and impact of the manipulation on the team are reliant upon the skills and abilities of the leaders. Fiedler (1967) agrees, and argues that the effectiveness of a leader (or leaders) is a major cause of the success or failure of a group, organization, or even a country. In this respect, according to Zaccaro, Rittman and Marks (2001), the success of the team leaders to define their team's goals, direction and then organising their team in a way to successfully achieve these, contributes significantly towards enhancing team culture and effectiveness. The perceptions of the past coaches and captains will help to provide an in-depth understanding into the leadership structures within the Silver Ferns and the impact this has had on their team culture.

1.2.3 The emphasis placed on winning

The culture of some sports teams may be a result of their location, player ethnicity, the climate, or the city in which they live and train. Every sports team is different and the culture within each team is unique and special. Goldsmith (2007) however, considers the difference between an ordinary sports team and a winning sports team is the demand and expectation of the development of a winning team culture particularly by those in leadership positions such as the coach. At the elite-level, any sporting event can be viewed as a fight for supremacy in which every coach and player wants to emerge as victorious. Society typically associates success and failure in sport with winning and losing. Winning is an integral part of competition and therefore an important goal for all elite teams (Cumming, Smoll, Smith & Grossbard, 2007). Goldsmith (2007) claims that developing a winning team culture means that the primary goal of the team, the players, management and coaching staff, is the creation of an environment that is founded on excellence. It requires everyone working together to ensure that the emphasis placed on winning is realistic and maintainable. Creating a successful, winning team culture requires a collective desire to work hard and to build a positive environment where everyone involved has copious opportunities to show they can perform consistently at their best (Goldsmith, 2007). Given such context, and the lack of consistent success achieved by the New Zealand Silver Ferns against Australian teams, it is worthwhile investigating the team culture, so that the winning ethos becomes more of a habit than it has been previously. The connection with using Schein's model of organizational culture may reveal what artefacts, rituals and behaviours within the Silver Ferns environment are conducive to a positive and effective team culture that can be continued and enhanced in the future and what aspects of the culture may need to change.

1.3 THE MACRO ENVIRONMENT

It is important to understand that both business and organizational frameworks can be applied to a sporting environment. There is a significant overlap between team sports and business in that in both environments people want to succeed, they want to feel like they belong to organizations that aim to get the best out of people and they want to work together collectively in order to achieve their goals (Kotler, 1998). Tom Johnson's (2012) thesis is a practical example of using a Political, Economic, Social, and Technological (PEST) business framework in a sporting context when analysing how external environmental factors influenced the team culture and winning ethos of the New Zealand All Blacks. Therefore, this same model is used to investigate how the Silver Ferns team culture, leadership, coaching styles and the emphasis placed on winning has been influenced by external factors throughout the period of 1960-2015.

1.3.1 Political

Any sport organization, whether at elite or grass roots level, must have the ability to assess and understand the current and potential future political power that could ultimately affect their existence. Political factors that can have an impact on sporting organisations and communities include policies relating to sports, sports programmes and issues that are made at National level by the Government. This also includes policies that are examined and implemented at Regional level including consultation activities, sports meetings, boards, groups and politics within sports such as disputes among administrators and power struggles. An example of this within a netball context is how the New Zealand netball relationship with Fiji was affected by New Zealand's sanctions against the Fijian regime, which imposed bans on members of the Bainimarama Government and associated people entering New Zealand.

Two Fijian netball players withdrew from their country's national squad to play in the World Netball Championships in New Zealand, due to being fearful that they would not get visas as they had family members in the Fiji Military (Stuff, 2009).

1.3.2 Economic

The sport industry contributes towards the economy in many various ways including the manufacturing of sports equipment, clothing, hiring of facilities, sports events, spectatorship and the generation of sponsorship funding. These factors can affect professional and elite sports, but also ordinary people playing in their local sports competition (Robson, Simpson & Tucker, 2013). An example of an economic factor affecting the development of netball in New Zealand is the provision of funding for netball to be broadcast on television and with this, helping the game to become semi-professional. The introduction of the Australia and New Zealand Bank (ANZ) Championship competition saw increased media coverage that also boosted sponsorship and increased revenue for the sport (Johanssen, 2008).

1.3.3 Social

There are various social factors that can impinge on the sports that are played, the experiences of involvement in physical activity and the perceptions of individuals and groups within society that influence sport participation. These social factors can include: the demographic of an area served by the team; the specific cultural needs of various communities; gendered approaches to sport; racial stereotyping where people of one ethnicity are presumed to have greater strengths than somebody of another; and also issues surrounding the 'class' and the cost of playing a particular sport or buying equipment (Robson *et al.*, 2013). An example of a social factor influencing the development of netball in New

Zealand was the public opinion and ideas held by society that previously existed around the roles of women, viewed as wives and homemakers, and resulting in many people forfeiting playing netball in order to fulfil their 'societal' duties. This pressure began to relax after the 1970s, allowing females to continue playing netball and increasing participation rates (Andrew, 1997). The ethnic composition of the Silver Ferns also changed significantly post 1980s with greater numbers of Māori and Pacific Island players represented in the team along with a significant South African presence.

1.3.4 Technological

Technology has led to many advances in sport and could potentially be considered as being both frightening and exciting. However, teams who embrace the new age of media technology can be presented with a raft of opportunities that could potentially influence the level of success they experience. Advances in technology include software packages, social network providers and media coverage (Robson *et al.*, 2013). Examples of how technological factors have impacted the development of netball in New Zealand include the use of video analysis in games and also the transition from outdoor courts to indoor stadiums, reducing the impact of the weather element on performance.

1.4 MOTIVATION FOR THE RESEARCH

I was an early convert to netball with my appetite for the game fuelled by childhood memories of watching televised games of the Silver Ferns playing against the Australian Diamonds, victory often impossible to predict until the final seconds. In the 1990s, I was an avid supporter of the Capital Shakers, our regional team competing in the National Bank Cup competition, the pre-eminent national netball competition in New Zealand. This competition was replaced by the ANZ Championship in 2008 and the re-named Central Pulse now encompasses the entire lower North Island region.

My netball-playing career began as a young primary school student in Upper Hutt and then Masterton. I progressed throughout the Wairarapa Representative teams, and was named in the Wellington Regional Talent Identification Squad in my final year of high school. The move to Palmerston North for University allowed me to play for the Manawatu Under-19 Representative team and I have been a member of the Feilding A1 Club netball team playing in the Manawatu Premier 1 competition from 2005-2018. As a player, I was the recipient of the 'traditional' autocratic style of coaching (Pratt & Eitzen, 1989), being told what to do, how to perform it and when to do it in a game. We relied on the coach to provide the instructions and the game plan and when we deviated from this game plan, we would be thrown into a state of panic and chaos. Teams in which I have been a member of that have had this more autocratic style of coaching, often experienced a high degree of negativity and have largely been unsuccessful in terms of a positive team culture and a winning performance.

As my playing career reached its peak, I turned my attention to coaching and am now a high performance netball coach. I began as a high school netball coach and I am currently the head

coach for Palmerston North Girls High School Senior A1 competing in both the top Manawatu Secondary School and Premier One grade, the Head Coach of the Manawatu U19 representative team (2018), the Manawatu U17 representative team (2015/2016), the assistant coach of the Central Zone U23 netball team (2015) and I was the lead coach in the Manawatu for the 'Pathway to Pulse' high performance programme (2015).

I have a background career as a Physical Education and Health teacher (2009-2012), and was the Netball Development Officer at Netball Manawatu (2013-2014) responsible for managing all aspects of junior netball and am currently an Assistant Lecturer in Physical Education at Massey University. In both my teaching and coaching career, I have been a strong believer of the importance of using an empowering approach when coaching my players and teaching my students. I view my leadership as empowering my players to be able to make decisions on their own and believe they should be encouraged to learn independently and to *want* to seek improvement and development in their own performances. On the netball court, I believe that players need to be able to think for themselves, make split-second decisions and to act upon these decisions with confidence and self-assurance and to take responsibility for their own actions.

My own experience in netball and teaching has contributed towards the development of my coaching philosophy and style and whilst I favour this empowering approach, my teaching experiences also reinforce there is a place for the use of both the autocratic and empowering styles at various times. Hence, my own coaching approach has evolved overtime into a more mixed coaching style. By implementing this mixed coaching approach, I aim to teach my players to take responsibility for their performance and the decisions they make and them to

learn and grow from these experiences. My love and passion for netball and for coaching has been the foundation for undertaking this research and I hope to have an impact on increasing the percentage of female high performance coaches across various sporting codes in New Zealand. My interest in team culture and how this can have a positive or negative impact on a team's performance throughout the duration of a season, has also motivated me to complete this research.

Although I have an association with Netball Manawatu as a high performance representative coach, the basis for this research to be conducted comes from my own personal motivation. Contact was made with Netball New Zealand (NNZ) about my research and they were in principle supportive of it; but they have not funded nor have they had editorial input into this thesis. Accordingly, I do not have a vested interest in the outcome of this research and I have conducted my research independently.

1.5 STRUCTURE OF THE THESIS

Chapter Two: Literature review

Chapter Two consists of the literature review which is structured by firstly exploring team culture through Schein's (2004, 2010) organizational culture model. A discussion on the importance of developing team cohesion, rites, rituals and symbols that are important in maintaining and developing a team culture is then provided. Aspects of Schein's organizational model including values, beliefs and core assumptions are discussed. The literature examining the development of leadership and the captain and coach's roles are reviewed along with relative work on collective leadership and coaching styles. Issues of gender and pregnancy are also noted in relation to leadership. The emphasis placed on winning and learning from losing are discussed in detail.

Chapter Three: Methodology

This chapter discusses the methodology used to undertake this research. It begins by outlining why a case study approach was selected for this research design, followed by the justification of using qualitative analysis of semi-structured in-depth interviews conducted with the past Silver Fern coaches and captains. Lastly, issues surrounding the validity, reliability, and ethical considerations of the study are explained.

Chapter Four: The development of the Silver Ferns netball team

This chapter analyses the history of Netball, the development of the Silver Ferns as New Zealand's national netball team and specifically, how the sport has been nurtured in order to provide a contextual background of the Silver Ferns. This is followed by a discussion of

political, economic, social and technological factors that have influenced the development of netball and the Silver Ferns through the three main eras of the thesis.

Chapters Five, Six and Seven:

Each of these three chapters presents an analysis and discussion of the findings from the interviews of the past Silver Fern captains and coaches according to three definitive eras, 1960-1987, 1988-2001, 2002-2015. The data is presented under the various themes linked to Schein's (2010) framework of organisational three level model of artefacts, values and beliefs, and core assumptions. The findings also highlight aspects of leadership and the emphasis placed on winning.

Chapter Eight: Discussion

This chapter provides a discussion analysing the literature and comparing this to the findings from the study.

Chapter Nine: Conclusions:

This chapter provides the conclusions relating to the analysis of the findings from the research. It also includes the implications of the results, furthering the understanding of aspects of team culture and leadership within other female high performance sports teams.

CHAPTER TWO

LITERATURE REVIEW

CHAPTER OVERVIEW

This literature review evaluates the published researched on the key concepts and phenomena with which the thesis is concerned, namely team culture, leadership, and the emphasis placed on winning. It begins by firstly exploring the development of team culture and team cohesion. Schein's (2004, 2010) organizational three level model of artefacts, values and beliefs and core assumptions is identified as an important framework underlying the analysis. Key elements of Schein's model, namely rites, rituals and symbols, are then evaluated in more detail as they relate to team culture.

The next section analyses the scholarship of leadership in team sports, investigating how to develop effective leadership, the role that both coaches and captains play, and the collective leadership approach within teams. A discussion of coaching styles in high performance sport follows, focusing in particular on two approaches, autocratic and empowerment, and then a look at how both gender and pregnancy factors have influenced leadership within a female-only sports team environment.

The chapter concludes by examining the scholarship around the emphasis placed on winning and the outcome of the game, exploring different interpretations of team "performance", and how the emphasis placed on winning is influenced by team culture, leadership and coaching styles.

2.1 TEAM CULTURE

Team culture can be described as reflecting the expression of a team's values, attitudes and beliefs about sports and competition and determines whether the team's focus is on fun, mastery, winning, or whether the team values and promotes individual achievement or team success (Taylor, 2013). According to Lussier and Kimball (2009), such qualities within a sport team's culture have real implications for how the team functions, how its members interact and, crucially, how the athletes on the team perform and the results they achieve.

Edgar Schein (2004, 2010), with the creation of his organizational culture model in the 1980's, has made significant contributions to understanding the field of organizational culture enhancing the credibility of his model as the basis for this research. For example, many other researchers have used Schein's model as the basis for their own studies including; Marcoulides and Heck (1993), for their research on how an organization's culture affects their performance; Detert, Schroeder and Mauriel (2000), who present a study on providing a framework for linking culture and improvement initiatives in organizations, and Johnson's (2012) study on the winning ethos and organizational culture of the All Blacks.

In Schein's book *Organizational Culture and Leadership* (2010), he defines culture as "a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems" (p.12). He also describes organizational culture as being something an organization is, rather than something an organization has, whilst distinguishing it into three separate levels.

The first level contains artefacts, which are visible but sometimes not comprehensive, the second level encompasses the values of the organization, and the third level reflects the entrenched basic expectations and traditions that are taken for granted by the members of the organization (Schein, 2010). His model shines a light on culture from the viewpoint of the observer and emphasises that objects situated at the surface of a culture, which are visible or physical but are sometimes ambiguous, are realisations of fundamental values which in turn may be signs of deeper assumptions. Hamdan, Belkhouce and Smith (2008) refer to culture as being compared to an iceberg: some visible above the waterline but with a larger section that is invisible below. The concept of culture has some aspects that are visible and others that can only be assumed and are invisible. The surface elements of team culture could include recognition, the way members dress, how each person clearly interacts with each other and organizational outsiders, team slogans, mission statements, rituals and values and collective behaviour (Schein, 2010). Using Schein's model of organizational culture, may reveal what artefacts, rituals and behaviours are conducive to a positive and effective team culture within the Silver Ferns, that can be continued and enhanced in the future, and also what aspects of the culture may need to change.

2.1.1 Developing team culture

Within the sports world, it is a widely held belief that the culture of a team can have a significant impact on how a team functions and performs. It is believed that the way in which team members think, feel, behave and perform are all influenced by the environment in which they practice and compete, and therefore the development of team culture is hugely important (Taylor, 2015).

The culture of a team can be described as varying from positive and strong, to negative and weak. In sports teams with strong positive cultures, players consciously know the values and beliefs of the team, they agree with these and behave as expected. Communication and cooperation amongst players is a lot easier and unity is common. A positive team culture inspires a higher degree of inclusion from the individuals involved. They develop a sense of ownership over their performance and a sense of pride in what they have contributed. A culture with a positive, inclusive environment also promotes the long-term development of responsible, mature work habits on the part of each individual member and over time, members begin to personally identify with the goals of the organisation (Dennison, 1984).

However, it has been found that there is also a downside to teams that possess a strong team culture with potential stagnation and a lack of varied opinions shared by the players as they tend to lack the ability to think of alternative ways of approaching things (Lussier & Kimball, 2014). Teams with weak or negative cultures tend to have members who do not conform or behave as they are expected to, they may question and challenge the teams' beliefs, or may not agree with the values that are generally accepted by others and some may rebel against and fight the culture. Nevertheless, Lussier and Kimball (2014) claim that there can be an upside to teams that potentially have a 'weak' culture as this may lead to being constructive instead. As culture is a deeply rooted phenomenon, it can also be a fluid one with the potential for those with "weaker" cultures to adapt, change and improve with time. In regards to developing a positive team culture, different theorists propose different ways in which this can be achieved. For example, Schein (2010) outlines six essential steps or phases to allow for a strong establishment of team culture.

1. Team leaders, with formal and informal influence, must embrace the culture's values.
2. The values must be continually reinforced through formal and informal means.
Johnson, Martin, Palmer, Watson and Ramsey's (2013a) study of the high success rate of the All Blacks revealed the alignment of informal and formal leadership to be even more powerful in reinforcing and emphasising strong team culture.
3. The leaders' reaction to crises, using them as a vital opportunity to reinforce the team values and demonstrate them as unwavering.
4. Emphasise the team leaders place on situations to reinforce the values.
5. Firm selection of members that will embrace the team's desired values.
6. Finally, the team values are reinforced through rewarding appropriate expression of the desired culture.

Hedstrom (2018) suggests another process of developing team culture includes establishing clear goals and expectations, followed by using a supporting cast of team members and utilizing different members of the team in developing the culture. This process would include the captains, assistant coaches etc., all helping to facilitate the identity of the team by allocating certain tasks and to delegate to appropriate member(s), as spreading the work can help to create a sense of ownership amongst the players and support staff. This approach also helps to get everyone involved in deciding the team goals and expectations, and can help to alleviate any discipline issues during the season. Having everyone understand their own individual role is also vital to developing team culture, for instance, helping a bench player understand the contribution they still make (whilst helping others to see the importance also) can really help towards commitment to the team.

Praising the culture is the third step in culture development according to Hedstrom (2018). As a coach, it is important to focus on praising the 'right kind' of culture, for example if hard work and maximum effort is important, then when a coach sees this in action it is important to praise it. Focusing on the 'right kind' of team behavior sets a tone for what the coach expects and how the entire team can 'live' the team culture. Showing off the team culture is the final step. Hedstrom (2018) claims it is important to find tangible ways to show off a team's culture through items such as T-shirts or signs, that signal the uniqueness of a team and providing a feeling of a sense of identity.

Taylor (2017) agrees with Hedstrom on the importance of creating an organizational culture that is positive and high performing and he suggests this can be done so in two ways. First, it can emerge naturally as an expression of its individual members. The benefits to this approach is that team members may generate a sense of ownership for the culture because they are the ones who created it. However, there is a risk that the creation of the team culture may be attempted in an unrepresentative manner by one or a few team members who might be particularly assertive or controlling, leaving other team members feeling disregarded or powerless. Taylor (2017) suggests that a real danger can arise when a small group of members in the team who are more interested in exerting their own power hijack the team culture. The result of this can be a toxic culture that serves neither the best interests of the team as a whole or its individual members (Taylor, 2017). Another approach that Taylor (2017) recommends is for coaches to take an active, although not dominating, role and ensure a more 'collective' approach towards developing team culture. Through their leadership and open discussions with team members, coaches can identify the values, attitudes and goals that the team agree upon and want to have as the foundation of their team culture. This

collective approach helps to ensure that the team members feel a sense of ownership for the development of the culture and, as a result, will be more likely to have 'buy-in'.

In agreement with Hedstrom (2018), Taylor (2017) advocates for creating a team culture as a team effort. He encourages coaches to sit down with the coaching staff and players within the team to discuss the kind of culture the team wishes to have. They suggest being pro-active in creating a positive team culture will pay off in many ways during the competitive season through improved communication, reducing conflict, a more positive atmosphere, better team functioning and usually, higher levels of performance and success for both the team and individuals.

Yukelson (1997) has suggested the use of team building activities is looked upon favourably when helping to develop the culture of a team, yet it has been acknowledged there is a lack of literature written about the specific influence of team building activities in sports teams. Team building is a process where group members learn how to work together towards a common goal and share relevant information regarding the quality of how the team is functioning, with the aim of establishing more effective ways of working together. It can become an important intervention in as much as it encourages teamwork, group problem-solving skills, team unity and cooperation towards agreed goals. It is also commonly used to help team members to learn to cooperate with one another, share their skills, knowledge and resources more efficiently and successfully, empowering the group to run more competently (Patten, 1981).

Yukelson (1997) suggests that in order to conduct and promote effective team building within sports teams, the inclusion of regular and a diverse range of team building activities is necessary. However, some players may have mixed opinions on the concept of using team building activities to help create and develop the culture of the team. For example, the decision in 1999, to hold 'SAS' style boot camps for the All Blacks, was criticised by a number of players because people lost weight and physical condition (Turner, 2005).

In addition to utilising formalised team building activities to develop team culture, Gregorius (2017), drawing on Huot and Rudman (2010) and Berreman (2012), in her thesis on women's professional soccer, argues that team culture is developed and reinforced through everyday team practices and that through these activities, players learn how to be, how to become and how to belong. For the athletes in this research, the concept of learning 'how to be' involved being dominated by the physical environment of their new host Asian countries and having to learn the new culture, food and language. In learning 'how to become', the participants discussed the way in which they formed routines helping them to become what they believed was considered 'good' in their new football team environment. They began to understand the behaviours and norms, and to adjust to their new coaches and the different styles of team management (Gregorius, 2017). In learning 'how to belong', the participants started to feel as if they had adequately adjusted to the new lifestyle living in their host Asian country, their new team and to a new way of life. They also experienced feelings of belonging that went beyond the team environment, where they felt more at ease with their surroundings relating to a better understanding of the culture around them (Gregorius, 2017).

The concepts of 'how to be', 'how to become' and 'how to belong' used in Gregorius' (2017) research are also used to help guide data collection of what life was like in the Silver Ferns. In learning 'how to be', the athletes discuss their first impressions of making the team and the significance of this for each of them. In learning 'how to become', the athletes discuss how they then began to settle into new routines and became used to what was happening around them. In learning 'how to belong', the athletes explain how they became at ease in their new team environment as their routines began to feel more embedded and natural.

2.1.2 Team cohesion

Team cohesion can arguably play a significant role in the development of team culture therefore it is important to establish a distinction between the two. Within this research, team culture refers to the practices and underlying beliefs of a group and the ways in which these help or hinder a group achieving their objective. The definition of team cohesion according to Carron, Brawley and Widmeyer (1998, p. 213), is "a dynamic process that is reflected in the tendency of a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs". This definition implicitly expresses the generally held assumption regarding the relationship between team cohesion and success, in that greater team cohesiveness is assumed to be related to greater team success.

In a sporting context, Lussier and Kimball (2009) highlight how sport team cohesion adds a special element to the idea of organizational culture, because teams form a special bond that is often very strong. With this bond comes particular ways of behaving, a special determination to win and ways of dealing with both the emphasis placed on winning and

losing. Heeran and Requa (2001) conducted research investigating a girls' high school field hockey team and the consequences of having a high emphasis placed on winning. Their findings suggest that the emphasis placed on winning normally has positive outcomes for players, their major support groups and their community. They conclude that competition and the emphasis placed on winning seem to increase sports participation, enhance team cohesion and personal satisfaction, whereas losing has a negative impact on the cohesion of a team.

Carron, Bray and Eys (2002) examined the relationship between team cohesiveness and team success in elite teams using collective measures of cohesion and with team success represented by season game winning percentages. A secondary aim of the study was to determine statistically, the consistency of team members' perceptions of cohesion, with the results providing evidence of a very strong relationship between team cohesion and success in sport teams, which echoes the views of Mullen and Copper (1994) who also found that the cohesiveness of sports teams has positive performance-related effects. Carron et al. (2002) agree with the notion that cohesion is linked with enhanced team success in sports. However they view success as being about everyone in the team following the same direction in regards to the team goals rather than in terms of the emphasis placed on winning and losing. They claim unsuccessful teams do not have this same collective focus or direction. The more difficulty and challenges that a team faces such as the challenge of losing, possible conflict amongst members and losing players through injury, the more equipped and able the team becomes to strive to win and experience success. Teams become more determined and more cohesive as long as they never let go of the direction they are heading.

Anecdotal evidence has suggested many elite sports players, make a connection between the emphasis placed on winning and uniting with teammates. Most people know of or have been involved with, two distinct teams. The first is the team of champions, a team with highly skilled individuals who are motivated and hardworking and are all stars in their own right. By contrast, a champion team is a team that is bonded together through a strong culture, where the individuals are not the stars, rather the team is (Hanson, 2014). A perfect example of where “a team of stars does not always beat a star team”, can be demonstrated through the fairy-tale win of the English Premier League by football club Leicester City in the 2015-2016 season. Written off as relegation candidates at the start of the season, the bookmakers made Leicester 5,000-1 outsiders to be crowned champions. They had spent 140 days at the bottom of the table and looked set for an immediate relegation when they caused what has been stated as arguably the greatest upset in sporting history (Tanner, 2016).

The manner in which teams respond to the loss or turnover of players is a significant factor identified in affecting team cohesion, especially when the team's task requires a high degree of collaboration amongst teammates. Berman, Down, and Hill (2000), analysed the records of all teams in the NBA from 1980 to 1994 to investigate if there was a relationship between team performance and team members' 'shared experience' based on the average length of time the team members worked together. They found a significant result, the more stable a team was in terms of the group members, the more likely the team would win. To make sure this effect was truly linked to the stability of team members rather than other variables, the researchers measured aspects such as the average level of talent on the team (measured by draft order) and the age of the players. Even with the measuring of these variables, it was found that teams with a more stable group of members were more likely to win.

Berman *et al.*'s (2000) study also found that having a stable group of members was important because it gave players the opportunity to learn how to 'read' one another, how to foresee one another's moves and to learn about the unique way in which a specific combination of players functioned. They concluded that such knowledge was a crucial ingredient for effective collaboration. Katz (2001) strongly agrees and states it is important to keep the configuration of a team stable for long enough that teammates can learn how to work together effectively and learn how to combine their efforts as a whole.

However, does Berman *et al.*'s (2000) point also allow for the questioning of does this connection work in the opposite direction? That is, does the emphasis placed on winning lead to the maintaining of the stability of a team, rather than stability leading to a winning ethos? It may be hypothesised that a winning team is more likely to stay together, reinforcing team members shared experience. However, a team that loses is highly likely to break up. Berman *et al.* (2000) showed that there is still a strong link between shared experiences and performance. This may be because the more time teammates spend together, the more they are able to anticipate each other's moves, the clearer they are about each other's roles, resulting in better team performance and emphasis placed on winning. These findings have also been shown to be applicable in a New Zealand context. Johnson's (2012) research suggested that periods when the All Blacks historical winning percentage dropped to 70%, included times when a group of senior players retired en masse and a new group of players and/or coaching team were seeking to establish themselves (Johnson, Martin, & Watson, 2014).

2.1.3 Rites and rituals

Rites and rituals help to maintain the traditions and morals of the team, and play a significant role in the development of a team culture. They are often symbolic and are expressions of a team's traditions, values and core assumptions. The first level of Schein's (2004, 2010) organizational model encompasses these rites and rituals as visible factors, which he identifies as artefacts and creations, visible or tangible objects, acts, events or words that are used by the organization to express meaning. They can become entrenched in one's psyche through constant repetition (Johnson, Martin, Palmer & Ramsey, 2013b). Inkson and Kolb (1995) describe a rite as being an activity in which participants must endure in order to progress within a culture, and a ritual as a set of actions or behaviours that are performed mainly for symbolic value and done so on specific occasions. These rites can also be indicative of the cultural values within a group or organization.

Ceremonies and rituals reveal what is important in a particular organization and can symbolically convey organizational values and norms (Higgins & McAllaster, 2002). Rituals celebrating successful events reinforce the importance of expected behaviours. They affirm and communicate to members in a more tangible and visible way an organization's underlying values and norms in order to create and maintain the culture (Beyer & Trice, 1987). Through the practice of rituals, organizations can begin to realize the practical consequence of rewarding desired behaviours so that other employees repeat and emulate these behaviours (Barnes, Jackson, Hutt & Kumar, 2006).

Within a rugby environment such as the All Blacks, rituals can be expressed through pre-match activities such as the 'haka', a symbol to express who they are and the deep culture of

the team. Another example of an activity that has been ritualualised is the 'back of the bus' leadership activity where the senior team members outline the values, expectations and behaviour expected from the new, junior members (Johnson, 2012). In regards to a netball-specific environment, there are very few scholarly studies conducted on team rituals, although there are several allusions to it in popular sports books and biographies. For example, Lois Muir's *Netball: A Guide for Teachers, Coaches and Players* (1989), past Silver Fern's captain Sandra Edge's biography *Full Circle* (1995), Bernice Mene's *Mene Confessions* (2000) and Joseph Romanos' book *Winning Ways* (2007), which includes a chapter on past Silver Ferns coach Ruth Aitken, refer to team rituals to varying degrees, and finally Adine Wilson's biography, *Skills and Performance* (2008).

Team rituals can be used for many reasons or purposes, such as the induction of players in to new teams, or as Mallet and Cote (2006) explain, when part of the pre-game preparation can also become a significant ritual. They can also be used in team sports to celebrate winning and success. Heeran and Requa's (2001) research on the consequences of having a high emphasis placed on winning, found that whenever the girls' field hockey team emerged victorious they celebrated their success together. This joint celebration was one such ritual that not only demonstrated the unity of the team, but was a ritual that also confirmed the value of constantly striving for excellence and the emphasis placed on winning, while looking forward to the following season that lay ahead.

Indeed, rituals are as important for losing teams as they are for winning teams. They are important for any losing team to try bring about a change in their culture. An example of this occurred within the New Zealand national women's rugby team, the Black Ferns. The team

had a history of rituals, including the first official gathering of the team after being named and deciding upon team values, expectations, behaviours and team goals, named in the playing 22, being named in the starting XV, being presented with the black jersey, performing the *haka* and singing *waiata*. Value cards were also given to each player to hold on to throughout a tournament, however if this card was lost, there was a ritual of players having to be punished (Palmer, 2014).

Farah Palmer was the New Zealand Black Ferns captain from 1998-2006 and has an extensive background in leadership. She has written numerous articles on leadership in sport including the chapter *Winning Black Ferns* (2014, in Johnson, Martin & Watson, 2014), *Māori Feminism in Sport Leadership* (2010), *A Core Value of Pride in Winning: The All Blacks Team Culture and Legacy* (Johnson, Martin, Palmer, Watson & Ramsey, 2014) and an article, *Stories of Haka and Women's Rugby in Aotearoa New Zealand: Weaving Identities and Ideologies Together* (2016).

Palmer (2014) recalls how the Black Ferns were so worried about maintaining their winning record and were continuing to uphold their negative rituals that they suffered their first loss in over 10 years to England in 2001. Completely devastated, they decided that a change in the current team culture and rituals was necessary to ensure losing did not happen again. They focussed on the inclusion and use of more positive rituals. They awarded BTB badges (standing for 'back to back' or 'better than before', referring to their back-to-back World Cup wins), to emphasise any team member being 'better than before' in whatever they did (training, playing, and behaviour). They began to give out a yellow 'leader's jersey', given to a player who most represented the values of BTB. They set positive team goals, rewarded

positive behaviour and encouraged input from different individuals in team meetings before trainings and games. Each player was also given a 'passport' that was stamped for every game they played at the World Cup, ticking off another step closer towards making the final and additionally, the team took two poles with them from New Zealand to Canada to represent a gate, which they would walk through at every training to "switch-on" mentally to "rugby" mode. These changes in rituals that the Black Ferns implemented brought about a change in their team culture, and eliminated the 'fear' of losing. The team was successful in their campaign and went on to win the 2002 Rugby World Cup (Palmer, 2014).

2.1.4 Symbols

Schein (1990) specifically identifies symbols as forming the first layer of culture, consisting of the visible artefacts that constitute the physical experiences of the organization. Hatch (1993) states that a symbol is anything that represents a conscious or an unconscious association with some wider, usually abstract concept or meaning. Symbols are objects that take on meaning and are defined by cultural and social interactions that are observed through sight, sound, touch and smell and are strong indicators of the dynamics within an organization. Rafaeli and Kluger (1998) assert that symbols are essential to organizational life. They give members the ability to create a sense of knowledge and behaviour because organizational culture is seen as a network of meanings, shared experiences and interpretations that provide members with a shared and accepted reality (Pettigrew, 1979; Schein, 1990; Trice & Beyer, 1993). Therefore, an important function of a symbol is that it provides group members with meaning. An example of this is the black jersey with the silver fern as a symbol which has historic and important cultural meaning for the All Blacks rugby team (Johnson *et al.*, 2013b).

As will be discussed later, the black dress with the silver fern is an example of a symbol that has similar significant and important cultural meaning for the Silver Ferns.

Katz and Kahn's (1978) research in social psychology found that people often act out the roles in which they are placed. Social learning theory suggests that people learn through association (Bandura, 1977). Therefore, behaviour tends to be associated with symbols that act as cues for the environment in which people are placed. It seems that the use and interaction of symbols as a form of non-verbal communication or as conscious involvement can offer people meaning in the same way that social interaction can. Symbols like the black dress and silver fern having a physical presence, can produce internal emotions and feelings. For example, for one aspiring Silver Fern, Whitney Souness, the dream of wearing the coveted black dress began when she was a little girl (Silver Ferns, 2017).

2.1.5 Values and beliefs

Team values can manifest in the form of specific words that team members develop and use and that provide a guide on how they should act, live and behave. Values lead one to understand a teams' vision while also helping members to achieve the highest degree of success. Values can also be principles that are used to fulfil personal needs such as self-esteem and self-actualisation (Johnson *et al.*, 2013b). Goldsmith (2007) states that values should become the theme for a team for the duration of the season and the guiding principles for everything members of the team do. Values and beliefs are the principles that underpin decision-making and what is considered to be ethical and appropriate behaviour in a team. They are observed only indirectly and can often be described or referred to in a teams' mission statement. However sometimes a teams' talk (its identified values and beliefs) does

not match its walk (with the values and beliefs not being put into action) (Lussier& Kimball, 2014). It is common for many teams to lose games not due to lack of technical or physical capabilities, but as a result of team organization issues such as personality conflict, problems regarding discipline, lack of unity and team cohesion and also poor motivation (Goldsmith, 2007).

Cotterill (2013) has outlined a five stage process model for creating values, which supports the framework proposed by Schein (2010), based on the belief that shared team values are the foundation of a successful team and are critical to building trust among players and coaches. The first step involves establishing clear objectives that must be specific, measurable, attainable, realistic and time bound. The second step requires the thinking of values the team could potentially abide by. Third, the values are then discussed in order to reach an agreed set of values, which leads to the fourth step, in which values are then prioritized. The final step then requires the team to agree to accept the values and let them be the basis of their actions. These five stages can occur either informally or formally, but Goldsmith (2007) asserts that the latter is essential in ensuring the effectiveness of the values, which may then need to be re-established annually.

Chatman (1989) suggests that culture may be an important factor in determining how well an individual fits within an organizational context. The logic behind the person-culture fit is fundamentally drawn from a psychology perspective in which aspects of both the individual and the organization combine to influence an individual's response to a particular situation. In this aspect, characteristics of individuals, such as their personal values and expectations, correlate with situations such as incentive systems and rules, to affect the individuals'

attitudes and behaviour. In a sporting context, individuals may be attracted to sports teams, coaches and franchises they perceive as having values similar to their own. In addition, sports teams may attempt to select recruits they believe are likely to share their team values. New players are then further integrated, but those who do not fit may tend to leave. Thus, basic individual values or preferences for certain modes of conduct are expressed in organizational choices and then reinforced within organizational contexts (Schneider, 1987).

Wang and Straub (2012) conducted a study investigating the leadership style and coaching approaches of a successful world-class coach and the implications for how other coaches who could employ the findings to benefit their own coaching. The participant involved in the research was Anson Dorrance, a college soccer and former Olympic U.S.A Women's National Coach. In order to develop and promote a positive team environment, Dorrance, alongside his players, created an all-embracing set of team core values that he viewed as a crucial aspect in the development of a cohesive team. Dorrance commented,

We talk about athletes leading a principle-centred life where the decisions you are making are decisions where you are following a set of core values that we designed for the team... the highest award that a player can win on my team isn't the most valuable player award. It's the Core Value Award. It's an award of character, not soccer abilities (quoted in Wang & Straub, 2012, p. 438).

Their research also found that the core values of a team provide guidelines for behaviour for every athlete to 'obey' and these values then form the basis of a strong foundation on which to build a strong successful team.

Here, it may be expected that the Silver Ferns, as a high performance sports team, will also require the same dynamics of leadership that other organizations have displayed in order to establish a successful winning team culture. As Goldsmith (2007) has stated, that a team with a well-established, inclusive and multi-layered culture may perform significantly better, compared to a team that does not possess a well-established set of values, beliefs and behaviours. In such circumstances, Goldsmith (2007) states that players will also develop a sense of ownership and pride over their performance and personally identify with team goals and objectives.

2.1.6 Core assumptions

Schein (2010) describes core or underlying assumptions as unconscious taken-for-granted beliefs, habits of perception, thought and feeling – the ultimate source of values and action. He argued that,

... if you do not decipher the pattern of basic assumptions that may be operating (in an organization) you will not know how to interpret the artefacts correctly or how much credence to give the espoused values. In other words the essence of a culture lies in the pattern of basic underlying assumptions, and after you understand those, you can easily understand the other more surface levels and deal appropriately with them” (p. 32).

Core assumptions are important to the formation process of developing culture. Hatch (1993) explains that the internal process of forming the core assumptions of an organization involves the group establishing its assumptions about the nature of reality, and are based on truth,

assumptions about time and space, about human nature, activity and human relationships. Such underlying assumptions are the source of values in a culture and are responsible for actions taking place within the organization. They are often difficult to describe and are only really understood by the people who are a part of the organization. These are usually “known,” but are not discussed, nor are they written down or easily found but they exist, and are often very powerful. Due to this, they cannot easily be addressed or changed and as a result, problems may arise within organizations, suggesting that change is required (Bernard, 2016). When basic core assumptions are understood, the artefacts and values within the organization become much clearer. According to Schein (2009) there are six types of assumptions that form the foundation for every organization:

1. Assumptions about what is the truth in physical and social matters.
2. Assumptions about the importance of time in a group
3. Assumptions about how space is to be owned and allocated, the symbolic meaning of space around people.
4. Basic assumptions about the intrinsic or ultimate aspects of human nature, whether the human nature is fundamentally good or bad.
5. Assumptions about the organization's relationship with its environment and about the understanding of work.
6. Assumptions about the right way for people to relate with each other, the appropriate ways to distribute power and responsibilities and the appropriate ways of resolving conflicts and making decisions.

Lussier and Kimbell (2009) offer an example of core assumptions within a sports team. They suggest when a teammate is questioned on why they performed things certain ways. If they respond with a statement such as “That's the way it has always been done,” then that is an example of an assumption. They are often the most stable and long-lasting part of a team culture, yet therefore also making them the most difficult to change. An example of this within a sports team involved the Boston Red Sox baseball team. The new owners challenged the basic assumptions on how the team previously treated its fans and the media. As a result, the new owners began to embrace both the media and the fans with new events to encourage the players to get closer to both groups. However, this did not go as smoothly as they had planned, as some of the Red Sox pitchers, who were not scheduled to pitch during games, were seen drinking alcohol and eating fried chicken in the dugout during the 2011 season (Lussier & Kimbell, 2009).

2.2 LEADERSHIP

Schein (2010, p. 3) states the leadership is a fundamental component of organizational culture and that this is *“usually the result of the embedding of what a leader has imposed on a group that has worked out... culture is ultimately created, embedded, evolved, and manipulated by leaders”*. It is acknowledged there is an immense amount of academic literature regarding leadership, including a range of different definitions. Yukl (2013, p. 20) states that *“leadership has been defined in terms of traits, behaviour, influence, interaction patterns, role relationships, and as occupation of an administrative position.”* According to Pratt and Eitzen (1989, p. 320) *“leadership means vision, cheerleading, enthusiasm, love, trust, verve, passion, obsession, consistency, creating heroes at all levels, coaching and numerous other things.”* These attributes recognise that there are many aspects involved in leadership and at the same time, leaders have the added element of having to deal efficiently and successfully with any form of change, supporting team mates and management, and motivating and inspiring them to be the best they can possibly be.

Leadership is a pivotal aspect of achieving performance. Robbins and Coulter (2002) suggest that to get the most out of people they need to be led and not managed. Leading people requires inspiring them to come together for a common goal, they need to motivate, support and work with people to keep them united and enthusiastic to move forward. In comparison, they suggest managing is more about establishing systems, rules, and procedures is about the business and not about the people. A significant amount of literature on leadership relates to styles, models and theories. For the purpose of this research, leadership theories are reviewed that are considered to have some influence during the three eras investigated.

Behavioural theory, as described by Lewin, Lippitt and White (1939), was centred upon the idea that great leaders are made and not born, which suggests that people can learn to become leaders through teaching and observing others. Participative leadership theory (Anthony, 1978) proposes that the ideal leadership style is one that takes the input of others into account and can produce a range of benefits depending on who the participants are and how much influence they have. Contingency theory (Fiedler, 1967) and Situational theory (Hersey & Blanchard, 1988) both focus on particular aspects that are related to the environment that may influence which style of leadership is best suited for the situation. According to both of these theories, no one specific leadership style is best used in all situations. These theories are based on the notion that success is dependent on a range of different variables, including the leadership style, qualities of the followers and specific aspects regarding the situation.

According to Bass (1998), transformational theory focuses on the connections that exist between leaders and followers. This theory builds on the premise that leaders motivate and inspire people by helping team members see the importance of the task ahead. Such leaders are focused on the performance of their team members, but may also want each member to fulfil their own potential. Leaders who demonstrate this style of leadership often have high ethical and moral standards. When discussing leadership theories, there remains one major controversy over whether leadership should be viewed as a specific role or as a process that is shared. This 'collective leadership' approach is about embracing and arranging human, cultural, and technological resources, to build relationships with each other that are based on respect, and to co-construct their shared purpose (Chirichello, 2003).

Goldsmith (2009) claims there are several reasons for the use of leadership groups in sport teams. The first is that society has changed and more athletes want input into the direction of their lives and careers. He claims players no longer seem to tolerate being ordered what to do by the coach or others, and the authoritarian models demonstrated by the coach may no longer work. Players demand more consultation and communication and the implementation of leadership groups allows players to solve problems and make decisions on the field of play or that can determine the outcome of the game. Expressing leadership in sports teams via leadership groups creates better problem-solving and decision-making athletes that 'own' their performance and are responsible for the outcome.

In Kidman's book *Athlete-Centred Coaching (2005)*, former All Black coach Wayne Smith talks about the importance of having a core group of leaders, emphasising the significance of getting "the best support staff you can get... and having great people all heading in the same direction". (Kidman, 2005, pp. 189-191). Some players however, should not be a part of leadership groups. Some teams may confuse years of playing experience with leadership and allow these players to set standards that could be either damaging or negative. Senior athletes who are under-performing and are in this category should not be put in leadership positions, as they will not contribute positively towards team performances (Sweetenham & Parker, 2009). However, this argument is challenged by Dupuis, Bloom and Loughhead (2006), who state that players in formal leadership positions such as the team captain, assume a considerable amount of responsibility within the team structure compared to fellow teammates. Players in this role are expected to undertake numerous aspects of leadership that are even more important than their performance.

2.2.1 Developing leadership

Whether it is from a coach, manager, or teammates, the demand for effective leadership in order to increase performance is a phenomenon that is ever-present in the realm of high performance sport. Weese and Nicholls (1986) state that in any sport, an athlete will emerge as a leader and will be able to motivate and organise their teammates to play as a cohesive unit. Mosher and Roberts (1981) suggest that many athletes on sport teams are not pushed to their full potential and that in doing so, could produce significant changes in their performance. These authors identified important leadership roles, such as acting as a liaison between teammates and management, promoting communication, assisting in planning and discipline, interacting with officials and the public and setting a good example for other players. However, despite their claims, the authors also identify that sport-related literature focusing specifically on the development of athlete leadership is very limited.

Wright and Cote (2003) conducted research to examine the development of six leader-athletes. They found that various activities that leader athletes were engaged in from an early age as well as the roles and influences that peers, coaches and parents played, all contributed towards the development of leadership skills. Participants also referred to the importance of demonstrating strong work ethic among their peers and found that the athletes viewed leadership as a means of displaying a strong work ethic resulting in gaining respect, setting an example and developing their skills (Wright and Cote, 2003). Other important factors for developing leadership that were identified in the same study, included the maintaining of good relationships and having a good rapport with teammates. This rapport involved being well liked and popular within the team and the athletes felt that it was important to be well-liked and have the companionship and trust of all their teammates in order to be a leader.

Engaging athletes in mature conversations and exposing them to privileged information regarding coaching decisions and strategy is another finding from the study. Being involved with team planning and strategy providing participants with an opportunity to question coaching decisions helps to develop their leadership skills. Having an opportunity to interact with officials might be important to leader-athlete development as it pushes the athlete to have an in-depth understanding of the rules and demands good communication and decision-making skills. Therefore, coaches engaging athletes in mature conversations is a significant influencer in the development of leadership (Wright & Cote, 2003).

2.2.2 The captain's role

Some sports do not identify a formal on-field leader or captain, but do have informal leaders in the team; although in teams that *do* have informal captaincy roles, the scope of the position can vary significantly. Whilst the role of a captain can change from sport to sport, there is agreement that an effective captain is instrumental to the team and its performance outcomes (Cotterill, 2013). Dupuis, Bloom and Loughhead (2006) state that team captains have three main responsibilities. One is to act as a liaison between the coaching staff and the players, the second to act as a leader during all team activities and then, to represent the team at receptions, meetings and press conferences. In addition to these, other duties captains are expected to perform include establishing regular team and/or individual meetings with players and coaches, leading by example such as arriving early for practice, expressing high intensity when training, leading warm-up sessions, encouraging teammates, helping younger players and helping coaches to develop team rules and programmes. Finally, team captains need to conduct themselves in a professional manner before, during and after every game, demonstrating respect to their teammates, opponents and officials.

Given that the leadership behaviours of athletes are considered to be an important component of team success, it is surprising that research on athlete leaders is limited. However, a study conducted by Dupuis *et al.* (2006) addressed this by identifying and examining the leadership behaviours of university male ice hockey team captains. Whilst each team captain displayed his own personality, some common personal qualities were evident such as remaining positive, controlling emotions and demonstrating respect to teammates and coaches. They stressed the importance of effective communication skills, an aspect which has been suggested to be a key element in the development and effectiveness of leaders. In addition, team captains in this research also mentioned using a more sharing leadership style with experienced teammates. Most team captains within this study suggested the most powerful way to show leadership was by role-modelling and setting the proper example for teammates with both their on-ice and off-ice behaviours. This was accomplished by always working hard during practices, games and the off-season. Thus, it can be surmised that the leadership behaviours of team captains have consequences beyond immediate interaction and immediate response, by influencing team norms and consequently the atmosphere of the team in the longer term.

2.2.3 The coach's role

Coaches are extremely important figures in the world of sport. They can have great influence over a team, on athletes and are often viewed upon as role models. Coaching, particularly at the high-performance level, can be very rewarding, but it can also be highly stressful and demanding, as they are highly visible to the public with the successes and failures of their team or athletes, credited to them (Fasting & Pfister, 2000). According to Chelladurai (2011), the leadership behaviours that a coach should demonstrate and that are more pertinent in

the pursuit of excellence, include the following; creating a vision for the team by setting objectives and establishing strategies. The coach needs to convince the players of the practicality of the vision, express confidence in the players and secure their commitment towards the vision. They need to inspire their athletes to achieve excellence by encouraging enthusiasm, building confidence, instilling pride, enhancing morale, setting examples of courage and dedication and sharing the adversities. The coach must engage their athletes' current understanding by challenging their existing assumptions and attitudes and encouraging them to be creative and innovative. They should also pay personal attention to each team member, to express appreciation for their efforts, provide corrective feedback, assign specific responsibilities, be concerned and supportive, and recognise small achievements and provide rewards such as praise. In Kidman's book *Athlete-Centred Coaching (2005)*, Wayne Smith stated that he believed coaches also need to be constantly learning and developing, and it is important to ask for feedback from players. He claims this plays a significant role in a coach's development and enhancing self-analysis of performance (Kidman, 2001).

2.2.4 Collective leadership

The terms collective leadership and shared leadership are often used interchangeably (Avolio, Walumbwa & Weber, 2009). For the purpose of this study however, the term "collective" leadership will be used. Collective leadership is a process wherein a set of leaders apply their skills and knowledge within an environment, successfully sharing elements of the leadership role as the situation requires (Friedrich, Vessy, Schuelke, Ruark & Mumford, 2009). This leadership approach helps to support a culture where relationships are treasured and valued, and members experience a sense of self-worth (Johnson *et al.*, 2012). It also requires the

leaders within the team to always be willing to show and teach other team members, as this contributes towards the development of further knowledge and expertise across all players (Sweetenham & Parker, 2009). It involves a high degree of cohesiveness that is likely to be a result of the team members' beliefs that, together, they can efficiently accomplish the tasks they need to for their team to be successful (Zaccaro *et al.*, 2001).

Zaccaro *et al.* (2001) found that if members feel confident in their team's abilities, they are more motivated to work hard for the team, persevere in the face of shared problems and are willing to accept challenges that are more difficult. Teams with this collective approach to leadership also set goals that are more difficult and are more committed to achieving them. Thus, under extreme difficulty and pressure, teams with this collective approach should perform better than groups who do not implement that same approach to leadership. In a sporting context, collective leadership is present when two or more individuals share responsibility for directing the team toward its goals. Responsibilities are distributed and people within the team lead each other. Collective leadership requires team members to be willing to extend their feedback to the team in a way that aims to influence and motivate the direction of the group and must be willing to accept and rely on feedback from other team members. It is evident within a team when members have a similar understanding of the team's objective and collective goals, and they contribute to each other's emotional and psychological well-being by offering encouragement and assistance. Together, these group dynamics can produce and develop a sense of trust and willingness to collaborate in support of team leadership.

An example of a collective approach to leadership has been apparent within the All Blacks rugby team. The team was initially led by the senior members in an informal manner. However since 2004, this has been formalised by the coaching team and has been effective in regards to upholding a winning team culture. The collective leadership model that is present within the All Blacks encourages a commitment to being totally honest with oneself and others, the evaluation of the team and in personal reflection (Johnson *et al.*, 2012).

Access to leadership roles is available to everyone within a group, and according to Carron and Hausenblas (1998), there are two types of leadership that can be identified based on the roles the individuals hold within that group: formal and informal leadership. Formal leaders are those identified and who have been approved or suggested by the group, for example, coaches and team captains based on the position of power they hold within the team. In comparison, players other than team captains are said to hold informal leadership positions since their roles tend to develop on the foundation of the interactions amongst team members. Athletes who hold either formal or informal leadership positions both represent “peer leadership” roles in their respective teams (Carron & Hausenblas, 1998).

Johnson *et al.*'s (2013a) study of the All Blacks leadership structures found a misalignment between the informal and formal leaders existed in 2004, one year after the All Blacks disappointing 2003 Rugby World Cup campaign. The new All Blacks coaching staff and captain acknowledged the informal leaders and worked directly with them to develop a collective leadership approach that influenced cultural changes for the benefit of the team and eventually led to one of their most successful winning periods.

2.2.5 Coaching style

It has been argued that 'coaching' requires flexibility and competence in employing a range of approaches when handling an individual or a team and is a difficult job to master (Khalaj, Khabiri & Sajjadi, 2011). Excellent coaches are considered knowledgeable and constantly seeking to learn new ways to enable them to meet the needs of their athletes and to effectively manage the fundamental duties of coaching including organisation, training, and competition (Cote, Young, North & Duffy, 2007). Coaching is about providing assistance to a group or an individual to help them not only to develop, but also to improve the performance in their chosen sport, and can be a significant factor in helping a person perform better.

Coaching styles reflect the value frameworks of coaches (Lyle, 2002). There are different coaching styles, such as laissez-faire and humanistic approach, but the most common used in sports are the democratic and autocratic coaching styles (Castillo & Espinosa, 2014). In a netball context, the effectiveness demonstrated by New Zealand coaches are considered by some as being world-class. "Netball coaches from New Zealand are in demand because of the long history of netball and years of experience gained being a country that has achieved consistently at the highest level on the international stage" (Parata, 2016, p. 1). At the 2015 World Championships, New Zealand Head Coaches were in abundance coaching international teams. Waimarama Taumaunu – the Silver Ferns, Gail Parata – Scotland, Ruth Aitken – Singapore, Marcia Hardcastle – Samoa, and Kate Carpenter - Fiji.

The autocratic style can be used to describe leaders who make decisions with little or no input from others. This style implies that one person makes all the decisions for a group, team or assembly (Shaeffer, 2002). The first formal study of leadership is credited to Kurt Lewin in an

article that appeared in the “American Journal of Sociology” in the 1930s, where he found autocratic leaders:

- Generally do not solicit or accept input from others for decision-making purposes
- Make all company or group decisions
- Mandate all workplace methods, policies and procedures
- Can exhibit a lack of trust in the advice, suggestions, ideas and decision-making ability of others (Shaeffer, 2002).

The autocratic coach takes on an authoritarian approach where players are ‘told’ rather than ‘asked’. This approach has coaches show the athlete how they want something done and expect that athlete to perform a technique a certain way every time. This coach is in control at all times with little to no feedback from the athlete, and believe their way of doing things is the only way to succeed. The autocratic style does have both advantages and disadvantages however. At its worst, this style can be overbearing and demoralizing, and can include the potential abuse by overly powerful leaders, discouraging team creativity and open communication between leaders and other team members (Shaeffer, 2002). At its best, this style is effective for people who work well with clear directives and under leaders who understand exactly what people do and the importance of their roles. Further advantages of using this style include the effectiveness when decisions must be made quickly and without time to consult others. It helps to keep individuals and teams from missing important deadlines, during stressful times, autocratic leaders can be more effective, and their teams appreciate their style of leadership.

A sporting example of a coach implementing the autocratic style involves the famous Vince Lombardi, the head coach of the Green Bay Packers. Because of the success he experienced, he became a national symbol of a single-minded determination to win. He believed in the pursuit of excellence and perfection. He had a strict military background and believed that approach was best used to shape his football team. He believed that the emphasis placed on winning took a great deal of discipline, education and commitment to being perfect, and that his techniques and systems were the only way to be successful in the National Football League (Maraniss, 1999). During his time as Head Coach of the Green Bay Packers, Lombardi won six NFL Championships, two Super Bowls, had an overall record of 105-35-6 and was named the NFL Coach of the Year twice. This type of autocratic coaching works well in more of a military-type system where certain procedures, techniques and a strict chain of command are vital to the success of a team. Arguably, this style of coaching may be suited to games like NFL where there is a very high degree of coach involvement in determining the plays; compared to more dynamic games like netball where there are fewer opportunities for time outs and team talks.

The empowerment style of coaching, also known as 'Athlete Centred Coaching', is another frequently used coaching approach. When coaches use an empowering style, it has been found that athletes are more likely to gain and take ownership of knowledge, development and decision-making that will help them to make the most of their performance. An athlete-centred empowerment approach to coaching would provide athletes with the opportunity to be involved in the development of the vision and values of their team (Kidman, 2001). This style of coaching has also been found to create a sense of belonging for the athletes and a shared approach to learning, while building a dedicated relationship between coach and athlete where mutual goals and teamwork is enriched, therefore creating positive, successful

results (Kidman, 2001). An empowerment style is considered to be one of the most advanced and effective methods of leadership that allow athletes to succeed in and enjoy their sporting experiences. This approach also helps to motivate athletes and gives them a sense of satisfaction and fulfilment in being part of a collective vision, so the 'team' can grow in the same direction (Kidman, 2001).

Advantages to using the empowerment approach are that athletes may become more motivated to learn and to build a greater understanding and retention of the tactics and skills that are imperative to the success of the team. Another advantage is that the coach empowers their athletes to aid in their own learning but does not control it, as it is considered essential for athletes to become independent and autonomous in their performance, their decision-making and in their option taking while participating in their sports, thus encouraging them to become self-sufficient and self-governing athletes (Kidman, 2001). Wang and Straub (2012) found that the motivation and positive attitudes of athletes are highly linked to how much input they have in making the decisions that will affect them.

An empowering approach to coaching has been highlighted in netball by two former Silver Ferns coaches, Leigh Gibbs and Ruth Aitken (Kidman, 2005). They began coaching the Silver Ferns netball team together in 2002 as Head Coach and Assistant Coach, setting up systems in which the athletes had a major say in the team. They organised training sessions to encourage athletes to make decisions through solving problems for themselves, responding to questioning from the coach and playing games that had been created to develop understanding of tactics and skills. They encouraged and promoted a quality team environment where the team worked together to achieve team and individual goals. The

teams' independence and ability to put the value of selflessness into practice helped them to take ownership of, and responsibility for, their team as a whole (Kidman *et al.*, 2005).

It must be noted however, that even though Gibbs initially implemented the empowerment approach or 'athlete-centred' coaching as it was known back then, the team was not successful in terms of 'winning'. The team lost the World Games in 1993 and every other test against Australia except for one Milo Test series in 1994, and lost to South Africa in the semi-finals of the 1995 World Championship. The 'empowerment' approach arguably worked better during Ruth Aitken's term as Head Coach, during which time the Silver Ferns won two Commonwealth Games titles in 2006 and 2010 and a World Championship in 2003. One possibility may be that the team, under Leigh Gibbs, was not yet ready for an 'empowering' approach, as this practice was not widely used in coaching at that time whereas it was used more widely in a number of sports by 2003.

Former All Blacks coach Wayne Smith was a strong advocate of the empowering approach, expressing the need for an international coach to create an athlete-centred coaching philosophy rather than using the traditional authoritarian coach-centred style used in the past. Smith also stated, "*The areas that we have needed to work on as coaches are developing our ability to grow self-awareness, understanding and problem-solving...we have had to become questioners instead of instructing all the time – technically or tactically*" (in Johnson *et al.*, 2014, p. 196). National teams such as the Silver Ferns and All Blacks (Kidman *et al.*; 2005) have become strong supporters of an empowering approach. Kidman (2001) supports the empowering approach in coaching as it helps to motivate players and to empower them to take responsibility for their own development and performance. Kidman quotes Smith as

being, “noted for his ability to form a team culture that is more successful than that produced by traditional rugby approaches” (Kidman, 2001, p. 37).

He wants players with the ability to persist, be relentless and not give up...players who will take responsibility for their preparation and performance...he believes in traditional values and the importance of the whole person not the rugby player...he has an important belief the principle of honesty with players is extremely important”
(p. 38).

2.2.6 Gender and leadership

Literature on gender and leadership has revealed many conflicting opinions. Radu, Deaconu, and Frasinianu (2017) conducted research to investigate the main gender differences in terms of leadership. However they were unable to conclude that men’s leadership skills were more powerful or important compared to women’s skills or vice versa, but did clearly show that gender differences do in fact exist. Radu *et al.* (2017) also suggest that using the word ‘complementary’ is better than the word ‘different’ when comparing gender and leadership styles, as they claim it is possible for leaders to develop a range of skills that may not necessarily be conventionally linked to their own gender.

Researchers Eagly and Johnson (1990) have commented on the severe limitations of earlier available research regarding gender and leadership styles. The strongest evidence they found for gender differences in leadership styles related to the tendency for women leaders to adopt a more democratic style and for men to adopt a more autocratic style. They conducted a meta-analysis research in which the leadership styles of men and women were compared.

The results of this research showed a consistency with expectations that were stereotypical about difference aspects of leadership styles between male and female leaders, with women tending to adopt a more democratic and less autocratic style compared to men.

Another study on gender and leadership, conducted by Rosener (1990) at the University of California's Graduate School of Management, investigated the way in which women lead. Members of the International Women's Forum were sent a questionnaire and were asked to nominate a man in a similar organization with similar responsibilities. The men were then sent the same questionnaire. The research showed that the men tended to describe a 'transactional' style, the women a more 'transformational' style as the dominant style of coaching. The men attributed their power based on their position in the organization and formal authority, while the women credited their power to personal characteristics such as interpersonal skills, hard work and a network of personal contacts. The research found that women were finding their own style of leadership, after having previously followed male leadership styles, and that women encouraged participation, shared power and information, wanted to improve people's self-worth and as a result, got them excited and eager about their work (Kippenberger, 2002). Rosener's (1990) study is particularly pertinent to this current study because netball is predominantly a female sport and the ANZ Championship netball competition is made up of female-only teams. Moreover, netball, unlike most team sports, was and still is developed mainly by women for women and at both the community and high performance levels most coaches and administrators are female, so unlike other sports, female leadership is the norm in netball.

2.2.7 Leadership and Pregnancy

To date there has been little research conducted in relation to pregnancy and women's sport, particularly high performance female sport, however there has been some discussion of the struggles sportswomen experience in this regard. Being a mother and an elite sportswoman do not often go hand-in-hand as the demands of sport often see females delaying having children. For many, deciding to have children means they risk not being able to return to the sport in full-form or possibly missing selection all together (Caldwell, 2018). Napier (2016) states that for elite sportswomen, pregnancy and planning a family can come at a great sacrifice. It can mean walking away at the peak of their careers, risk being overtaken by emerging players, and evoke fears about ever returning to the elite professional level.

Retired Silver Ferns defender, Anna Harrison, explained how juggling the demands of being a professional netball player along with a family doesn't get any easier, and that "for an athlete there's never a good time to have a baby" (Harrison, cited in Napier, 2016). High performance females and mothers also face the challenge of trying to get by with little to no financial support. High Performance Sport New Zealand who have responsibility for distributing government money to national sporting bodies, reviews each case on an individual basis. Harrison experienced this struggle first-hand when she was left with no financial support from Netball New Zealand once pregnant with her first child. More recently, current Silver Fern Ameliaranne Ekenasio gave birth to her first child and described her return to elite netball as "crazy", struggling to balance caring for her new-born son and returning to her training commitments two weeks after giving birth. She too felt a lack of support from Netball New Zealand and believes they should be doing more to help mothers to return to the game. The national netball organisation does not offer permanent childcare subsidies when on tour,

creating added financial stress to players. Moreover, they do not currently have any formal policy for new mothers, preferring to approach the issue on a case-by-case basis (Caldwell, 2018).

In comparison, Netball Australia seem to take better care of their pregnant players and new mothers. Players contracted to the Suncorp National Netball League for example, are entitled to a parental care policy for those with young children, 100% income protection on all earnings for up to two years in the event of pregnancy and new mothers will be able to travel with a career at the club's expense (Lulham, 2016). Netball Australia deputy chief executive Marne Fechner, stated that hopefully this will have the effect of empowering and inspiring young netball players to become future Diamonds and believed it would keep more women in netball rather than leave to play the rival sport of AFL (Lulham, 2016). It seems Netball New Zealand is lacking significantly in this support even when compared to other sporting bodies such as New Zealand Rugby, where they offer their female players maternity leave and a subsidised support person when on tour (Caldwell, 2018).

Silver Fern netball player Ekenasio, strongly believes there should be far greater support for mothers, as after all, netball is a women's sport played by mothers at all levels of the game (Caldwell, 2018). Terry Evans, the previous Hockey New Zealand High Performance director, claimed that national sporting bodies need to do more and understand that being a mother does not mean having to give up being an elite sportswoman. It requires sporting bodies to provide more support to these women so that they can successfully balance both motherhood and being a high performance athlete (Napier, 2016).

Another issue facing mothers wanting to return to high performance sport is that of the changes to their bodies that pregnancy brings. These can include weight gain, changes in centre of gravity, posture and pelvic girdle pain, and loosening of ligaments. This affects their ability to train and as Harrison mentioned, also the ability of teammates to train *against* one whilst pregnant, with some feeling uncomfortable to play against her (Napier, 2016). The typical timeframe for returning to training is around 4-6 weeks, but the physical and emotional toll of giving birth has helped to create this perception that after pregnancy female players then head into a downward spiral.

Ekenasio expressed the pressure she felt to return to playing to the level she was at previously as if she had never given birth, and the way she was made to feel as if she was “semi-broken” and how sporting mothers were viewed as “damaged goods”. However many former Silver Ferns, for example Belinda Colling, Julie Seymour, Temepara George, and Irene Van Dyk, have successfully proved this to not be the case, earning re-selection to the national netball team after having children. All played significant roles in winning the 2003 World Championships and the 2006 and 2010 Commonwealth Games, having returned after pregnancy (Napier, 2016). Although there has not been much research done on pregnancy and sport in New Zealand, McCausland’s (2007) research indicated that most of the provincial players who took a break from the game to have children returned to play representative netball within one year.

2.3 THE EMPHASIS PLACED ON WINNING

2.3.1 Team culture and winning

According to Dennison (1984) organizations with an inclusive, positive culture generally perform significantly better compared to those without such a culture. Hanson (2014) also agrees that culture is a critical factor in the success of any organised group, whether that be a corporate business or a sports team. The alignment of the team culture to the degree which everyone involved in the group is 'on the same page', is an extremely important factor in contributing towards this success. Sports teams which have this cultural alignment are generally more successful (Hanson, 2014). In addition, when applied in a sporting context, Heeran and Requa (2001) agree that when a group of athletes are truly united together as a team and have a positive team culture, players will then perform unselfishly during games. Although a positive team culture can be seen to help facilitate and promote winning and success, failures that teams encounter during the season and along their pathway to success and winning, can also be seen as a positive. Sweetenham and Parker (2009) suggest that if teams can confront those failures and with hope of learning from them, they will be more likely to achieve their goals.

The achievements of successful teams are often linked to having a strong team culture. Sport team culture is created by the establishment and development of sports teams, and occurs when all team members willingly obey the principles of common faith, ethics, spirit, and rites and rituals. The function of the sport team culture is found in instructing people, construction of team standards, recovery, and meeting psychological and social demands (Lussier & Kimball, 2014).

Goldsmith (2007) claims that developing a winning team culture means that the primary goal of the team, the players and the management and coaching staff, is the creation of an environment for all involved that is founded on excellence. It requires everyone working together to guarantee that winning is realistic and maintainable. Creating a successful, winning team culture requires a collective desire to work hard and to build a positive environment, where everyone involved has copious opportunities to show they can perform consistently at their best (Goldsmith, 2007). However, a 'winning' team culture may produce victory, but it may not necessarily be a *positive* team culture as some elite teams may possess athletic stars in their own individual right, and win through pure athletic talent. An example of a team succeeding simply because they had good players is the Chicago Bulls NBA basketball team. In 1995, Dennis Rodman (2015) joined the team with it being well publicised that he was not great friends with either Michael Jordan or Scotty Pippen. Rodman claimed he never spoke to either Jordan or Pippen in his three-year contract with the Bulls unless it was on the basketball court, and that he was there to do a job and win, not to talk to people. Obviously, by some criteria, a positive team culture did not exist, yet they were able to work together for the benefit and success of the team.

Johnson *et al.* (2013a) claim that there are particular factors that have become perceived as being essential for winning and for the creation of a successful team, and suggest that those factors are preserved by team members. An example of this is the All Blacks, who have maintained and sustained their winning culture through the use of a language and an approach that expressed the values and beliefs of the players, therefore making the objectives of the team clear and the strategies to achieve those objectives obviously understood (Johnson *et al.*, 2013a).

Winning can further enhance player performance, increase positive attitudes of team members, create feelings of devotedness, increase unity, commitment and sacrifice from players and is pivotal for achieving further success in the following future seasons. For any high performance sports team such as the Silver Ferns, the concept of the emphasis placed on winning is a leading priority which can have long-term positive effects on the culture of the team. It must be noted however, that evidence suggests the best teams usually focus primarily on producing a good performance, rather than on the goal of winning, therefore focusing on the process instead of the result. Winning then becomes a by-product of getting the process correct. This has been a characteristic of many successful past All Black teams (Johnson, 2012).

However, both competition and winning in sport can be a controversial issue; therefore, it is important to clarify the notion of what 'winning' means in sport. A stereotypical mind may consider winning as gaining first place in a competition, however, athletes and teams challenging themselves to do more than they originally thought was possible, can also be thought of as winning (Dure, 2015). The 1896 Olympics had the motto of "Citius, Altius, Fortius" – "Faster, Higher, Stronger", where athletes were encouraged to push their limits and inspire others to do the same; a different emphasis on what it meant to win. Today, many athletes and teams are admired for their willingness to fight through difficult situations and triumph over obstacles rather than for what the final score shows (Dure, 2015).

The concept of winning in sport has many facets. Winning is uncontrollable and is dependent upon many other outside factors such as team and player performance, opposition, environment, umpires etc. For the purpose of this research, it is important to clarify that there

has been no 'proven' relationship between winning and the elements of team culture, leadership, and coaching. Although it can definitely help, winning, in terms of the outcome of the game, cannot be guaranteed by having a positive team culture, effective leadership and coaching approaches.

Nevertheless, summarising in relation to Schein's (2010) model, it can be inferred that the development of a winning team culture is established upon collective values, expectations and rules that the members within the team learn, uphold and then pass on to new team members. This requires a process of learning whereby teammates where by obtain new or adapting previously existing knowledge, skills, behaviours and values. This process of learning is vital in the establishment and preservation of a winning organisational culture. However, if a team is 'learning' how to lose, it is important to stop this cycle and change this culture and therefore change the team.

2.3.2 Learning from losing

Many high performance teams struggle with experiencing success and winning. Experiencing failure can be credited to a range of factors exhibiting a domino effect, and in turn, begins a process of a spiral of negative events. The ability of a team and an individual to overcome these negative experiences and to create their own positive team culture, will separate the good teams from the great teams (Johnson *et al.*, 2014; Sweetenham & Parker, 2009).

According to Sweetenham and Parker (2009), the performance culture of a team is created by maximising their potential and steering the team towards excellence, for example when their time at task is directed towards the team goals identified and agreed upon by all

members. Teams must prepare to win with strategic and focused planning being essential to provide direction about goals that are identifiable, achievable and are clearly understood by all those involved in the process and result. However, it must be understood that there will be times when the team must prepare and perform together in times of difficulty, such as when a team is losing. The strength of the team will be tested under these situations and it is in these circumstances that players draw on their culture and experience to unite and continue to strive to achieve the goals of the team (Sweetenham & Parker, 2009).

For a team on a losing streak, it may seem that when things are down, they will always be down, and more so, focusing on inadequacies can undermine confidence and reinforce the losing that is occurring. Nevertheless, Kanter (2005) states that these losing teams can still 'change' the culture of the team, to turn things around, and start winning through 'confidence'. Confidence grows through winning streaks and through experiencing repeated success, whereas confidence decreases during losing streaks with the experience of failures and setbacks. Kanter (2005) states that confidence is a missing link in sport and when the winner is often behind, they may fumble, lose the ball, miss a shot but they keep going. They learn from their mistakes and from the experiences and that is what having confidence makes possible. The most important quality that leaders in a losing team can show is confidence in their players and teammates. Kanter (2005) also states that when that confidence is expressed to these people, it begins to help make it possible for them to perform and to start winning. Confidence builds when players feel they can count on the people around them, and when the team leaders believe in their players, confidence grows and winning becomes more attainable.

2.3.3 Leadership and winning

The effect that leadership has on an organization's performance and the characteristics of effective leaders is considered to be critical for the continued existence of an organization in a competitive environment. Trocado and Gomes (2013), believe this concept can also apply to sports teams as both athletes' and teams compete for the same goal and winning or losing is a regular cause of anxiety for both athletes and their coaches. Sweetenham and Parker (2009) agree with the importance of leadership within a team's culture, stating that one of the most significant aspects of creating a 'winning' team culture is to have 'strong' leaders that lead from the front, act as role models for other team members, set high standards and positive examples and live and breathe the winning culture they are trying to create.

Effective, efficient team leaders, who demonstrate quality leadership skills can create a winning environment by providing the opportunity for all team members to collectively focus on the areas they are best at and this is crucial for the harmonious long-term success of the team and continuing achievement (Sweetenham & Parker, 2009). Although minimal, there has been some literature on sports leadership that claim effective coach leadership can be linked to athletes' performances, and their psychological responses. Trocado and Gomes (2013) concluded that effective coaches generally produce positive results for their athletes and teams, via the way they successfully demonstrate leadership and positively influencing their psychological responses or athletic performance.

Walker (2017) embarked on a research project to determine the commonalities of the world's greatest professional sports teams throughout history, and analysed more than 1,200 teams dating back to the 1880s. He identified the 16 most dominant sports, ranging from AFL, major

league baseball, football, hockey, basketball, ice-hockey, rugby union (including the All Blacks) and women's volleyball, hockey, and soccer. He found the most successful teams he analysed had one major thread in common - a great captain. Walker (2017) believes that strong leadership from the top is crucial, but only works when there is a talented leader on the field, such as the captain. He has determined that elite captains have seven traits;

- They are extremely resilient.
- They play to the limits of the rules.
- They do thankless jobs.
- They communicate clearly with all members of their team.
- They motivate through nonverbal displays.
- They have strong convictions and aren't afraid to be different.
- They have total control of their emotions.

Walker (2017) stated that the most critical ingredient in a team that achieves and maintains significant greatness is the character of the player who leads it. He does not discount the importance of the coach who oversees the teams' strategies. However, he argues that history shows attaching a winning coach to a team with no internal leadership makes barely any difference, and that the dynamics of the team are more closely linked to the quality of captains rather than coaches. He claimed that in sports, coaches only achieved their greatest success when they had a player serving as their substitute, such as the team captain, on the field. Similarly, spending millions of dollars assembling a team of the best players for each position is not effective if they can't work together well, as Real Madrid came to realise in the early 2000s. After a few years of trying to boost its team's success through implementing this

expensive strategy, management realised the accumulation of raw talent was not enough, and abandoned this approach in 2007 (Feloni, 2017).

2.3.4 Coaching styles and winning

Lyle (2002) has criticised the claim that elite coaches' performance should be evaluated based on athletes and teams' performance outcomes. However, understanding leaders' effects on organizational performance (Kaiser, Hogan & Craig, 2008) and the characteristics of successful leaders is important for organizational survival in competitive and complex markets. This is also very applicable for high performance sports teams because athletes and teams compete for the same objective, and success or failure is a daily concern for both athletes and coaches.

In sport, winning can also often depend largely on the development of a coach's rapport with their players, so this relationship can also play a crucial role for the success of strong, elite, winning teams (Wang & Straub, 2012). A successful coach should also show care and concern for their athletes both on and off the field, and also to gain their trust. Once athletes recognise their coach is trustworthy and is concerned about their own personal wellbeing, they then tend to develop more confidence towards them (Wang & Straub, 2012). However, it cannot be presumed that coaches are entirely responsible for a teams' success throughout the season (Trocado & Gomes, 2013). Most methods of measuring sport performance, such as the ratio of wins to losses or winning the championship at the end of the season, can also be influenced due to external variables that coaches have no control over, such as the opponents winning potential, mistakes made by officials and individual decision-making of team members.

CHAPTER SUMMARY

There is a consensus among researchers and sporting participants that there is a correlation between a positive team culture, positive team cohesion and teams winning. However, there is no absolute guarantee that a good team culture will produce victory, but arguably it does make this more likely to occur. It is also widely agreed that in evaluating team culture, it is important to look at both explicit, visible elements such as symbols, formalised leadership groups, and team handbooks; as well as implicit, less visible, and taken for granted elements, such as a team's core assumptions, beliefs and behaviours. Theories relating to organizational and societal culture, including Schein's model of organizational culture (2010), which states that team culture is comprised of a number of integral parts: rites and rituals, symbols, values and beliefs and core assumptions, have been applied in relation to sport. It is generally agreed that both captains and coaches play a significant role in developing team culture and cohesion. There is a consensus that coaching and player leadership, particularly captaincy, is particularly important in creating and maintaining team culture and cohesion. There have also been different styles of leadership and coaching identified, each of which has been effective at varying times, but in team sports, there has been a general trend towards collective leadership and empowering coaching approaches. It is agreed that winning may be a result of a team with an inclusive, positive culture but is not necessarily always the case as teams can still win with a negative team culture. Effective leadership is also viewed as an important component towards winning, specifically having strong leaders that lead from the front and act as role models. Although there is extensive literature around team culture and leadership in sport, to date there has been only limited application of these to netball in New Zealand. The following results chapters provide a more systematic analysis in this regard.

CHAPTER THREE

METHODOLOGY

CHAPTER OVERVIEW

This chapter describes and clarifies how and why the study was conducted with an overview of what the research process entailed. An explanation of the chosen research philosophy is provided involving phenomenology, an interpretivist qualitative research approach and my world view. The research design involves a case study approach which allows for an up-close and in-depth examination of the New Zealand Silver Ferns netball team in their specific environment. The main research method selected in order to gather data involved semi-structured interviews with past captains and coaches. An explanation is provided of how the data was obtained, including an explanation of the role of interviews as a tool for collecting data, how the interviews were co-ordinated, gaining informed consent from the participants and my place as the interviewer within the data collection process. The final section of this chapter addresses issues regarding the credibility, validity and reliability measures that were undertaken when analysing the data and to ensure that the research methodology enabled the researcher to address the questions and to provide a sound scholarly foundation to investigate the research questions.

3.1 RESEARCH PHILOSOPHY

3.1.1 Phenomenology

Phenomonology is a theoretical approach that uses mostly unstructured methods of collecting data. It is also useful for construing personal knowledge and opinions, and allows for questions to be asked of participants in regards to their experiences, perceptions, performances and thought processes (Creswell, 1994). The principal focus is based on understanding the significance of peoples' experiences within a particular context. While it is acknowledged that no researcher can be entirely independent of bias and completely objective, the focus of this thesis is on seeking to understand team culture and leadership from the perspective of the participants whose viewpoints are foregrounded in the research (Patton, 2002). This is particularly important in my position as the researcher in regards to my previous and ongoing involvement in coaching netball. In this study, a phenomenological approach was applied in regards to questioning participants about aspects of their experiences with team culture, leadership and the emphasis placed on winning, as either the coach or captain of the New Zealand Silver Ferns Netball team.

3.1.2 Interpretivism

Creswell (1994), suggests that an interpretive model provides a theoretical approach for exploring groups that are underrepresented and despite netball being a well-known and widely publicised sport, it is significantly underrepresented in terms of scholarly analysis. This approach also allows for the examination of the connecting aspects such as the values and morals that these groups are characterised by. Using an interpretive approach, the "...knower and known interact and shape one another" (Denzin & Lincoln, 2005, p. 22). This link between the participants in the study and myself as the researcher, helps to strengthen the research

process and contribute to the findings. By using interviews as a method of collecting data, “findings are literally the creation of the process of interaction between the two” (Guba, 1990, p. 27).

A further aim of using an interpretive approach is to gain an understanding of the values and meanings that are important to people and their lives (Sarantakos, 1997). It allows for the exploration of the ways in which people create their worlds, whilst appreciating and understanding the limitations and constraints that can also be placed upon them (Denzin & Lincoln, 2011). As the researcher, I interacted with those being interviewed (the past coaches and captains of the Silver Ferns), and was also actively involved in the collecting of data. My focus was primarily on how people have experienced the leadership and culture of the team and what they believe had and had not worked. Hence, interviews were important in order to get the participants’ voice unfiltered by other sources. For these reasons, it was decided that this approach was suitable for the design requirements of this study.

3.1.3 Qualitative research

A qualitative approach to research often provides the basis for in-depth analysis to be completed on various settings and positions. According to Denzin and Lincoln (2005), some of the best social research takes place using qualitative inquiry methods in fields such as sociology, cultural studies and anthropology. This approach provides a framework that can be used to explore the differing experiences and stories of the individuals taking part in the study and aims to describe other aspects such as people’s actions, beliefs and interests (Denzin & Lincoln, 2005). There is limited research that exists to provide practitioners with a detailed perspective on high performance female sports teams within New Zealand and implementing

a qualitative research approach has been identified as an appropriate method to use in areas where there is limited academic inquiry (Creswell, 1994). Therefore, this approach is fitting to allow for a greater understanding of the team culture, leadership and coaching styles that exists within these sports teams, and to allow for the potential to develop new knowledge that can be utilised in future research (Auerbach & Silverstein, 2003).

The discovery of data is an ongoing process when using a qualitative approach to research. “Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry” (Denzin & Lincoln, 2005, p. 8). This approach allows researchers to gain information on the nature of their subject area through interviews and narration (Denzin & Lincoln, 2005). All interviewees have their own perceptions and understandings based on their own experiences, which may be the same or differ from those of the interviewer, and these add a much deeper tone to the data collected.

The purpose of using a qualitative research approach was to use narrative techniques in order to present data from each of the interviewees. Therefore, this qualitative thesis includes the personal stories, accounts, and words of the participants (Denzin & Lincoln, 2005). Those involved were clearly the main priority when using this approach, but as the researcher I also played an essential role in identifying the main findings. These findings were generated through the data collected from the interviewees forming what was the basis for thematic discussions and general findings.

3.2 RESEARCH DESIGN

3.2.1 Case study

This case study of the Silver Ferns allows for the combination of similar and conflicting opinions to provide a detailed understanding of the context. Case study research involves an up-close, in-depth examination of the subject being studied in their specific environments (Yin, 2009). Case studies are also the favoured approach when asking 'how' or 'why' questions when the researcher has minimal control over the events and where behaviours cannot be influenced (Yin, 2009). This approach is used by researchers of sport-related activities to gain a comprehensive understanding of issues and how they relate to a particular group, organization, or individual.

The use of qualitative data in a case study aims to understand viewpoints from the different participants involved in the research interviews (Stake, 2008). Qualitative research is based on smaller sample sizes and uses data that has been compiled from responses taken from personal interviews. The qualitative data in this study were taken from the viewpoint of participants using semi-structured interviews to understand their personal opinions and beliefs, rather than those held by the researcher (Gratton & Jones, 2010). The case study approach is relevant to this current research as it also increases the richness of the data and is suitable in order to gain a comprehensive understanding of the Silver Ferns team culture and leadership, through an in-depth examination of the personal viewpoints and opinions of the captains and coaches (Yin, 2009).

3.2.2 My world view

The term worldview as defined by Guba (1990, p. 17) is “a basic set of beliefs that guide action.” Worldviews are a general orientation about the world and the nature of research that a researcher holds. These are shaped by the discipline area of the researcher, their beliefs and past experiences (Creswell, Hanson, Clark Plano, 2007). The social constructivist worldview perspective assumes that individuals seek understanding of the world in which they live and work. They develop meanings from their own experiences and direct these toward certain objects or things. This leads the researcher to look for the complexity of views rather than narrowing meanings and the goal of the research is to rely as much as possible on the participants’ views of the situation being studied. The questions asked are broad and general so that the participants can construct their own meaning and are open-ended so the researcher can listen carefully to what the interviewees are saying. They also focus on the specific contexts in which people live and work, in order to understand the historical and cultural settings of the participants (Creswell *et al.*, 2007). Those with a social constructivist worldview recognise that their own backgrounds shape their interpretation and they position themselves in the research to acknowledge how their interpretation stems from their own personal, cultural and historical experiences (Cresswell *et al.*, 2007).

My own worldview towards this research is significantly based on a social constructivist approach, as this was shaped by my personal experiences, background and involvement in netball, coaching and teaching. I grew up in a small town and played nearly every sport that was accessible including touch rugby, basketball, softball, rugby, bowls and of course netball. Sport has always played a significant role in my life and there are many aspects of it that I enjoy, all of which has kept my involvement in sport throughout childhood to adulthood. I

enjoyed the feeling of being a part of a team, the social elements, teamwork, forming friendships through the bond of the love for the same sport. I loved the competitiveness, the need to train hard in order to improve and experience success. I enjoyed learning from my coaches and improving in my own individual performance, skill, ability, and that of the team.

My personal experiences within Physical Education classes at secondary school and specifically my Year 13 Sports Studies subject teacher played a significant part in what was to be my future career in the field of sport. His teaching style was largely autocratic and although very different to my own, he still captured the respect of his students through his knowledge, passion for sport, for teaching, and most importantly for me, he 'walked the talk'. He himself kept active, lived a healthy lifestyle, all that he preached to his students he demonstrated and believed in. As his student, I greatly respected him for this and realised I too wanted to have that same effect on my own students in my own classroom. This influenced my decision to attend Massey University and to study a Bachelor of Sport & Exercise with a Physical Education major, then to complete the Graduate Diploma of Teaching and to start my career as a Health & Physical Education teacher.

My passion for teaching also grew into a passion for coaching specifically for netball. I have always loved the game dearly and I wanted to share that with young netballers. As the recipient of various coaching styles playing under different coaches, this helped to shape my own coaching style, although this has changed and evolved over the years and even more so throughout the duration of completing this research. Both teaching and coaching brought me much joy, as there are many similarities between the two, such as being able to positively influence young minds about the benefits of sport, physical activity, living a healthy lifestyle,

seeking new knowledge, encouraging improvement and development. However, I also found the two of them are also different in many ways, specifically in terms of 'students' compared to 'players'. Teaching at times could require a lot more management of off-task or misbehaving students who may not necessarily enjoyed or liked the subject of Physical Education. It could take a lot more effort and at times, patience, to have students fully involved in lessons, particularly at junior level, where PE was a compulsory subject and some students were there because they had to be. Coaching on the other hand was different, as players were there because they 'wanted' to be there. They wanted to train, learn and develop. At times, I found coaching to be far easier and much more enjoyable than teaching due to this aspect.

Although this current research exists as a separate study, it does have similar themes to a prior netball related research study completed as part of my Master's thesis (McCarthy, 2015). This current thesis is part of my continued interest in the sport of netball and the areas of team culture, leadership and the emphasis placed on winning within a high performance female sports team, with the intention of contributing towards the need for further knowledge in this field.

3.3 DATA COLLECTION METHODS

3.3.1 Semi-structured interviews

Semi-structured interviews are an appropriate method to employ in order to understand opinions and beliefs of the participants (Trochim, 2006). This interview method was selected because it is used in qualitative research to investigate different phenomena within their own actual environments (Yin, 2009). Semi-structured interviews are mostly characterised by an open and partially structured guideline that allows the interviewees to express and describe situations and events in an open and free manner. This approach also encourages responses that are widespread amongst the interviewees and to allow for the exposure of a range of attitudes or facts (Grummit, 1980).

Semi-structured interviews allow new phenomena to be explored in depth and permits researchers to “find out what’s happening (and) seek new insight” (Robson, 2002, p. 59). The benefit of this approach allows the interviewer to be flexible in regards to varying the order of questions that are asked based on the course of the conversation, to ignore particular questions, and to ask follow-up questions to make certain that any misinterpretations are made clear. As Merriam (2009) states, researchers using the semi-structured interview approach are able to change to the “situation at hand, to the emerging worldview of the respondents, and to new ideas in the topic” (p.90). Due to the possibility of developing a more in-depth understanding of team culture, leadership and the emphasis placed on winning in high performance female sports teams, this method is therefore considered appropriate for this study.

Primary data were obtained with semi-structured, in-depth interviews. It must be noted that some interviewees covered more than one era due to their involvement as a captain and/or coach; a total of 13 people were interviewed. A larger sample of players could have been undertaken using a quantitative survey, however the objective of this research was to gain a detailed understanding of team culture and leadership and it was decided that this was best achieved through in-depth interviews with the team leaders (Schein, 2010).

Although the order of the interview questions was pre-determined, some additional questions were asked during the interview based on the participants' responses on certain subjects. The same questions were asked for each interviewee to ensure a consistent experience, but some interviewees elaborated more on particular questions than others. The interviewees were also advised that they could terminate the interview at any stage, refuse to answer any question they did not want to answer, and had the right to ask to stop recording at any point throughout the interview.

Before any initial contact was made with the potential interviewees, a low-risk ethics form was submitted to the Massey University Ethics committee with issues of confidentiality and anonymity addressed. Following ethics approval, the interviewees were precisely chosen due to their specific expertise, knowledge and past experience as a coach or a captain of the Silver Ferns. Once the list of prospective participants was formed, initial contact was made via email that provided an outline of the research and invited the individual to participate in an interview. In some cases where the participants did not have an email address or there was no response made from the initial email contact, a phone call was made to the individuals personally. In one situation, the participant responded to the email and indicated they were

not willing to participate in the study and therefore no follow-up contact was made. Following the initial contact, those that had agreed to be interviewed were sent a second email with a participant information sheet (Appendix B) attached outlining the research topic, the purpose of the research and the different themes that the interview questions were based on. This approach helped to make sure that detailed examples and opinions could be provided by the participants as the interviews were being conducted. The interview process was discussed with my PhD supervisors prior to data collection taking place. As a result, minor changes were made to the inclusion and wording of some questions and once these emendations were made, the questionnaire was considered appropriate to be used for the study. The semi-structured interviews comprised of a number of open-ended questions (see Appendix C) that were designed to prompt responses regarding each individual's own perspective on the team culture, leadership and the emphasis placed on winning within the Silver Ferns.

Researchers state that interviews can be conducted in a face-to-face situation, via telephone or through computer programmes such as Skype (Bryman, 2012). In this study, three interviews were completed face-to-face, one via Skype and the remainder by way of telephone due to the geographical locations of the participants. Throughout the interviews when necessary, as the lead researcher, I asked follow-up questions in order to gain a more in-depth explanation and further explore this phenomenon. The interviewees also discussed any other points they believed were important and in need of mentioning, allowing for the examination of these ideas and opinions offered by the interviewees in more detail. The interviews ranged between 40 minutes to 2 hours in length and were digitally recorded after gaining the participant's consent to do so. By recording the interview, it was then possible for myself as the lead researcher to concentrate on and listen more carefully to the responses,

instead of focussing on the need to take notes (Saunders, Lewis & Thornhill, 2015). However, brief notes were made during the interviews to help maintain focus and to record any points that were thought of as important and in need of further follow-up, as recommended by Ghauri and Gronhaug (2005). At the completion of each interview, the transcripts were transcribed and emailed back to the participants for them to read, review, make any emendations if required and then provide final confirmation of the transcript. This form of member checking is recognised as the “most useful technique for establishing credibility” in qualitative research (Lincoln & Guba, 1985, p. 314) adding to the accuracy of the research process.

3.3.2 Researcher reflexivity

I have implemented a reflexive approach for this academic research, which includes reference to my experiences and knowledge within the netball coaching subculture. “Reflexivity is the process of reflecting critically on the self as researcher...” (Denzin & Lincoln, 2011, p. 124). As the researcher it was important to come to terms with the choice of the research problem, and participate in the entire research process comprising of both the participants and the research situation (Denzin & Lincoln, 2011). This reflexivity approach required me to put myself in the research, therefore bringing my history, life experience, and personal opinions of netball coaching to the research process. As the researcher, I evaluated the material from the interviewees in partial relation to my own experiences as a player, coach, and a researcher, however my own personal philosophies regarding coaching were not discussed with the interviewees.

3.4 DATA ANALYSIS

The objective of analysing qualitative data is to identify the groupings, relationships and assumptions that have shaped the respondents view of the world and the particular research topic under investigation (McCracken, 1988). Researchers also draw on their own personal experience with various settings, participants and documents to help interpret their data (Taylor, Bogdan & DeVault, 2015). The analysis of qualitative data is usually considered to be demanding, as according to Basit (2003), it is not a separate process carried out during the final stages of research; rather it is a comprehensive process that continues throughout the duration of the research.

A qualitative analysis of the interview transcripts was applied to develop common themes. An inductive thematic approach was used to identify themes. As Bryman (2012) states, it is an evolving diagnostic approach that is becoming more prominent in qualitative research studies. This approach also allows for findings to appear from the data without any limitations being imposed on them by preconceived ideas. As the main researcher, in order to maintain familiarity and closeness to the data, a manual approach was the first data analysis method used. This was deemed suitable as it allowed for a far better understanding and interpretation of the data and therefore enabled identification of emerging themes (Eisenhardt, 1989).

Throughout the data collection process, the collection and analysis of data occurred simultaneously. After each interview took place and the transcript returned, the analysis of the data occurred. Seidman (2013, p. 116) recommends, "living with" the research transcripts and to constantly spend time reading over them, allowing for any unexpected themes to emerge and for new appropriate links to be made to the data.

When first analysing the transcripts, the data was manually grouped into themes and compared with the literature review. This constant comparison allowed for the data to be thoroughly analysed. The first manual data analysis technique relied heavily upon human interpretation and the ability to condense large amounts of qualitative data. Seidman (2013) explains that this form of manual coding was dependent upon myself as the researcher maintaining consistency in the data analysis processes. As part of this process, mind-mapping techniques were used to group the responses from the interviewees under different headings and themes and seeking feedback on these from my PhD supervisors. A mind map is a diagram used to represent concepts and ideas linked to a central key word or idea. According to Burgess-Allen and Owen-Smith (2010), one of the advantages of using this approach is that it appears to reflect ones' natural thinking patterns which are said to be non-linear, and are a useful tool for ensuring the wide range of views and perspectives are represented, with the intention of reaching a collective understanding.

The use of mind-maps has been recommended as an efficient method for handling large volumes of audio-recorded data from qualitative interviews (Burgess-Allen & Owen-Smith, 2010). However, this manual data analysis has been thought to leave some data untouched; yet it remains to be one of the most popular forms of analysis in qualitative research. I personally found the use of mind-maps as a manual form of data analysis to be incredibly helpful. After the completion of all the interviews, I had a substantial amount of data to read through and interpret. The mind-mapping technique allowed for me to identify what I thought were to be the main themes from these interview transcripts, whilst also gathering a far better understanding of what were to become the findings of my research.

A second form of data analysis took place when analysing the transcripts in the form of coding, using the computer software data analysis programme NVivo (Bazeley & Jackson, 2013). This is a qualitative and mixed-methods data analysis software tool that is used by academics and professional researchers to interpret unstructured data such as personal interviews, and helps to sort, code and examine relationships in the data. Coding is a significant step to take when analysing, organising, and making sense of word-based data (Basit, 2003). It plays an important role in the analysis, involving segmenting the data as well as identifying different themes or categories (Dey, 1993). Basit (2003) explains that at its most advantageous, the process of coding and establishing categories allows for a very close, in-depth conversation between a researcher and the data that has positive effects for the continuing process of data analysis and theory building. Basit (2003) views coding as appropriately identifying the phenomenon; gathering examples of those phenomena; and then analysing those phenomena in the hope to find similarities, differences, patterns and structures. This coding process helps the researcher to ask questions, to make comparisons across the data, to identify categories and to place them in a hierarchical order.

At first, I was very reluctant to use NVivo to code the transcribed interviews purely from a time-aspect point of view, where I felt it would take considerable time to learn how to use the programme and then to re-read and code all the transcripts, after just having done so manually using the mind-mapping technique. A discussion with my supervisors took place regarding the potential use of this coding process, with one supervisor having had personal experience using the data analysis software programme NVivo. I agreed with my supervisors to analyse one transcript using this software programme to see how I went, and I found the programme significantly easier to use than I had anticipated. This influenced my decision to

continue analysing the remaining interview transcripts and I found it to be extremely helpful. Following the manual data analysis technique of mind mapping with this computer software technique, this helped to reinforce key themes I had previously identified, and also helped me to discover themes and findings that I had previously missed using the manual approach.

The information was then examined according to Huberman's (1994) principles of qualitative data analysis. These are data reduction, data display, conclusion drawing and verification. Where it was appropriate, the reporting of the exact responses from the interviewees is used to portray the holistic and personal understanding of the situation that has been studied (Merriam, 1998). A copy of the interview questions is provided in Appendix C. Each interview was transcribed precisely in order to gain an accurate interpretation of the responses and the transcripts collected for examination. Each transcript was personally analysed and studied by the researcher, then broken down into the following themes; team culture, rites and rituals, values, the emphasis placed on winning, coaching styles and leadership. The main responses were then highlighted and grouped under each of these main themes. Collating the responses under specific themes allowed the researcher to clearly identify any similarities and differences amongst the answers and provided a profound understanding of aspects of the team culture and leadership evident within the Silver Ferns.

3.4.1 Credibility, transferability, dependability, confirmability

Qualitative data cannot be examined statistically; hence, qualitative research cannot depend on statistical analysis to confirm if the research produces trustworthy and reliable results (Zamboni, 2015). Guba and Lincoln (1994) suggest four criteria for evaluating the reliability of data in qualitative research; credibility, transferability, dependability and confirmability.

Credibility involves ensuring that the study measures or tests what it is meant to test. Each of the participants approached were given the opportunity to refuse to participate in the research to ensure the data collected only involved those who were genuinely interested to take part and were prepared to offer their responses freely (Shenton, 2004).

Transferability is the degree to which the results of the research can be generalised or transferred to settings other than the context in which the study was performed (Guba & Lincoln, 1994). Since the findings of qualitative research are generally specific to a small number of particular environments and individuals, it is impossible to demonstrate that the findings of this research can be applicable to all situations and populations (Shenton, 2004). However, it is hoped that the results of this study may be of significant use to other high-performance sports team environments and to help create a more insightful understanding of team culture, leadership and the emphasis placed on winning for future sport coaches and captains across all sporting levels. To assist with this transferability an adequate, in-depth description of the phenomenon being studied, including the organisation taking part in the study, where they are based, the number of participants involved, data collection methods and the number and length of the interview sessions, is provided to allow possible future readers to make such a transfer to their own sporting environments (Shenton, 2004).

A study's dependability refers to whether the same results would be obtained if the study were repeated in the same context, with the same methods and with the same participants (Guba & Lincoln, 1994). To address the concept of dependability, the research design, its implementation and the gathering of data within the study were reported in great detail to enable a future researcher to repeat the study if desired (Shenton, 2004). It must be stated

however, that there is no guarantee that this study could be replicated and the exact findings repeated if these interviews were to be conducted a year later.

To help increase the trustworthiness and confirmability of the study, member checks were used as many qualitative researchers consider this approach to be of the highest importance due to the reliance that is founded on the correct interpretation of the data (Byrne, 2001).

The participants were asked to review their transcribed responses to confirm that these were interpreted correctly and being included in the final document.

3.5 LIMITATIONS

Using the selected research philosophies for this study does not come without its limitations. According to Finlay (2002), qualitative research is actively engaged in the research practice and therefore is a “central figure who influences, if not actively constructs, the collection, selection and interpretation of data” (p. 212). Finlay (2002) also states that the research is co-created as a joint product of the participants, the researcher and their relationship together. In response to this, it is acknowledged that during the completion of the study, my own extensive experience as a high performance netball coach could have a potential influence on the results. This is referred to by Brannick and Coghlan (2007), as ‘insider research’ and they claim that a researcher can gain an insight into a particular setting through direct experience within it.

Insider research is sometimes seen as being problematic and is often disregarded, as it is perceived not to obey intellectual standards due to insider researchers having a considerable personal and emotional investment in the research setting. Insider researchers are also native to the research environment and therefore possess personal insights from their own experiences. However, rather than this being considered to be a benefit, insider researchers are instead thought to be prone to issues of being too close and in so, not achieving the distance and impartiality that is deemed to be necessary for a valid and reliable research study (Brannick & Coghlan, 2007).

Nosek (2007) challenges this point and claims that insider research and possessing inside knowledge of a particular situation or event, can indeed have benefits. He states that an outsider may not have access to the research participants and that they may not trust

someone who is perceived to be an 'outsider' to share important, sensitive data that is vital to the study. Therefore, in order to maintain a critical approach, researchers need to continue to be aware of their role when obtaining knowledge in order to increase the trustworthiness and reliability of the research (Finlay, 2002).

I came to this research with an interest surrounding the importance of team culture, leadership and the emphasis placed on winning within a high performance female sports team, and as an insider, I am privileged to have an understanding of some of my participants' roles, responsibilities and of the expectations on them as a captain or a coach. My own standing within the netball community has arguably made it easier for me to gain access to the players and coaches; moreover, it also allowed me to ask more informed questions and be better placed to interpret the data. However, although this may be seen as an advantage, it must be acknowledged that it could also be a disadvantage as well. One of the main challenges is my own experience as a high performance netball coach, and to avoid any potential bias relating to the interviewees responses or analysis of data.

To minimize potential bias, as the interviewer, I tried to abide by the set framework of questions without deviating, and by keeping to the same chronological order of questions. The interviewees were all given the opportunity to confirm the interviews and to add any additional material. As the lead researcher, I have also incorporated exact, precise extracts from interviews in the results and discussion to illustrate the participant's perspectives. These responses were then evaluated to identify the themes that came through most strongly.

3.5.1 Issues of bias

As the researcher, I need to acknowledge that I cannot hold an impartial position when placed in the context of netball and research. Because netball is a very familiar sport, I cannot decontextualize the practice, but can only explain and illustrate the exclusive and individual perspectives and insights from those who participated in the study.

The researcher's perceptions and understandings of their own experiences may be evident in the framework of the interview questions; however, these should not influence how the interviewees express their own perceptions and understandings. When analysing the data and deciding what is important and what is not, the interviewee's reality could potentially be influenced by the interviewer's reality, because it is now based on their own individual perceptions and understandings and not those of the participants (Johnson, 2012). In order to limit this bias, it was important that as the researcher, I set aside my own preconceptions during the interviews and when analysing the data, in order to truthfully express the participants' own understandings of their experiences.

A further limitation for this study is that I am capturing the recollections of the interviewees at a particular point in time. If I were to have conducted the interviews at a later stage, their perspectives may have changed, as people can tend to see things differently or change their opinions over time. This however, is what is involved in this type of qualitative research.

CHAPTER SUMMARY

A case study research design and rationale was applied because it was considered to be the most suitable for the research objective, which were to examine the importance of team culture, leadership and the emphasis placed on winning within a high performance female sports team, and to investigate how and why (potentially) this has changed over time. Case study research is a method widely used in qualitative research to investigate different phenomena within their real contexts (Yin, 2009).

The paradigm was selected because the Silver Ferns are a phenomenon and the analysis aims to explore the experiences of the participants in regards to aspects of the team culture, leadership and the emphasis placed on winning, either in the role of the coach or captain of the New Zealand Silver Ferns Netball team.

The research is qualitative because the case study approach allows for an in-depth analysis to be completed on various settings, and for the individual stories and experiences of the participants to be explored. Semi-structured in-depth interviews have been used for this research, based on a structured process for collecting and refining data. The interviewees are past Silver Ferns captains and coaches who are considered to be experts in the sport of netball during the three stated eras. Finally, the chapter concludes by discussing the limitations of the research and the ethical considerations required by Massey University in order to proceed with the research.

CHAPTER FOUR

THE DEVELOPMENT OF THE SILVER FERNS NETBALL TEAM

CHAPTER OVERVIEW

This chapter is structured to describe and consider five separate eras. It begins by providing a historical narrative and literature review of the development of netball in New Zealand, from its origins as an evolution of 'basketball' in America in 1891, and its introduction and dispersion throughout New Zealand up to 1960. Then, over the course of three further eras, 1960-1987, 1988-2001, and 2002 up to 2018, this chapter provides an in-depth description of how the Silver Ferns and netball has developed from an entirely amateur game to a now semi-professional sport is provided, along with the environmental factors that have influenced its development.

It can be argued that Netball emerged as the leading team sport for women, and managed by women, in the interwar period, 1919-1939, because it was endorsed by influential figures in the education, religion, and medical sector and because women enjoyed the game. Like many women's sports in New Zealand, it was primarily domestically focussed until the Second World War. From the 1960's international competition became more frequent, as netball became the most dominant and popular game for women in New Zealand. How the sport of netball and the Silver Ferns may or may not have been influenced by changing macro-environmental forces such as politics, economic (sponsorship), social (media and pregnancy) and technological factors, then documented for the period 1960 through to 2018 using quotes from the captains and coaches interviewed in this study. Captains and coaches are prefixed by 'C' and 'CO' respectively followed by a numerical designation e.g. CO1.

4.1 1880-1920: THE ORIGINS OF NETBALL

4.1.1 'Muscular christianity' and the 'leisure revolution'

Netball developed in the wider context of the 'leisure revolution' of the Victorian era, which saw the emergence of national sports organisations, the integration of sport and physical education into the school curriculum in both girls and boys schools, and a qualified acceptance of the female athlete (Holt, 1989). It began as basketball, which was first invented in 1891 by Doctor James Naismith in Springfield, Massachusetts, in the United States of America. Naismith was a staff member of the Young Men's Christian Association (YMCA). The YMCA epitomised the world view commonly known as 'muscular Christianity' which had a profound effect on the development of sport. The YMCA stressed the belief that the best way to worship God was through possessing a healthy body, using their resources to encourage clean, healthy living and plenty of exercise for young working men in order to promote their message. As a result, the YMCA and its sister organisation the Young Women's Christian Association (YWCA) played a major role in the physical education and health education related-movements that began to spread throughout the Western world (Andrew, 1997).

During this time, the severe winters experienced in the United States prevented any exercise being able to be completed outside with the only options available for exercise indoors being either gymnastics or callisthenics. Both of these proved to be extremely unpopular with Naismith and his students, therefore he felt it was necessary to create a way to keep the class engaged in a fun activity that could also be played indoors (Andrew, 1997). He developed seven criteria for the basis of this new indoor game that included:

- (1) It must be interesting
- (2) It must be easily learnt
- (3) It should be played indoors
- (4) It should be as free of roughness as possible
- (5) It should accommodate large or small groups of men
- (6) It should give an all-round development
- (7) It should be scientific enough to interest older players (Myerscough, 1995).

These criteria eventually framed a set of rules for a new game to be played with a soccer ball with one of Naismith's students referring to it as 'basket-ball', and formed the basis for the creation of both modern-day basketball and netball. This new game was designed with the intention to cater to the specific needs of its participants and with this in mind, it was the ideal game to align with the current views and opinions of the role women played in sport.

4.1.2 A game for women

The opinions and views regarding the qualified acceptance of women's sport in New Zealand at this time, was on the basis that it was important for the sake of the British empire that women be healthy mothers, so women's sport was expected to be gentle and avoid physical contact so as not to cause undue strain. The viewpoint of women being involved in sport during this time seemed to lead to concerns that playing games would weaken their femininity and might affect their ability to reproduce. However, those in support of women's sport aimed to challenge the claims that females could not cope with the strain of exercise or anything other than the mildest form of physical activity. They proclaimed that a structured and measured amount of education and exercise would indeed improve the education of

women and create healthier mothers, therefore being far more able to carry out their specific responsibilities and duties within society (McCrone, 1988; Hargreaves, 1994; Ryan & Watson, 2018). This new game met these expectations because it was non-contact and had designated areas. It also had the practical advantage that it did not take up too much space and could accommodate 18 players in a small area. Moreover, women's sport was primarily aimed at schoolgirls and unmarried women (Hawes & Barker, 1999, Ryan & Watson, 2018).

The game was easily modified so that different participants were able to play and because the game was new, the rules were simply changed without objection from those involved. This new game consisted of nine players per side, merely due to there being only eighteen students in Naismith's physical education class at the time the game was developed. As basketball evolved and competitions became regular, there became the need to formulate rules regarding the number of players per team and as a result, player numbers were set in 1897 at five per side (Ramsay, 1991). The YMCA was responsible for the spread of basketball across the United States and throughout the world in the late 19th and early 20th centuries; their missionaries travelled the world taking Naismith's basketball game with them.

According to Nauright (1996), the history of netball began in the late nineteenth and early twentieth centuries where women were seen to be 'rigid' in the public society, in that they were viewed as having set, fixed roles and responsibilities. Upper and middle class women began to take control of female sports whilst still accepting that the public was male dominated and that women were expected to behave in a particular manner that was different from the behaviours of men. Due to this, middle class women were in agreement of having restrictions placed on female participation in sports that were considered by men as

being too masculine for women to partake in. However, these women still actively encouraged participation in a variety of sports such as hockey, tennis, and of course, netball.

Jobling and Barham (1991), claim that from its origins in America, basketball was apparently introduced to England by Dr Toll when he visited a Physical Training College at Hampstead in 1895. 'Netball' was an English and feminised version of basketball, devised by female students in rejecting basketball which was considered too physical. It was not a 'male' sport copied by women, therefore it was immediately categorised as being appropriate for women and was never opposed to the extent that other team sports were. It became the most popular female team sport in working-class schools and clubs and spread from England, becoming widely popular in New Zealand (Hargreaves, 1994).

Martina Bergman-Osterberg is widely credited as one of the most significant people responsible for the development of women's physical education in Britain. In 1885, she opened a college in Hampstead to train teachers in physical education, signalling a historic accomplishment as the first full-time specialist-teaching course. Her specific intentions were to create a physical education profession for young middle-class English women (Hargreaves, 1994). She, along with her colleagues, had a significant influence on the development of netball as this was taught in her colleges alongside physical education for girls. In 1899, she founded the Ling Association that was dedicated to physical education. The Ling Association (later renamed the Physical Education Association of Great Britain and Northern Ireland) printed the first set of official rules for netball to be played by women in Britain. Therefore the sport of netball was organised for women in Britain, somewhat ahead of the development of netball in New Zealand.

Ramsay (1991) states that the development of netball from the beginnings of basketball was by pure luck rather than by structured planning. A group of young female students attending Buckingham Grade School witnessed a basketball game being played, and decided they too wanted to play. However, in order to make this game suitable for women, changes to the rules had to be made, making it less physical and more appropriate. Changes to the rules included the removal of all physical contact from the version of the game that men played, the centre 'jump ball' that was used to start the game and to resume play after each goal that was scored, had to be replaced by a centre-pass alternating between the two teams. Players in defensive positions were also forbidden to attempt to gain possession of the ball from the opposition in an effort to remove as much physical contact between the players as possible.

As more and more females began to participate, it was deemed necessary to establish a specific set of rules. In 1899 a set of rules was created by the National Women's Basketball Committee in America and included the dividing of the court into three separate thirds. This was justified on the basis that the female body was still viewed as being unable to handle the strain of playing the length of a full court. It was thought by many that it was necessary to restrict the physical exertion required to play so that the females were protected from potential overexertion. Other rules included a maximum of six players per team with each player being restricted to a single third, the player with possession of the ball was only allowed to bounce the ball once and all physical contact and the defending of the shooter remained forbidden (Cahn, 1994).

For women's sport to be accepted in New Zealand, it had to fight against social beliefs that considered sport to be a highly valued, almost sacred, male territory in which females were intruding on (Cox & Thompson, 2003). Coney (1993) commented:

New Zealand has been called 'a man's country' and nowhere has this been truer than in sport. Sporting contest has been a male proving ground, sport a source of national identity and pride. Traditionally, the nation's heroes have won their colours either on the battlefield or the sports field (cited in Cox & Thompson, 2003, p.208).

Early attempts by females to play both rugby and soccer, thought of as the most popular sports amongst New Zealand men, were severely resisted. An example of this resistance occurred when in 1891, a proposal for a women's rugby team to tour New Zealand was confronted with such a 'public roar of outrage' that the proposal was swiftly disregarded (Cox & Thompson, 2003). Therefore, the sport of netball very quickly was found in favour as the appropriate activity for females that did not compromise the dominant ideas regarding femininity or appropriate female behaviour.

Although hockey was the first major sport played by women in New Zealand, netball began to overtake this as the leading women's sport in the interwar period. Coney (1993) states that netball was promoted as a sport especially suitable for females because the rules forbade physical contact, and physical exertion was restricted by a small playing area, and the inclusion of stepping rules and restricting zones of play. As it was also only played by girls and women, the sport was able to distance itself from the dominance of men's sports and therefore was allowed to develop.

The popularity of netball has contributed to its status as the most accepted and 'appropriate' sport for New Zealand females, and other sports such as women's soccer, when introduced in the 1970s, was not met with the same approval or acceptance as the image of sportswomen was represented by a controlled, clean, non-contact game of netball (Cox & Thompson, 2003).

The first principal of the Auckland Teachers' College, Herbert Milnes (1906-1916), was an avid netball enthusiast and instilled a love for the game among his students who then were to later help to spread the sport to girls' schools throughout the country (Coney, 1986). In addition to this, netball was highly supported by many other organisations including church groups, with the support of these religious establishments and bible class teams being very important. The YWCA, whose Auckland branch publicly promoted netball in 1915 because it 'provided healthy exercise in the open air for girls and develops the spirit of comradeship' also contributed towards the support of netball being played by females in New Zealand (Cox & Thompson, 2003).

4.1.3 The national game for women

Cox (2012) offered the argument that netball's growth and its consequent promotion as the national game for women, was founded on its ability to meet the requirements of physical activity for females without disobeying the restrictions of what was considered acceptable feminine behaviour. The absence of any authorised body contact while playing netball certainly pleased those who were troubled that tackling, scrumming and heavy falls would have severe consequences for the future reproductive abilities of women.

Another important factor in the development of netball was the early acceptance from the teaching profession, the church and the YWCA and their ability to grow the game throughout New Zealand. The intention was to make netball viewed as the most appropriate sport for females to play; to create a standard against which all other sports women may have played, or might play in the future, could be compared. Not only was netball seen as providing women and girls with healthy exercise, consequently satisfying both educators and medical experts, the way it was played aligned with public perceptions of appropriate female behaviour (Cox, 2012). Netball soon began to spread throughout the country and became the most popular sport for females. A new female sporting culture was now starting to develop, providing thousands of women and girls the opportunity to participate in a sport that helped to improve their confidence in their own physical capabilities (Nauright, 1996).

New Zealand schools were largely responsible for the evolution of netball with Wanganui Girls High School having established four netball teams in 1899 and Otago Girls High School first playing netball in 1900. St Margaret's College in Christchurch also played a part by introducing a nine-a-side netball game to their students in the winter of 1913 and in 1914 the Wellington Technical College organised its first netball team with the first game played in 1915. Also in 1914, Wellington High School became the first school to recognise netball as an organised activity for young girls (Nauright, 1996). While women's sport gained a degree of acceptance throughout this era, it was never linked to national identity in the same way that men's sport was. Nor was it necessarily invested with the notion of being a training for life. Also unlike men's sport, women's sport was purely amateur. Becoming a Physical Education teacher, or a games mistress as they were often called, were the only options for females to make a career out of sport.

4.2 1921-1960: NETBALL, NEW ZEALAND'S LEADING GAME FOR WOMEN

During this era, 'netball' was still known formally as basketball. How netball became known as the best game for girls appears to have arisen from educational circles. Mr Forsyth, a member of the Technical Education Board in Wellington, raised the concern of sports for female participation as there had been considerable discussion about girls' playing rugby and soccer. Forsyth was in favour of netball as the appropriate game for girls, as was the director of the Technical Education Board (Nauright & Broomhall, 1994). The first official representative match in New Zealand was staged in Wellington in 1923, featuring Wellington and Canterbury in which Wellington won the game 24-10. In 1924, the New Zealand Basketball Association was established including the election of officers and the decision that defined the colours of the national team (black with the Silver Fern) (History: Netball New Zealand, 2018).

4.2.1 The Netball National Association

Andrew (1997) claims that during this development period netball in New Zealand grew largely in isolation from the rest of the world, consequently, making the game different from that played in other countries. The game also varied between regions resulting in the dispersal of playing styles and rules throughout the country. This continued until a national association for netball was formed in New Zealand in 1924. However, through the longing for international competition, drastic changes to the game were encouraged resulting in a combination of variations of the sport played by Australia, England and from within New Zealand. Therefore, the current form of the game is a mixture of numerous different versions of indoor basketball that was first invented in America (Andrew, 1997).

In 1926, the first national netball tournament was held in Dunedin with teams representing Auckland, Wellington, Canterbury, North Otago and Southland (History: Netball New Zealand, 2018). In 1929 the *Otago Daily Times* newspaper referring to netball as 'a game eminently suitable for every girl, who gets practically no exercise during the week' (cited in Nauright, 1996). The YWCAs throughout New Zealand continued to actively promote team sports for young working females, in the hope to teach them about fitness and co-operation. Netball benefited significantly from this promotion of women's health and became the middle class society thought young females required organised sports to help keep them healthy until they fulfilled their future duty of marriage, followed closely by motherhood. Although many sports were still regarded as being 'off-limits' to women, there was a general consensus that most thought Netball was appropriate despite frequent attempts by males to limit the physicality and to also control displaying the female body in public. It was now becoming thought of as the ideal sport for females because it signified qualities and characteristics of what was deemed to be an 'appropriate' female activity (Nauright, 1996).

The interwar period was an important time during the world of sport. It saw the significant expansion of sporting facilities; a lot more people were in various education institutions, hence playing sport at school, and a diversification of sport was offered allowing more opportunities for women. The media reported extensively on sporting events, and the belief that sport produced good citizens was reinforced. During this time sport was seen primarily as an activity for school-aged and single women, as very few married women took part, with some even suggesting that their participation in the sport of Netball was highly discouraged (Hawes & Barker, 1999).

During this interwar period, Netball took over from hockey as the leading game for women for many reasons. It was demonstrably a non-contact sport unlike hockey, which was more physical. It required a much smaller surface area to play and could easily be played on a small paddock, even a rooftop, was also promoted among urban women at a time when New Zealand was becoming more urbanised. The number of netball teams increased as more New Zealanders and therefore more women, were attending secondary school, and moreover, some workplaces had netball teams too (Nauright, 1996; Watson, 2017; Ryan and Watson 2018).

4.2.2 A game managed by women

Nauright (1996) suggests that netball also began to thrive largely because women were in positions of control of the game, separate to the influence of males. A large number of men primarily held positions of power in women's sports in New Zealand, even though women held the majority of positions of authority within the establishment of the NZBA. The Otago Association of Netball passed a resolution in the late 1920's stating that only women could occupy positions on their Executive, asserting, "we decided in the end that women should control their own game... (the) constitution in Otago...cut all men out...no male would be appointed to an office" (Mackenzie, quoted in Nauright, 1996). By 1935 only 3 of the 31 representatives that attended the annual National Council netball meeting were male (Nauright, 1999).

During the 1920's, not only were women now starting to participate in a variety of sports, some dominated by males, women also criticised attacks made by males on female sport. *The Ladies Mirror* (1922, cited in Nauright, 1999), ran an article titled, "In Praise of the Sports Girl",

discussing the importance of sport to the development of females and condemning male attacks on female playing sports. The article claimed that it was impossible for women to 'overdo it' as was thought by the male society, although particular sports like boxing and soccer were still regarded as being forbidden to women (Nauright, 1999).

During the 1920's, newspapers began to publish match results and provide short articles on inter-provincial matches and on the national tournament. This continued up until the 1970's with these reports being largely contributed by netball administrators who were wanting to gain maximal coverage of their local netball competition (Nauright, 1999). However, not all reports were written favourably and the NZBA were even forced at times to pay newspapers to run advertisements and provide coverage of national tournaments (Netball New Zealand Archives, 1935). Netball was quite often debated at lengths in these reports, in terms of its value as a sport for females. There were some positive points in the newspaper coverage; however, demeaning articles, pictures and captions also regularly appeared. These reinforced the ideas and opinions already present amongst society, that down-played the seriousness of netball as a women's sport and stressed the importance of 'appropriate' female conduct instead. According to many newspaper reports during the 1920-1930's, women might have been playing netball, however, they were still women in society and therefore were to be treated in a different lesser way than men (Nauright, 1999). This portrayal by the media of women playing netball continued to the 1940's, however there was a small shift in the way netball was reported. The athleticism of the players was now beginning to receive more attention, yet this was still framed in comparison to male athleticism and ability (Nauright, 1999).

The absence of a central governing body for netball in New Zealand, initially led to an unstructured, hectic and confusing development of differing versions of Naismith's original game. Indeed, netball developed separately in much of the country during the early stages of arrival resulting in the dispersion of various playing styles and rules throughout. To rectify this, a meeting was held in Wellington with delegates from Auckland, Wellington and Christchurch in attendance. As a result, the New Zealand Basketball Association (hereafter referred to as Netball New Zealand, or NNZ) was formed in 1924 (NNZ Minutes, 1924). It was now finally accepted that netball in New Zealand would be played under a mutual set of rules (those that had been currently played under the Otago netball association) along with the implementation of the constitution of NNZ (NNZ Minutes, 1924). By 1935 there were 25 local associations and 1,112 teams, and netball had now become the most popular winter sport for females in New Zealand (McFadden, 2015).

Netball became a popular sport for females of both European and Māori ethnicity. The participation of Māori in netball was strong from the outset, as in many New Zealand sports. Margaret Matangi was of Māori ethnicity and captained the first New Zealand netball team. This situation was testimony to the significant transformation of the current beliefs and attitudes in New Zealand society during this time. A South Island Māori netball tournament was inaugurated in 1937 (Ryan & Watson, 2018). As netball developed through schools and the association for netball New Zealand had been formed, the participation rates of females remained at a stand-still until the 1970's. This was largely due to the New Zealand society having specific ideas about a women's role of that as purely a mother and a homemaker. As a result, there was an inclination for females to forfeit their recreational freedom for that of their duties to their families. This meant a significant number of females were forced to give

up playing netball upon being married. However, the social expectations of females began to loosen soon after the 1970's, allowing for an increased participation rate once again in netball (Andrew, 1997).

4.2.3 International competition

The New Zealand team first toured Australia in 1938 with Margaret Matangi named the first Captain of what was to become the Silver Ferns Netball Team (History: Netball New Zealand, 2018). New Zealand was the only country playing basketball with nine players, so the change to only seven players on court did not come easily and they lost the inaugural test 40–11 (McFadden, 2015). Although international competition for netball began in 1938, like many women's sports during this era, international competitions were infrequent. The New Zealand women's hockey team only played test matches in 1914, 1935, 1936 and 1938 – eight test matches in total prior to 1945; the New Zealand women's cricket team played its first match in 1935 and only played 10 test matches between 1935 and 1961. A further point is that the emphasis placed on winning, which was very important for New Zealand rugby teams, was not considered nearly as important in terms of the public perception for women's sport. Indeed, in a number of men's sports there were low expectations of national teams. The men's cricket team did not win their first test match until 1956 and the New Zealand men's soccer team experienced some very heavy defeats by touring teams (Ryan & Watson, 2018). The emphasis on international competition and winning in netball did not become more frequent until the 1960s, when the New Zealand netball team began to effectively create their own culture.

During the 1938 tour of Australia, the Australian and New Zealand officials met and agreed to draw up basic rules of the game. A rulebook was made so that both teams could play under the same rules. New Zealand would play seven-a-side for international games but would continue to play nine-a-side for domestic games and interprovincial tournaments (History: Netball New Zealand, 2018). However, in 1940 the Annual Conference and visits from Australia and England teams were cancelled due to World War II. It was not until 1948 when New Zealand first hosted teams visiting from overseas. Various New Zealand team members played against Australia in seven-a-side matches with Australia winning all three tests, plus nine matches played against provincial teams, and one match against a representative Māori team (History: Netball New Zealand, 2018). In 1957, a significant event in the history of netball occurred when a meeting was held in England to discuss the establishment of an International body. Because of this meeting a set of Playing Rules was drawn up and all countries in attendance were asked to implement them. In 1958 the New Zealand Council agreed to adopt these international rules and the National Tournament was played under the nine-a-side rules for the last time. New Zealand then toured Australia in 1960 and played matches for the first time under the new set of Trial Rules (History: Netball New Zealand, 2018). New Zealand lost all 4 international games played against Australia prior to 1960 (Table 2).

Table 2 New Zealand vs. Australia pre 1960

YEAR	EVENT	NZ SCORE	AUS SCORE	WIN
1938	First International	11	40	AUS
1948	Tour to NZ	16	27	AUS
1948	Tour to NZ	13	44	AUS
1948	Tour to NZ	22	44	AUS

4.3 1960-1987: CREATING A TEAM CULTURE

The growth in females participating in a variety of sports since the 1960s has been significant, particularly given that the sporting world had long been considered by society as being a masculine environment and a domain largely for males (Cox & Pringle, 2011). Many sport feminists have used gender as the main reason in their research to stress the struggle women have faced in order to be involved in sport. Cox and Pringle (2011) state that female sport participants faced and continue to face harassment, discrimination and homophobic prejudice in a way that restricts their choices to participate in sport. This is particularly the case when women take part in sports that are deemed a 'male' sport such as the football codes. Significantly, playing netball was generally viewed as acceptable within the heterosexual norms.

Historically one of the characteristics of New Zealand sport, including sport for women, has been the high level of participation. During the interwar period there was a significant increase in the opportunities for both men and women to participate in sport. Arguably, the baby boom period between 1945 and 1965 in New Zealand after WWII accelerated this. It was a relatively prosperous period which saw many women re-enter sport, who were married, and also the development of suburban facilities for sport. Universities around the country also had many teams, so it was not only the elite sportspeople who were able to play. Moreover, relatively speaking, most New Zealanders also had access to sport facilities throughout the year (Ryan & Watson, 2018).

During the late 1960s to early 1970s, the women's liberation movement arose in New Zealand and in combination with the improved education and economic prospects; life began to

change for many women (Aitken, 1980). During the 1960s, there was an increase in the number of women entering the workforce, and there were also more females more present in public life. In 1961, a set of International Rules was adopted for netball and official rule books printed. The first Coaching Schools were also held in order to prepare for the season ahead. Consistent rules laid the foundation for the first netball World Tournament (Championships), played in England in 1963. The New Zealand team, which included future netball legend Lois Muir, finished runners-up at the tournament. They lost the final to Australia by one goal, 37-36, setting a precedent for the future intense trans-Tasman encounters between the two rivals (McFadden, 2015). In 1966, the Australian netball team toured New Zealand, recording eight wins and two losses but no official tests were played. This was followed by the New Zealand team winning their first International Tournament title in 1967 when the second World Tournament (Championships) was held in Perth. In 1969, the first Tour of New Zealand by an All Australian team occurred since 1948, with Australia winning the first test in Wellington and New Zealand the second test in Dunedin (History: Netball New Zealand, 2018).

In 1970, the national body approved changing the sport's name from 'Basketball' to 'Netball' and from then on it was officially known as 'Netball' in New Zealand. During 1970, the New Zealand playing uniform was also changed from a tunic to a black skirt with a Silver Fern and a white playing top. Netball was played by school teams, competitive club sides, and also social fixtures during the week, encouraging housewives and mothers to participate. In 1971, the third World Tournament (Championships) was held in Jamaica with Australia winning the title and New Zealand placing second. By 1972, the game was steadily growing with more than 5000 teams registered in New Zealand (History: Netball New Zealand, 2018). By 1976

there were more than 6,000 senior teams and 2,800 primary-school teams in New Zealand now playing netball. At this point, the game also started to 'grow' in terms of becoming more physical. Although it was supposed to be a non-contact sport, players were now passing the ball through court much more quickly and contesting the ball much more aggressively. The rules were then modified to order to adjust to this new more 'athletic' approach towards playing the game (McFadden, 2015).

4.3.1 Political factors

The first major political factor that influenced the development of netball during this era occurred within the Netball New Zealand organization itself. The appointment of the coach of the national netball team was determined by vote every year at the national council meeting. Delegates from 48 associations from around New Zealand gathered and would vote for those who stood for the position. This process continued for most of this era with one particular coach being voted in by the council so many times, other aspiring coaches felt they were not given a fair opportunity to be considered.

There were a number of us that all aspired to become the coach but unfortunately there was one coach who was fully and well ensconced there and she wasn't budging. None of us really got the opportunity to take the Silver Ferns which is what I would have liked to have done but there was no room at the top. (C1).

Netball was growing steadily during this time throughout the country, however another significant political factor that was identified as affecting the national team was that of the banning of South Africa from international netball. The New Zealand netball team declined a

tour of South Africa in 1976 due to their suspension by the International Federation (History: Netball New Zealand, 2018). The South African team had refused to include any coloured players, which in turn impacted netball on a more global scale. In contrast to rugby union, the men's national sport, the banning of South Africa by the international federation meant that Netball was not subject to protest over sporting contact with South Africa. The New Zealand Rugby Union (NZRU), however, continued to send teams to South Africa and invited them to tour New Zealand in 1981 (Ryan & Watson, 2018). The New Zealand Women's hockey team also visited South Africa in 1973 as did the NZ Women's Cricket team in 1972.

4.3.2 Economic factors

Economic factors were not an issue as such during this era according to players and coaches; as it was taken for granted that being a member of the team or a coach was a non-paid position. Indeed, for these players and coaches it was not about being paid to play, it was about playing netball and enjoying it while doing so. Players, coaches and management represented New Zealand in netball throughout this entire era funded mostly by themselves because minimal sponsorship was available (although public servants were granted paid leave to represent New Zealand).

A lot of those players in my era were great women. I had some people in that team for 9 years and they didn't get paid. None of us did. I didn't get paid to coach but I don't care, that was never the thing. It had to be enjoyable and it had to be fun. (CO2)

Sponsorship

Sponsorship was minimal during this era and the team could not afford to pick and choose their sponsors. Rather, were forced to take what was on offer, however it did become more prominent during the 1980s when Milo came on board as the main sponsor of netball (History: Netball New Zealand, 2018). According to some of the participants in this era, once the game moved indoors and consequently drew larger crowds to watch, that is when sponsors began to show some interest. The public now started to believe in women's sports and sponsors began to realise they needed some extra support. However, there was a strong belief among some of the participants in this era that the sponsorship they received was due to them earning it, and not because they were women. It was about how well netball was sold as a product to the public that helped to attract the sponsors.

I believed that you didn't get the support because you were a woman, you're selling a product and it's got to be good. You've got to give these people the mileage, you don't get sponsorship and walk away, you have to provide return for the product; and netball did that really well. (CO2)

It was recognised and appreciated that having sponsors was extremely important to netball and was needed in order for the game to survive. However, there was now the added pressure of having to win in order to keep the sponsors happy. A further pressure added by sponsors, was the restrictions some placed in terms of where the money had to go. The game could not survive without it and players were not consulted as to how sponsorship income was used.

I remember the president saying be careful, you want sponsorship which is important to the game, but don't let it take control. We had to learn to work within that, it's sad you can get money for things and it may not be put into the area that you want it, but the sponsor is prepared to put it in as long as it goes to where they wanted it. (C10)

4.3.3 Social factors

Media

Media coverage was very limited until the 1980's and it was stated by players from this era that they really had to fight for any coverage. Women were under recognised in sport and were considered to be 'second rate citizens' to rugby. The public were not as exposed to the game of netball due to the lack of media exposure, and therefore did not draw the crowds to games. It was felt by players during this time that the public really missed out on understanding what a great game netball was.

People didn't get to see our games. If it had been featured on television, people would have thought what a great game! So we missed out on the crowd coming to watch and the public missed out as well. We really fought for that media coverage in those years, particularly for television, it was like women weren't greatly recognised in sport and we were second rate citizens. (C1)

As previously mentioned by Nauright (1999), some media coverage tended to sexualise players and concentrated specifically on those believed to be the most attractive to men, instead of being based on their level of netball skill. Newspaper coverage often contained demeaning pictures of players, reinforcing the ideas and opinions already present amongst

society, that down-played the seriousness of netball as a women's sport and stressed the importance of 'appropriate' female conduct instead. The sexualisation of some specific players brought increased attention to netball, in terms of males gawking at females playing the game. Although netball was first broadcast into New Zealand homes in the 1960's, according to Auckland University lecturer Margaret Henley, the real growth in television coverage and the increased push for greater recognition of our top netballers did not come until the 1980's. During the 1970's there were growing calls for more public recognition of the activities and accomplishments of women in sport, though the feminist movement in New Zealand at the time did not focus on sport but was primarily concerned with equal wages, child care, and women's health (Nauright, 1999). As the media slowly began to get more involved in covering netball, the players and coaches felt that they had to 'educate' reporters on the sport of netball. They believed they had to work to be good with media and slowly as a result the sport began to get minimal television coverage. Forming positive relationships with the media during this time was important as to help promote and 'sell' netball as a game for women. There was a lack of understanding of the game from those working for the media, and so the players and coaches during this era found it landed on their shoulders to have to be the ones to educate them on the sport of Netball.

I always believed we were selling our own game. If television wanted to come to a practice, we usually got people who were left over from rugby and did not really want to be doing it because they got netball as a booby prize. They did not know a great deal but I always said to my players the more we talk to them, the more we tell them, the more they know the game, and the better we are in the end. I felt for years I educated thousands of people, I worked over-board to be good with the media. (CO2)

During the 1980's, netball was one of the four team sports in New Zealand alongside Rugby Union, Rugby League and Cricket which received extensive television coverage. These major sports received considerable media coverage and sponsorship which grew their public profile. The 1984 Labour Government established the Ministry of Women's Affairs which brought more of a focus for getting women on TV playing sport and netball was able to take advantage of this. At the same time, netball was undergoing a leadership change with the Chief Executive of NNZ at the time, Anne Taylor, promoting netball in such a way making it more attractive to sponsors (Hawes & Barker, 1999). This was aided with the rise of the Silver Ferns in the 1980's. At the 1983 World Championships in Singapore, New Zealand lost the final to Australia, however this was redeemed with the famous 1987 World Championship win under the coaching of Lois Muir. The Silver Ferns completely dominated these World Championships with no other team coming within 10 goals of them (Netball New Zealand, 2018).

Pregnancy

As Hawes and Barker (1999) and Andrew (1997) stated, prior to the Second World War, netball was a sport primarily seen as an activity for school-aged and single women, therefore the issue around players becoming pregnant in this era was very minimal. There were only a couple of examples of players falling pregnant and it was expressed that they were difficult issues to deal with in some aspects, but overall it had no real impact on the team culture. The belief that this was an 'accepted' part of participating in a female sport helped contribute towards the understanding and the support provided towards those players.

It never had any impact on the team culture, although it did impact the team a couple of times. They were difficult issues to deal with in one sense but very easy in another sense because in a female game the last thing you would want is people getting upset when players get pregnant because that's pretty bizarre. (C3)

4.3.4 Technological factors

The most significant technological factor that was identified as influencing the game in this era was the change in court surface. In the 1970's the game moved from being played on grass to asphalt outdoor courts. This then changed again, moving from being played outside on a concrete surface, to moving indoors and being played on a wooden surface. This change also impacted the way the game was played.

When the game moved indoors it enhanced the opportunity to contest because if there were collisions you weren't going to hurt yourself on the wooden floor versus outside on the asphalt. It enabled the players to feel that they could have a bit of a go at the ball and you weren't influenced by the weather. Shooters did not have to worry about wind, rain, sun conditions which really had a huge impact on the game. (C3)

4.4 1988-2001: REBRANDING AND COMMERCIALISATION

In the 1980s, the national association made a concentrated effort to raise the profile of netball. There was much greater involvement from sponsors that helped the game to develop, with sponsors such as Bendon, the Swiss Maid league and the 1988 International Series between New Zealand vs Trinidad & Tobago, sponsored by Milo (Hawes & Barker, 1999). In 1989, the World Games were held in West Germany for sports that had applied for Olympic recognition, but who had not been accepted. As netball was one of those sports, New Zealand attended these games and won all of their matches, including the final against Australia. New Zealand continue their winning streak the same year with a clean sweep of the three test Milo International Series against Australia. They then went on to win the team award, and Lyn Parker was awarded the coach/administrator award at the New Zealand Sportsman of the Year Awards (History: Netball New Zealand, 2018).

Also during this year, the first executive director was employed and in 1991, the association changed its name to Netball New Zealand. The organisation adopted a new logo to symbolise the game, the silver fern, and reverted to an all-black uniform positioning them as the female version of the All Blacks and also reflecting an increasingly prominent Māori and Pasifika presence in the game (Ryan & Watson, 2018). The national team also became known as the Silver Ferns (McFadden, 2015). At the 8th World Championships held in Sydney, Australia beat New Zealand 53-52 in a final that has been regarded as one of the greatest matches in the history of netball.

The year of 1998 was an important year for the development of netball centres across the country as the 'Future Directions' strategy was launched by Netball New Zealand. 33 unions

became 12 regional entities and 110 associations now became netball centres. The 12 netball regions were Northern, Auckland, Counties Manukau, Bay of Plenty, Waikato, Eastern, Western, Wellington, Tasman, Canterbury, Otago and Southern. Also during this year, there was a significant change promoting the game at a more elite-level with the Coca-Cola Cup revamped from a club competition to an elite regional franchise competition. The Otago Rebels beat the Southern Sting to win the first franchise-based competition. Netball continued to rise in terms of popularity and choice of sport for females and became a Commonwealth Games medal sport for the first time in Kuala Lumpur, Malaysia, in 1998. The Silver Ferns won the silver medal after losing to Australia in the final (History: Netball New Zealand, 2018).

In 1999, the 75th Netball New Zealand anniversary celebrations were held with the very first New Zealand 'Dream Team' announced: Margaret Matenga GS; Joan Harnett-Kindley GA; Rita Fatialofa WA; Sandra Edge C; Lyn Gunson WD; Yvonne Willering GD; Tracey Fear GK. This 'dream team' concept was a common practice amongst male sports and suggests that the Silver Ferns may have reached a particular point where they wanted to formally honour their history. New Zealand also hosted the 10th Netball World Championships held in Christchurch in which the Silver Ferns suffered a one-goal loss to Australia in an epic final. The game was televised free-to-air and was the highest rating programme ever at the time, capturing over a million views in New Zealand alone, substantially increasing its popularity (History: Netball New Zealand, 2018).

During the late 1980s and early 1990s, a number of sports with previously separate men's and women's branches, such as Cricket, Hockey and Soccer, amalgamated. Simpson (1998)

suggests that in regards to cricket the amalgamations were in some respects forced because the Hillary Commission, established in 1987, would only fund one national entity for each sport. One unintended and unforeseen consequence of these amalgamations was that in both cricket and hockey, coaching female teams was seen as a pathway for male coaches which has resulted in the majority of men's and women's cricket teams being coached by men. Moreover, because most sports administrators, particularly full time sports administrators tended to be men, the staff of these national sports organisations tended also to be mostly male. In regards to netball, which did not have separate men's and women's organisations, the sport was able to remain as a sport primarily coached and administered by women, somewhat against a wider trend in the professionalization and amalgamation of sports in New Zealand. Therefore, netball remained a sport that was predominantly played, administered and coached by women.

Although there were some male administrators, the dominance of women in executive positions within netball associations allowed women to make their own decisions about the organisations and the running of netball as a sport. Nauright, writing in the 1990s (1996) claimed that some female netball administrators were cautious of male coaches and administrators taking too much of an interest in the sport. It was thought that men had enough opportunity for involvement in male sports and should leave women's sports to female administrators and coaches. Although there was some opposition to women's sport during the nineteenth and early 20th century, to a point, female sport had become widely accepted by the 1980s/90s with men supporting netball, initiating netball in schools and towns and serving as referees and administrators and even as executive directors sitting on the NNZ board (Nauright, 1996).

4.4.1 Political factors

A significant political point in the history of netball in New Zealand was the return to international netball by the South African team, after a 20-year absence occurred in 1994 when they toured New Zealand. Some were happy about their return to the world netball stage and thought it was a monumental occasion, while others were not so happy with, (according to the interviewees in this era), there being some ill will amongst some administrators around the decision to bring them back. However the continuing unrest in South Africa, following the end of apartheid saw a number of South Africans come to New Zealand and some elite netball players who become part of the national netball team. *“They had been out for a long time, in ‘94 they came to New Zealand for the first time.” (C5)*

4.4.2 Economic factors

The sport of netball saw large economic disparities between countries that affected their ability to have a high performance national team year in and year out. Jamaica was a prime example of a netball-playing nation facing financial struggles compared to New Zealand, and at times struggled to fund a national netball team. In New Zealand, the economic factor shifted significantly with the introduction of financial support given to franchise teams playing in the sponsored National Bank Cup. This meant these teams were now able to pay their players and coach for playing netball. This was a significant influence in the sport of netball at this level becoming established in New Zealand as ‘semi-professional’.

Although players were getting paid minimal compensation, previously they had to juggle working full-time along with their training and game commitments. Therefore, the introduction of payment was not necessarily viewed as making a significant difference to the

lives of these players. They were still continuing with their original plans of developing careers or studying and believed that was crucial, as a career just being paid to play netball could be cut short at any moment via injury or de-selection. It was considered important in this era to still have a career to fall back on once the netball career was over.

We started to get paid at national cup level and we called it semi-professional. Although you started to get paid you could still develop a career and come out with something at the end. The whole thing as an athlete is that if you just have your sport and you get an injury, something goes wrong or you get deselected, you have your identity as a netballer and it's really important that you have something else. Even though at the time it was really hard, potentially we had the best of both worlds. (C7)

Sponsorship

As the game attracted more publicity due to increased media coverage, sponsorship also continued to grow. In 1996 Fisher and Paykel Appliances came on board as the major sponsor of NNZ and the Silver Ferns, along with the introduction of the Fisher and Paykel Cup for annual trans-Tasman clashes (History: Netball New Zealand, 2018). However, the introduction of increased avenues for sponsorship during this era evidently placed more expectation on the coaches to understand the needs and requirements of each sponsor, and now including appearances at sponsor events. There was also increased pressure on the performance of the team therefore increasing the pressure and expectation to win. It was felt the sponsors did not care about the process or the development of the team; rather they were only concerned with the win.

High performance sport obviously puts truckloads of money into sport and netball fortunately gets the benefit of that, so that places expectation around results. But in some respects, that's a given, when you're given money there's an expectation of getting a result but the coach and players have got to filter all that so the player doesn't get overwhelmed by this huge sense of responsibility. (CO4)

4.4.3 Social factors

Media

Throughout the 90's netball began to receive a record-level of media coverage as women started to play many other sports, including those that were formerly defined as only for males. For example, females began playing rugby, the most male-dominated sport in the country (Nauright, 1999). Women had been playing rugby since at least in the 1980s, but women's rugby received more publicity during the 1990s (Chu, Leberman, Howe and Bachor, 2003). There was a growing influence of the media in this era, as noted in Hawes and Barker (1999). By the early 90's, netball was well on the rise and the national team moved indoors making broadcasting a great deal easier. The Silver Ferns still had a long way to go in terms of coverage for netball compared to the All Blacks, and it was felt that netball needed to be accessible to the media in terms of requests. This was due to female sport having to compete for media coverage against male sports such as rugby. Accordingly, any offer of media exposure was generally accepted to ensure that netball was being promoted.

We were very good at accommodating any requests, quite different to The All Blacks which are very structured, and partly because as females we needed exposure and we

needed our sport to have that. We were very accessible to the media in terms of requests, it was very seldom that we would turn anything down. (C7)

As mentioned, the media demands began to increase with both pre and post-match interviews taking place, particularly with coaches and captains. It was understood that the media was still required in order to help the sport grow so the increased demands that were placed on the captain and coach were actually now welcomed.

With any sport the media part is really important if you want to grow your sport. The demands of media got more and more and more over the years. They might do a post-match interview or you do some interviews beforehand, but you get to know everyone really well and its actually quite fun. (C7)

Pregnancy

The beginning of this era saw pregnancy having quite a significant impact particularly on the pregnant players themselves, most players not feeling supported by the coach or NNZ, and being made to feel their babies were also not welcomed or considered as part of the team. There remained no financial or other support for new mothers, and they were expected to provide their own support person to attend trainings and games, to assist with the baby at their own expense.

When I was pregnant with my first child, I remember thinking, oh that's the end of my netball, no-one had ever at the time come back after having a baby. Then the coach rang and said "I want you in the Silver Ferns." I was still breastfeeding and I said I'd

love to but I want to carry on feeding him. She said “well I’m going to have to speak to Netball New Zealand about that,” then the CEO rang me up and said “we’re happy that you bring a support person to look after the baby but he will not be seen on the same floor as the team nor at the airport for any media interviews.” I got off the phone and burst out crying because I felt like he wasn’t going to be welcomed into the team. (C8)

Later in this era, there was a shift in how pregnant players were treated. There was now some support for new mothers, although not financially, but there was more of an effort to make these players feel that they could return to playing netball after giving birth. The team and environment was now much more welcoming and supportive of new mothers bringing their babies to trainings and games; however, there was still the same expectation placed on returning players to be fit and when they returned to the team, they were expected to be at an elite-level of playing ability.

4.4.4 Technological factors

The introduction of game analysis and video analysis software was the biggest technological factor mentioned by the interviewees in this era. This helped coaches and players to now record and review their performances and learn how to make decisions regarding their required improvement.

The computer technology enabled the coaches to utilise that aspect of it and to assist the coach to help in the decision-making and players to improve in their performances. (CO4).

4.5 2002-2018: ATHLETE-CENTRED SEMI-PROFESSIONALISM

This era saw the transitioning of netball to semi-professionalism for franchise players and full professionalism for an even more elite group. The Silver Ferns won the silver medal at the 2002 Commonwealth Games, in Manchester, losing in the final to Australia in what has been recorded as the longest Test Match in history after going into double overtime (History: Netball New Zealand, 2016). The year of 2003 was considered a 'golden year' for Netball in New Zealand as the Silver Ferns were unbeaten and won the 11th World Championships in Jamaica, their first world title since 1987 (History: Netball New Zealand, 2016). In 2004, the Silver Ferns won the Halberg Supreme Award, Ruth Aitken was named Coach of the Year and Irene van Dyk was awarded the Sportswoman of the Year award. The success of netball as a sport continued in 2005 when the Silver Ferns achieved their largest winning score against Australia with a 61–36 result in Auckland. The following year the Silver Ferns headed to the Commonwealth Games and won the gold medal for the very first time with a 60-55 win over Australia in the final in Melbourne (History: Netball New Zealand, 2018).

Another significant factor in the development of netball in New Zealand was the Coca-Cola Cup and National Bank Cup domestic league competitions. These were both important precursors to the future ANZ Championship competition involving both New Zealand and Australian franchise netball teams, and represented the beginnings of semi-professionalism in netball. 2007 was the last year of what was known as the domestic National Bank Cup competition, with Netball New Zealand and Netball Australia coming together to establish a joint venture company, Trans-Tasman Netball Ltd, and launched Australasia's first semi-professional Netball league, known as the ANZ Championship (History: Netball New Zealand, 2018).

In 2008, a landmark event occurred with the beginning of a new semi-professional league, the ANZ Championship, helping to push the game into a brand new era (Johannsen, 2008). Initially, netball increased in popularity and media coverage expanded, with the sport bringing in more sponsorship dollars than ever. New Zealand teams, however, struggled against their Australian counterparts in the competition, the Bay of Plenty Magic in 2012 being the only New Zealand team to win the competition.

Johannsen (2016) claims that cracks emerged early within the ANZ Championship format, with Australian netball personalities voicing their frustration that their own deeper talent pool justified more teams. They also complained the one-and-a-half-round draw format was in favour of the weaker New Zealand teams. Throughout the seasons, those initial cracks became deeper as the frustration at the inequalities grew. The final breaking point came when changes to the format in 2015, which according to Australian netball enthusiasts, tilted the competition in New Zealand's favour with the introduction of the two separate conferences guaranteeing two New Zealand franchises entry into the semi-finals. Netball commentator Sue Gaudion (cited in Johannsen, 2016) states that the changes were "a slap in the face" for all Australian teams, who battled hard all season only to then see less deserving New Zealand sides breeze into the finals.

In 2010, the Silver Ferns won the Commonwealth Games in Delhi beating Australia in the gold medal match. The year of 2012 saw further developments to the netball centres around the country, with Netball New Zealand restructuring and creating five Netball Zones to administer, promote and develop the game at both the elite and community level. Many significant wins

were also recorded in this year with the Silver Ferns winning the inaugural 'Quad Series' competition between New Zealand, Australia, South Africa and England, and also winning the New World Netball Series for the Constellation Cup for the first time (History: Netball New Zealand, 2018). The FAST5 Ferns won back-to-back Netball World Series titles at Auckland's Vector Arena and NNZ undertook a nationwide review of the Junior Netball Programme.

In 2014, NNZ Chief Executive Hilary Poole began the process to develop the Whole of Netball plan, a plan that sought to provide the strategic direction for the whole of netball in New Zealand for 5 years until 2019. The aim of this plan was for NNZ, the five Netball Zones and 85 Netball Centres to align their strategic and operating plans and was based on four key pillars: GROW – participation and lifelong involvement, CONNECT – more New Zealanders to the passion and excitement of Netball, WIN – be the best in world Netball, SUSTAIN – the game through a strong Netball system; people, finances, organisations (History: Netball New Zealand, 2018). In this year, the Silver Ferns also won silver at the 2014 Commonwealth Games in Glasgow, Scotland, and the FAST5 Ferns won the FAST5 Netball World Series for the third year in a row.

In 2015, the Whole of Netball Plan was launched, incorporating the four key pillars of the plan for the sport going forward to Grow, Win, Connect and Sustain. Netball New Zealand Board Chair John Bongard was reappointed to the NNZ Board for a further three years continuing in his role as Chair. Beverley Douglas was elected as the new Netball New Zealand President, and NNZ Life Member Dawn Jones was awarded the Halberg Life Time Achievement award. The Silver Ferns, under the leadership of head coach Waimarama Taumaunu and assistant coach Vicki Wilson, won silver at the World Championships in Sydney. Taumaunu and Wilson

also both retired from their Silver Fern management roles later in 2015. In November, long time Silver Ferns captain Casey Kopua announced her unavailability for the Silver Ferns in 2016 after confirming her first pregnancy, and Netball New Zealand held the inaugural NZ Netball Awards hosted at the Auckland War Memorial Museum. In December of the same year, Janine South by began her new role as Silver Ferns head coach.

There were further developments in netball that firstly included the new ANZ Premiership Netball league that was formed in 2016, as a successor to the trans-Tasman ANZ Championship. The end of the nine-year trans-Tasman partnership saw both Australia and New Zealand move back to standalone domestic competitions with the ANZ Premiership revealed as New Zealand's new national league. However, there were concerns expressed by fans who feared that the lack of contact with the Australian teams given the new structure would result in a sudden decline in Netball NZ's competitive standards and would lessen the competitiveness of NZ teams (Kinnear, 2018).

In 2016, the Silver Ferns lost both the Constellation Cup and the Quad Series to Australia but won the Taini Jamison Trophy against Jamaica. They made a good start in 2017 winning the Quad series, but experienced four straight losses in the Constellation Cup. The year of 2018 saw a disastrous performance by the team at the Commonwealth games, placing fourth and consigning the Silver Ferns to their worst ever result at a Commonwealth Games (Anderson, 2018). This disappointing loss prompted an independent review conducted by an autonomous panel. The review found that there was no one single factor for the series of poor performances but included the following key findings; a lack of depth and experienced players, the team was not led by 'battle-hardened' coaches, there were only three of the

twelve players that had gone to the previous Commonwealth Games in 2014 and for eight of the twelve this was their first ever pinnacle event. In addition, during 2016 and 2017, the team had lost a vast amount of experience through the retirements of key players, losing both talent and core leaders. Both coaches were also relatively inexperienced at international level and were found to have similar skills yet were determined to be too similar and lacked complementary skill sets. It was found the Head Coach was committed to developing a player led culture, expecting players to take ownership for their decisions. Unfortunately that philosophy or coaching approach did not connect with the members of the team. The findings also showed that several players began to lose confidence in both themselves and the coaches during the course of 2017, taking this lack of confidence into the 2018 netball season (Netball New Zealand Commonwealth Games Review, 2018).

The findings of this review resulted in the resignation of the Head Coach, Janine Southby, who was contracted to fulfil this role until the World Championships in June 2019. She was replaced by Noeline Taurua, who had prior experience as an assistant coach of the Silver Ferns under Ruth Aitken in 2011, and had great success as the Head Coach of the Waikato Bay of Plenty Magic ANZ franchise team and most recently as the head coach of the Australian Franchise team, the Sunshine Coast Lightning.

4.5.1 Political factors

The most significant political factor that was identified by the interviewees in this era was regarding rules around player eligibility and players migrating to other countries to play netball. In earlier eras, the rule surrounding eligibility was that a player was allowed to play for any country they wanted as long as they only played for one country in one year. The

arrival and migration of Irene van Dyk from South Africa to New Zealand played a significant impact in this eligibility rule being changed, a rule highly opposed by some countries and also highly impacting others.

Australia and England led a demand to have this all changed. So we changed the eligibility criteria that meant you could only play for one country in your career. This has effectively meant the demise of pacific netball because they had survived on having not a large number, but 2 or 3 senior seasoned players from ANZ franchise teams to attend World Champs and Commonwealth Games for their own country. (CO6)

4.5.2 Economic factors

As stated by Johannsen (2008), this era saw a significant achievement occur as the establishment of netball took on a new 'semi-professional' reputation. The introduction of the new ANZ netball league in 2008 saw players now being paid a lot more to play netball. The amount of money players were being paid had increased quite substantially since the previous era. This now allowed elite players to give up fulltime work and have a career playing netball and as a Silver Fern.

Obviously in the first part of my career I worked full time and played for the Silver Ferns and the last part of my career I got paid to play for the Silver Ferns; that was my work. (C8)

With the introduction of increased payment for players, there were some concerns however, that some players began to only care about the money and being paid, rather than fulfilling

the roles and expectations of a Silver Fern to the maximum. The increased payment allowed players to have bit more of a normal life in terms of not having to juggle full-time work with training and touring commitments, yet coaches felt this needed to be treated carefully.

Now the players are being paid and for some of them do they earn their keep? Do they train enough? They think they do, they think they're at their peak but because their coaches don't push them enough they're happy there. We've got people, young people who are prepared to sit on the side-line, take that money and not get on. Well those people worry me and if I was the coach I wouldn't be picking them in any team because they're happy to do that. (CO2)

The Silver Ferns are currently classified as professional athletes training full-time, however, they do not receive fulltime salaries. Members of the Silver Ferns are on annual four-tiered contracts, which begin from \$20,000-45,000 with match payments of \$1500 per test added on top. Leading Silver Fern players can earn more than \$130,000 a year, including their domestic contracts, with some also having their own personal sponsorship and endorsement deals. For franchise-only netball players, the top end of the salary scale is between \$60-80,000 with a minimum contract of \$22,500 (Egan, 2018). By comparison, in New Zealand's second-tier rugby competition the ITM Cup, the maximum provincial rugby salary is set at \$55,000 over an 11-week period. These figures reveal the Silver Ferns, a nationally and internationally recognised high performance female sports team, hardly receive a lavish financial deal (Napier, 2013). Despite receiving some payment, few netball players can rely solely on netball to cover their living costs so the need to fit netball around seasonal or part-time work is crucial.

Sponsorship

Sponsorship continued to grow as the sport of netball continued to grow. Different forms of sponsorship were now evident including clothing and shoes for players. In 2006 Asics sponsored the new-look match dress, in 2012 clothing company Canterbury of New Zealand announced a three-year deal with Netball New Zealand, and from 2013 even more sponsors have come on board including Pita Pit, House of Travel, Trilogy, PUMA, Suzuki, MYOB, Mother Earth, and Beko all joining the family of sponsors at Netball New Zealand (Partners: Netball New Zealand, 2018). Coinciding with this was again further expectations and requirements of the players to meet the needs of these sponsors. Players were now also doing television advertisements and appearances, both for individual and team sponsorships, and overall still important for the sport of netball as a whole.

I've been through all the different apparel; when I first started we were Adidas and then we went to Canterbury then we went to Asics then we went back to Canterbury. I made a lot of TV ads too, had to make the Milo ads and we made the New World ad. I was first in the team when we had to do sponsor appearances and because of the more television coverage, the players are more probably well known around the country so we had to be make sure we were wearing the right gear, someone will catch you if you're wearing Nike shorts when you should be wearing Adidas. (C8)

4.5.3 Social factors

Media

Today, netball in New Zealand receives coverage as one of the nation's four major sports, with live Test matches on subscriber television and live coverage of national league games.

Thousands of people in New Zealand regularly tune into watch the Silver Ferns coverage as it has become somewhat 'normal' now, yet some considered it astonishing that a women's sport could have such status. New Zealand is the only country in the world where a women's sport sits alongside men's sport in television ratings (Johannsen, 2008). The media has now become an accepted part of the environment. Everyone in the team is provided with media training which has now become a crucial component particularly of being a coach or captain of the Silver Ferns.

It's all the environment now and part of the skills as coaches and captains. That media training is absolutely crucial. Because they need to be themselves but equally have that self-sufficiency. (CO4)

Netball has always maintained a 'positive' image in media and been portrayed in a positive light. In addition, players have not been involved in scandals such as often shown in male sports like Rugby League. However, it was believed that the coaches, captains, and players had worked really hard to establish this image and to be recognised by this in the media was well-deserved.

The media is a huge element of high performance athletes with sport. Thankfully in netball, and long may that last, netball continues to provide this real positive image around it, we get criticism in some respects, we're too good, so what? Why can't we be? That peeves me, I certainly believe that netball New Zealand and all our coaches have done really well and really been putting netball as a very positive image and themselves as well, and our captains. As our players do. (CO4)

It was still very important to keep on good terms with media for sponsorship and funding purposes. It was still a significant component for the sport of netball and the relationship needed to stay positive as reflected in comments from a coach of this era.

The media can be really challenging, especially when we're not doing well, but we always try to be available and talk to them because they are a part of our sport and they absolutely help us to get sponsors and fans. (CO5)

However, in contrast to netball, the team culture of a number of other high performance female sports teams has been the subject of recent inquiries that have not been so positive. For example, several team players of the 2018 New Zealand Women's Hockey Black Sticks team have complained about the negative environment they say they experienced under the long-time male head-coach illustrated by an accidental email he sent, naming and shaming individual players for their performance and effort to the entire team after suffering a defeat at the recent World Cup. Some players made alleged comments claiming the prior use of bullying tactics and mind games, and expressing the feeling of being mistreated. This led to High Performance Sport New Zealand undertaking of a commissioned independent review (Newshub, 2018). The New Zealand Woman's Football Ferns have also recently experienced a negative "image" portrayed in the media due to complaints made by players around workplace bullying, with some even threatening to no longer play for the team if the current coach is to remain. This has prompted an independent review to be conducted to investigate these claims (Muir & Grierson, 2018). The coach subsequently resigned.

Social Media

Compared to the previous two eras, social media was far more prevalent in this third era. It was widely used as a connection to fans, helped to improve individual reputation of players, helped to entice sponsors for individuals, and to increase revenue for players.

Social media is the connection to the players...It improves their profile therefore sponsors want to get involved with them as individuals, there's more opportunity to earn more and to have personal sponsorship. (C8)

As the various forms of social media increased and was used by many players to boost their profile, it also became an area that players now had to be careful with and a lot more aware of their actions.

Pregnancy

Yet another influence on the Silver Ferns culture was the acceptance that in this era women could be pregnant and play elite-level sport and also, as mothers, return to national level sport. Within the Silver Ferns teams/squads there was an increase in the number of players becoming pregnant or being available for selection after a pregnancy. This emancipatory development did pose a challenge at times for the coaches in terms of managing this situation.

Increasingly, there were mothers in the group so we had some challenges around managing mothers, pregnant women and women returning from giving birth. They

were interesting and they were really rewarding but they posed some challenges themselves. (CO6)

However, for players, being able to have babies and then return to the Silver Ferns was still thought of as being very special and empowering. It was also identified as being a point of difference between male and female high performance sport.

It's awesome. It's great for mums to be able to do that. In male sports they can still do their job do something they love while their partners are having the baby, whereas the women, obviously you can lay up to so long and then that is it for you until you get back. It's pretty cool that they can come and go. (C9)

4.5.4 Technological factors

Various game and video analysis programmes keep advancing during this era, such as the development and use of the Sports Code video analysis software programme. The later stages of this era even saw the introduction of a specific sports analysis role being introduced.

The use of sports code and video analysis has come through incredibly over the last 20 odd years. When we went to worlds in 2003 we used it there. Now, we've got a full time performance analyst who does every game of the ANZ champs and it's that kind of technological change that has been massive. (CO5)

These technological advances using game and video analysis played a significant role in coaches providing feedback to players regarding their performances, and also in the ability to analyse the opposition before test matches.

It has become more invasive but finding an advantage, even if it's the smallest advantage because you don't want to lose games by one point. (CO6)

CHAPTER SUMMARY

This chapter discussed the origins of netball as an adapted form of basketball. It became popular because it met the desire for non-contact physical activity for females. In New Zealand Netball became the dominant team sport for women between 1921 and 1960, becoming a game run by women for women.

The era of 1960-1987 saw the change in name as the sport now officially became known as 'Netball' in New Zealand and from here significant environmental impacts on the sport were identified by the interviewees. Significant political influences included the 'voting-in' of coaching and managerial positions of the team and the banning of South Africa from international netball. Economic influences included the non-payment of players and minimal sponsorship. Media coverage was initially very limited and netball had to fight for any coverage, however by the 1980's netball was one of the four main team sports in New Zealand to receive television coverage. There was a change in court surface as a technological influence, with the game moving from outside on asphalt courts, to indoors on a wooden surface.

The era of 1988-2001 saw the profile of netball rise quite significantly. Netball associations were formed across the country, it was included in the Commonwealth Games, and remained a sport primarily coached and administered by women. Political influences saw the return to international netball of the South African team after a 20-year absence, while economic influences saw the introduction of financial support given to franchise team players, a significant influence in netball becoming established as 'semi-professional'. The introduction of increased avenues for sponsorship occurred during this era, and there was also a significant

growing influence of the media. There was increased support for new mothers, although still not in a financial manner, and the introduction of game and video analysis software was the major technological factor identified.

The final era of 2002-2018 saw the establishment of netball as a 'semi-professional' sport through the development of domestic league competitions. An increased number of netball centres developed around the country with the creation of five separate Netball Zones to run the game at both the elite and community level. The significant political factor in this era identified by the interviewees saw rule changes around player eligibility and migration of players to other countries to play netball. The introduction of the ANZ netball league in 2008 was a significant economic influence as players were now being paid to play. Sponsorship avenues grew immensely with various forms, including clothing and shoes, and also opportunities for both team and individual sponsorship. Media coverage also increased significantly, with live coverage of national league games and test matches along with a massive increase in the use of social media to connect with fans, entice sponsors and increase revenue. The acceptance of players becoming pregnant and then returning to play elite-level netball had grown considerably compared to the previous era. Lastly, technological influences saw the advancement in developing of both game and video analysis software programmes.

CHAPTER FIVE

1960-1987: CREATING A TEAM CULTURE

CHAPTER OVERVIEW

The initial era in this study saw many significant changes and developments occurring in the sport of netball. The first World Tournament (Championships) in 1963 saw the New Zealand team being runners-up to Australia, before winning their first World Tournament title in 1967. The sport had become known officially as 'netball' in 1970, at which time the New Zealand playing uniform also changed to a black skirt with a Silver Fern and a white playing top. In 1974 Lois Muir was appointed as coach, which began the most successful period in NZ netball's international history.

The data in the following three findings chapters is structured using the various themes linked to Schein's (2010) framework of organizational culture, integrating a three level model of artefacts (rites, rituals and symbols), values and beliefs, and core assumptions. Findings on the significance of team culture, leadership and the importance on the outcome of the game in terms of the emphasis placed on winning and losing are discussed. These findings chapters aim, through representative descriptive quotes from past coaches and captains of the Silver Ferns, to connect the specific themes and examine the importance of team culture and leadership within a high performance female sports team, and to investigate how and why (potentially) this has changed over time. The findings in the following three chapters are identified by indicative quotes from the participants, specified by 'CO' for coach, and 'C' for captain.

5.1 TEAM CULTURE

5.1.1 The importance of team culture

Team culture was considered very important in this era and was held in high regard by players, coaches and management. However, there was no 'formal' or systematic approach towards creating the team culture during this era, which was largely based on the 'acceptance' of everyone when they first came into the team.

We all helped each other. We were a team that enjoyed each other's company as well as playing on the netball court. We were supportive of each other all the time and whatever we did we tried to do together. (CO1)

It was described by the interviewees that it was a "collective approach about the team being everybody", establishing and creating the team culture, where all members were united and worked together, "a common purpose and everybody is putting their shoulder to the wheel. (C2). "The culture really comes out of the people. They have a significant part to play in the culture of the team." (C1)

5.1.2 Induction

Once the team was selected and announced after the trials, the successful players stayed on and were expected to get straight into training and preparation. When first making the Silver Ferns, the interview findings showed that the induction process was regarded as 'informal' and largely left up to the senior players at the time to welcome the new players in to the team. This 'lack' of a formal induction process for the new players remained the same throughout this era.

The team that got named stayed on. We had to get on with it. The senior players at the time informally inducted us, but there was no formal induction process. (C3)

The players and the coach realised that not having a formal induction process may not have been the best way to introduce new players to the team. It was identified by captains who played in this era that this was not the fault of the coach, but largely a result of the lack of time the team had together prior to playing international test matches.

Not formally, and an interesting phenomenon which I know the coach at the time didn't enjoy and arguably it wasn't a great way to do anything. (C3)

We were going to England to play and I only had 2 or 3 days to get everyone together, sort them out, uniforms and practice. I mean I would have players come into a team that I actually hardly said hello to. So you really had to start from scratch. (CO2)

5.2 ARTEFACTS AND CREATIONS

5.2.1. Rites and rituals

There were no rites that were identified by the participants however there were several rituals that were evident throughout this era. The first included the players making-up and singing a team song that was sung together on the bus to and from game venues. Others included a significant Māori cultural component where the players learnt and performed a woman's *haka* and *waiata* (song) when travelling internationally. *"We had to learn the haka, which we were allowed to do at that stage, it wasn't very good but June Waititi's uncle took us."* (C10).

There was also a mixture of both 'team' and 'individual' rituals. Some players had their own pre-game rituals that they performed in order to prepare for the game, such as warming up by themselves and wearing clothing inside out. These individual rituals were accepted and understood as being important for those team members in terms of their own preparation. *"I learnt that it was actually important that everybody shouldn't have to do the same thing, because what suited one doesn't necessarily suit another."* (C10)

However, the practices that the team did as a whole were believed by some of the interviewees as not being consistent or even viewed as a 'ritual', indicating a lack of 'formalised' team rituals.

I don't remember anything specifically set up that it became a ritual for a reason. There were lots of things that happened because you were trying to perform but I can't remember any that I'd put in the ritual category. (C2)

5.2.2 Symbols

Throughout this era there were two main symbols that were identified by the interviewees. The first was a little Māori doll, dressed in traditional Māori attire that was used as a team symbol and taken to the World Championships. The second symbol was one that all interviewees in this era identified as being the most significant, this being the silver fern.

5.2.3 The Silver Fern

The silver fern as a symbol was held in extremely high regard by all team members. *“It’s lovely, I love people saying you’re a Silver Fern. (C1)*. Some interviewees expressed that the level of significance and pride they felt towards the silver fern as a symbol, was lost or diminished in the future eras by players. Some believed that its importance lacked the same significance in subsequent eras because the merchandise with the silver fern logo was so readily available and easily accessible to purchase, and this lost some of its meaning and uniqueness of what it meant to be a Silver Fern.

The silver fern was significant, probably more significant than I suspect it is for some people today. You couldn’t get silver ferns. There was no merchandise, there was no all black jerseys all over the place. The silver fern wasn’t on anything other than our national playing kits. (C1)

5.3 VALUES AND BELIEFS

The findings indicated there were several values that were considered important to the players during this era. These were identified as caring for each other's skills and accepting people's differences. However, these team values were not discussed in a 'formal' team setting, but were rather unwritten and 'informal'. The coach and the current senior members passed them down 'informally' to the new players in the team, usually via their own demonstration and by having the expectations that the new players would accept without question the values already established by those there before them. This process helped to create a sense of 'legacy' for the new players entering the team and they were expected to uphold those values.

No, not written down. They were passed on by imitation really, you picked up the values. The coach would emphasise the way we needed to play in terms of sportsmanship, the heart, and absolutely in the spirit of the game. (CO5)

If you got in the team you had to measure up. That was very clear from the people who were the older more experienced people and that came partly from the coach as well because of how she set that scene. (C2).

In addition to the previously mentioned values, it was evident from the findings that there were three 'key' team values that were identified by the interviewees; pride, work ethic, and behaviour on and off the court.

5.3.1 Work ethic

One of the most important and frequently mentioned team values from the interviews was that of work ethic. Any player who selected for the Silver Ferns was expected to possess a very high work ethic and this was considered an extremely important team value of the team.

“They all trained very well and very hard.” (CO1)

5.3.2 Pride

Feeling proud to be a Silver Fern, pride in personal appearance and pride in both the team and individual performance, were all highlighted by the interviewees as being extremely important.

You’ve got no idea the opportunity to be in a New Zealand team. It was amazing and we felt we were making history. (CO2)

When I first made the team it seemed pretty unreal really, it didn’t register for a while. My mum leaped up because she heard my name announced on the radio so I felt quite proud of that and because of the performance of previous people in the team. (C2)

5.3.3 Behaviour on and off the court

A third significant value that came through very strongly in the findings was that of players behaving appropriately both on and off the court. Players were expected to live by and demonstrate good behaviour both on the court and when out in the public environment. *“As the captain I made sure I was always leading by example all the time and that was both on and off the court” (C2).* Although there were three clear, key values the participants identified,

the findings also highlighted that not all players brought into these team values and only 'tolerated' them. It was stated that trying to establish values that all team members agreed on, and lived by, was considered to be very difficult at times. Some interviewees also thought it was harder to get the newer 'younger' players to buy-in on the values that had already been established within the team.

I don't believe the current whole thing about values, people have very strong personal values and so the values in the team will only ever be negotiated and people will tolerate the team purpose or the team habits and behaviours. (CO2)

*That's always been the hardest part is to get 7 players with exactly the same values.
(C1)*

5.4 CORE ASSUMPTIONS

5.4.1 Pride and legacy in selection

Having a sense of pride in being selected for the Silver Ferns team was a strong core assumption from these findings. Although international netball was very new for many when it re-emerged in the 1960s, the national team soon created a sense of legacy and identity, as indicated in this quote: *“We were quite proud because of the performance of previous people.” (C2)*

5.4.2 Acceptance of cultural and personal identity

Genuinely accepting everyone in the team unconditionally was also another strong core assumption. This was identified as understanding and accepting individual differences, working together and demonstrating respect for each other and their abilities.

You get to know people in the team and understand differences of people and working together - that is most important. (CO2)

When you care for each other's skills, you really are successful on the field. You don't have to live in everyone's pocket, but you do have to be accepting that we are all different. (CO2)

5.5 LEADERSHIP

5.5.1 The importance of leadership

Leadership was considered extremely important for 'moulding' the whole team and essential in order to have everyone working together towards the same common purpose or goal. The interviewees expressed that they felt leadership had been effective and had been helped considerably by the stability of the coaches and players in the team throughout the era, and that team members of the team all played a significant role in developing and establishing the team culture. Yet this was done in an 'informal' manner, where the informal leaders in the team all worked together to demonstrate leadership in their own way.

You're all leaders in different ways on the field". You've got to have Indians not too many chiefs, but it is those people working together that lead that unit, no one leader can do it by themselves. (CO2)

5.5.2 Coach's leadership roles

The coaches in this era believed it was vital in their role to demonstrate leadership by doing whatever was needed in order to show respect to their players. This included treating all players with equal respect, showing no favouritism, making correct decisions regarding the best players to take the court, and having effective communication lines with all parties involved in netball, including players and management.

I respected and I was careful with captains. They have to be respected by the team but if they're not playing well they have to take it the same as everyone else, they're a player, they are no different. They add value, but we all add value. (CO2)

5.5.3 Captain's leadership influence

The captains interviewed in this era of amateurism identified many different qualities they were expected to possess in order to demonstrate leadership. These included being able to consistently perform on court and to do so under pressure, to demonstrate respect and be respected by the coach, management and teammates, being a positive role model and leading by example, demonstrating effective communication, and always showing appreciation for all team members and their differences.

You have got to be good with people and you've got to recognise that everyone thinks differently and everyone plays differently, so it's to get everyone doing the same thing so that the team will win out in the end. It's a team effort, you can't do it without one person not playing the same way or not doing what they should be doing. (C1)

To be able to be on court and initiate the need to change up or help someone in terms of getting them together. That comes down to the person being self-sufficient in themselves, being a calm head under pressure, looking for someone that has those capabilities. (C3)

Demonstrating these leadership qualities were done without any formal training on how to be a leader when in a leadership role.

We had no training. I was never given any training and when I look back on that now that could have been very helpful but it was instinctive. (C1)

5.5.4 Mixed leadership and coaching styles

The findings show that during the beginning of this era, the coaching style that was evident was a combination of both an autocratic and empowerment approach. Players were still told what to do from the coach and what the basis of the training consisted of. However, they were then given the opportunity to work together as a team in order to achieve the desired performance.

I had to involve the players themselves. I would say, "you defence go over there and work out something and you shooters here, work out what you want to do and then we'll look at it". If it didn't work they would have to work it out themselves. (CO1)

This combination of coaching styles used by coaches continued throughout this era, with the findings indicating there was not one specific coaching style that was preferred. The autocratic approach continued to be evident as the era progressed, with clear, direct instructions about what the coach wanted from her players.

I always believed that you needed to say it as it is but people have to own what they want. (CO2)

She was pretty direct, she knew what she wanted, she was very determined and quite clear about who she wanted to play and where. (C2)

One coach even described herself as being 'mean' to her players, pushing them to exhaustion in her determination to create a 'fit' team. *"I believed you had to be fit. You're still thinking at the end of the game while the other player's guts are dragging in the ground."* (CO2)

However, along with this autocratic style towards coaching, there were also signs of an empowering approach being implemented; seemingly well before its time of being more widely known as an effective coaching style. Findings showed that coaching was thought by some to be about creating 'thinking' players who could make decisions on the court under pressure when it really mattered. It was also stated that it was very important for coaches to instil personal belief in their players so that they were capable of believing in themselves and taking ownership of their own performance.

I am a great believer that you can do thousands of warm fuzzy drills and they look brilliant but at the end of the day the decisions have to be made on court and under pressure. (CO2)

This empowering approach to coaching was also described as an 'art', where it was about helping players discover themselves and their ability, not about the coach 'discovering' the player. It was expressed that players came into the team and were accepted for their own natural abilities and they brought with them their own different skills. It was the responsibility of the coach to 'tweak' these skills so that they were right for the team performance on court.

My coaching would have been more that everyone comes with skills and not all of them are going to be as brilliant as you want. So that art of coaching is to use what they've got or tweak what they've got to be right for that whole result on court. (CO2)

Whatever the coaching style, it was found that the relationships between coach and players were kept strictly professional. There were no players who were considered "favourites" by the coach and all were treated as equals.

I don't ever believe a coach has mate's rates with the players. I do think there has to be that respect and they have to know the decision I make is hard, but it's going to be for the team. You play better, you train better and I'll look after you. (CO2)

It was also clear that the coaches were very highly respected in this era by their players, even one coach having describing her own style as being 'mean'. Players in this era described this particular coach as being very well respected and adored by her players, even though she was hard on them.

When you think about her and what she put into her team she was the only one that I worked with at that level because she was there all the way through. She was hard, but they would do anything for her. (C10)

5.6 THE EMPHASIS PLACED ON WINNING

5.6.1 The meaning of winning

This concept seemed to have different meanings to different people throughout this era. It was clear the players during this era were very results-focussed and were determined to win every game. *“I am very competitive and I like to win and hate to lose.” (C1).*

However, there was one coach in particular who had a differing view about the emphasis placed on winning and instead of being results-focussed, preferred to be more performance-focussed. She viewed winning as an uncontrollable objective that was dependent upon many factors, with only controllable team/player performance-delivery contributing to the prospect of winning.

If you were improving all the time you were successful and when you looked at the board at the end of the game you were going to be ahead. I never wanted to really win a game. Any hick can win a game. You’ve got to be getting better all the time and the only way you can do it is to be saying are we happy with what we’re doing out there? Can we do better? Is this product right? (CO2)

This quote highlights the varying emphasis and opinions on winning in this era, in terms of the performance on court and the ‘process’, and how these factors contributed towards the overall performance to then encourage the prospect of winning. These differing views about the emphasis placed on winning and the outcome of the game was even thought to have still been apparent in the later years of the Silver Ferns. One participant in this era, who was a

strong advocate of winning in terms of the score line, commented critically on the post-match comments of a New Zealand captain in a recent series against Australia.

The captain of the Silver Ferns said Australia obviously wanted it more than us and I thought that was the most ridiculous comment, surely you would die to have won that game and to say they wanted it more than us, I couldn't believe that that could be right. (C10)

5.6.2 Leadership and winning

The findings indicated there was a strong belief in this era that leadership behaviour from all members in the team contributes significantly towards winning. *"You can have a moulded team of friends who can outplay a team of individuals so it's the leadership that comes in there that brings them all together, very, very important."* (C10)

5.6.3 Coaching styles and winning

There was a strong belief in this era that an effective coaching style contributed towards creating a winning team.

The team is like a chessboard, they are all chess pieces and it's how you move the chess pieces about. If you as the coach are cunning enough and look after each chess piece, they can do more than okay. (CO2)

5.6.4 The Australian Diamonds and winning

The findings from the interviewees identified two main reasons about the Australian Diamonds success against New Zealand. The first is that they had a far greater depth of players to choose their national team. However, despite their population base and significantly larger number of players, it was felt by the interviewees that New Zealand still did very well to compete against this. *“They’ve got more choice and the second and third level pushing the next level up - they will die to do it.” (C10).*

The second major finding indicated that the Australians were coached to have a winning mentality and never went out to lose a game. A “winning culture” was ingrained in their players that seemed to be lacking amongst the New Zealand players. They had what was described as a “killer instinct”.

We needed to get that killer instinct just like Aussie, if you’re getting away with something on the court you keep doing it. Its tit for tat. All’s fair in love and war. (C1)

Australians like to win and they hate to lose. When they’re losing, that’s when they’re most dangerous. (CO1).

Despite the interviewees in this era identifying both player depth and a winning mentality as being the two main factors that made the Diamonds their toughest rivals, the New Zealand team was still very competitive against Australia. Table 3 provides all international tests that occurred between Australia and New Zealand between 1960 and 1987. New Zealand recorded 12 wins against Australia’s 13, with two draws, (44% win ratio) including winning

the World Tournament (Championships) in 1967, sharing the win in 1979 with Australia and Trinidad and Tobago, winning the World Games in 1985, and the World Championships in 1987 (Appendix A).

Table 3 New Zealand vs. Australia 1960 to 1987

YEAR	EVENT	NZ SCORE	AUS SCORE	WIN
1960	New Zealand Tour	49	40	NZL
1960	New Zealand Tour	39	44	AUS
1960	New Zealand Tour	45	46	AUS
1963	1 st World Tournament	36	37	AUS
1967	2 nd World Tournament	40	34	NZL
1969	Tour to New Zealand	39	49	AUS
1969	Tour to New Zealand	43	39	NZL
1971	3 rd World Tournament	42	48	AUS
1975	4 th World Tournament	34	34	DRAW
1979	5 th World Tournament	36	38	AUS
1981	Tri-Test Series	37	32	NZL
1981	Tri-Test Series	48	29	NZL
1981	Tri-Test Series	37	34	NZL
1982	Tour to New Zealand	54	41	NZL
1982	Tour to New Zealand	53	52	NZL
1982	Tour to New Zealand	28	33	AUS
1983	6 th World Tournament	42	47	AUS
1985	Australia Games	27	27	DRAW
1985	Australia Games	31	27	NZL
1985	World Games	39	37	NZL
1986	Tri-Test Milo Series	27	37	AUS
1986	Tri-Test Milo Series	27	33	AUS
1986	Tri-Test Milo Series	27	30	AUS
1986	Prudential Cup	19	35	AUS
1986	Prudential Cup	19	31	AUS
1986	Prudential Cup	31	28	NZL
1987	7 th World Champs	39	28	NZL

CHAPTER SUMMARY

Schein's three level model of artefacts, values and core assumptions is used to analyse the team culture, leadership and the emphasis placed on winning of the New Zealand national netball team from 1960-1987. In this era, team culture was hugely important and there was a common view that culture was created as a 'collective' approach by the inclusion of all team members. Once selected, there was no formal induction of new players as this was left to the senior members in the team to do so through 'informal' means. Although there were some rituals identified, both team and individual, it was clear these were not considered 'formal' nor implemented on a regular basis. For example, a Māori doll was identified as a team symbol, but the Silver Fern was by far the most important symbol to all participants that held great meaning. Amongst others, there were three significant values embraced by the Silver Ferns. These were work ethic, pride, and behaviour both on and off the court. However, these were never discussed in a formal manner, rather passed down informally through the demonstrations of senior members. It was identified however, that some players were not always on the same page regarding these informal team values as others were. Two significant core assumptions were found; these were the feelings of significant pride and a sense of legacy upon being selected for the Silver Ferns, and being acceptance of all players and their cultural backgrounds. Effective leadership was considered very important by interviewees. The findings indicating it was a collective approach where informal leadership groups run by senior players taking the leadership roles. Leadership was demonstrated by both coaches and captains through being a good role model both on/off the court, showing respect and leading by example. There were inconsistent responses regarding the emphasis placed on winning, but a general consensus that both effective leadership/coaching styles were seen to 'help' winning occur.

CHAPTER SIX

1988- 2001: REBRANDING AND COMMERCIALISATION

CHAPTER OVERVIEW

Significant factors that occurred throughout this particular era included a far greater involvement from sponsors developing the game. The association changed its name in 1991 and became known as Netball New Zealand, while also adopting a new logo to symbolise the game, the silver fern, and the national team became known as the Silver Ferns. In 1998, netball centres across the country merged and became 12 regional entities with 110 netball centres. There was a significant change with the introduction of the Coca-Cola Cup as a more elite franchise-based national competition. Netball was also included for the first time in the Commonwealth Games, and New Zealand hosted the 10th World Championships suffering a one-goal loss to Australia.

This chapter follows a similar structure to the previous, focusing on the development of team culture and leadership and the emphasis placed on winning from the perspective of coaches and captains of this era.

6.1 TEAM CULTURE

6.1.1 The importance of team culture

The culture of the team during this era was considered very important, and seemed to be cohesive, founded on netball, and a strong work ethic. *“The culture was healthy, it was hard and you had to be resilient but it was all based around netball.” (C5). “Team culture was pretty big obviously for a team sport.” (C6).* However there seemed to be various views in the responses about how strong the culture was during particular times in this era, especially during the 90’s when a large turnover of players occurred. However, despite this change, a consensus view of interviewees was that the culture was important and for the most part, healthy.

It changed a bit as I spanned 10 years in the team. One of the significant contributors there was towards the 90s when there was a bit more turnover in experienced players, still that culture was healthy. (C5)

6.1.2 Induction

The beginning of this era indicated there was still no ‘formal’ induction process for new players; however this was not necessarily seen as a negative experience as there were no pre-conceived ideas of what ‘newbies’ should have to do.

In that time there was no formal induction it was just into business, but for me it was an awesome experience. I was well looked after, I didn’t have to carry bags, there was none of that culture, it was like we are all here, this is what we are aiming for, let’s get on with it. (C5)

Later in this era, a more 'formal' induction process of new players was established. This was based on the 'expectations' of being a Silver Fern both on and off the court, seeking to prepare new members for the Silver Fern 'environment'. It also included the presentation of the playing uniforms to new players as a significant ritual.

They are getting a sense of what the expectations are around the new environment, what it means to be a Silver Fern and what's required on and off the court. It was a multi-pronged approach and the players needed to see where they fitted into the environment of both netball and as a Silver Fern. (CO3)

However, there does seem to be some differing views regarding the formal induction process with some captains remembering being formally inducted and others not having been, indicating that this had not yet become a 'consistent' formality within the Silver Ferns team.

No, we just met up. The first time I met everyone was at a marae before we went over to Aussie. The only sort of formal ceremonial sort of induction stuff was pre-test matches. (C6)

6.2 ARTEFACTS AND CREATIONS

6.2.1 Rites and rituals

The semi-formal induction process that the management attempted to introduce in the latter part of this era, also became an inconsistent 'rite' as such for those new players. As a new member of the Silver Ferns, it became a 'rite' of those new players to be part of an induction process, however during this time it remained an inconsistent rite that not all players had the honour of experiencing. The presentation of a badge to new players in the shape of a silver fern was another important ritual identified by the interviewees in this era. This was presented to new players as part of the process when welcoming new players into the team.

That was a kind of legacy and only those that had competed for New Zealand, played for New Zealand got those. It dawned on us that we were really a part of a bigger scheme of both New Zealand representatives and being a New Zealand team within a greater New Zealand team, so that is a real honour to be one of 12 that are representing all netball in New Zealand. (C6)

However, these rituals may have lacked 'consistency' and potentially any formality, with some interviewees expressing that they were unaware of any rituals even occurring...*"No, not from my memory." (C5)*

I have to have a wee think about the rituals actually, because they'll be there but I would take them for granted. (C7)

The findings also identified that ‘individual’ rituals were evident during this era, specifically in reference to pre-game preparation. Each individual’s rituals were respected by the coach and players and were considered to be very important. *“Everyone had their own individual rituals and routines pre match, some people like to prepare in different ways, mentally as well.” (C6)*

6.2.2 Presentation of the black dress

The ritual of the presentation of the playing dress to new players in the team was established as part of the induction process. This was identified as a significant ritual, done so in a more formal, ceremonial manner by one of the existing senior players in the team presenting the black dress to the new player being inducted.

They got their test dresses and we would do an official kind of handing over and made it more ceremonial. (C6)

Later years there was a few things done, such as a special ceremony to be given a new black dress; that stands out as being pretty special. One of the more senior players would pass over your black dress and welcome you into the team. (C8)

The ritual of presenting the black dress became more formal over time and was done on a much more consistent basis. It was a ritual that was meaningful, significant, and upheld by the coach and players and continued throughout this era.

6.2.3 Symbols

In the earlier stages of this era there seemed to be a lack of tangible symbols for some players.

When you talk about symbols and cultures, our purpose was to be the best we could be. We were encouraged to be ourselves, but any symbols to bring that together, no, and again I can see the benefit of that now. (C5)

However, some participants did recognise and identify several different tangible symbols that had meaning for them. The New Zealand team tracksuit was thought of as a symbol in which players felt a real sense of pride and importance when wearing this on match day. Specific 'themes' for different netball campaigns were established, with each having specific symbols to represent those themes. Examples include a 'kete' that players would collect and bring important mementos to remind them of home when playing away internationally. And the concept of using a 'rock' as a symbol to represent strength and stability,

At the Jamaica World Cup [Champs] in '03, there was this concept of the rock. One player said, "I believe that I have to be a rock" and that really struck a chord. We built the whole team around it. Each person had their own rock, it could be a physical rock or a person as a rock and that became the basis of the theme. Most importantly, it came from the players, there was a real sense they had a part in it. (CO4)

6.2.4 The Silver Fern

As in the amateur era, the silver fern was still considered to have the most important symbol to both players and coaches. The fern was highly respected with the sense of being a part of a “legacy”. *“Obviously, we were the Silver Ferns and so then the actual silver fern was our main symbol and so a lot of onus was put on that.” (C6)*

6.3 VALUES AND BELIEFS

6.3.1 Informal values

At the beginning of this era there still being no 'formal' approach to the development of team values. The values that were present amongst the team still created informally, and demonstrated largely by the players in the leadership roles. *"I can't recall any real deliberate acts of discussing values, but again the people who were in the leadership roles were very strong in values."* (C5). A shift towards a slightly more 'formal' approach towards developing shared values began under a new Head Coach later in this era. They were discussed in a team setting, but were still not written down. These team values continued to be demonstrated by the senior players and passed down to the new team members.

At the start of every season you set your team culture, set your goals, set your values and expectations, how you perform as a team, how/what you expect of each player and then that was led by the senior players. They weren't written but they were definitely filtered through and that rubbed off on those younger players. (C7)

There was hesitancy by some coaches to write these values down formally, as this was identified as not always having being an effective method. The comments from the interviewees indicated that the real measure on whether team values were actually effective was if they were demonstrated on court in a high-pressured game situation.

The team is more important than the individual and all those value sessions they're all fine, they're usually done earlier on in the piece and not under the pressure and that really is the true test when you are under pressure. (CO4)

However, there was a view that these were not always demonstrated effectively nor consistently by all players.

There were a couple of players that may not have been on the same page but the bulk of the group really were. The younger ones were on a different tangent, their motivations, they weren't quite the same as the older ones in the group and that's probably pretty common because they are still learning. (CO4)

Despite the hesitancy to write the values down, three 'informal' values identified by the participants in this era that were also consistent with those identified in the previous era. They included possessing a high work ethic, having a sense of pride in being a Silver Fern, and behaviour on and off the court.

6.3.2 Work ethic

Work ethic was one of the most significant values that was identified as being important to the team. It was expected that all players give their best at all times. *"I trained hard and worked hard, always looking for something else to improve on."* (C7)

6.3.3 Pride

The sense of pride in being a Silver Fern was still just as strong in this era as it was in the previous era. *"I had always wanted to play for the Silver Ferns and I had those aspirations from quite young. So it was really exciting to make the team and I was very proud."* (C7)

6.3.4 Behaviour on and off the court

There was the expectation that all players were to behave appropriately both on and off the court, and to conduct themselves in a professional manner at all times. *“Your behaviour on and off the court was vital.” (C5)*

6.4 CORE ASSUMPTIONS

6.4.1 Pride and legacy in selection

The sense of pride players felt in becoming a Silver Fern was clearly as strong in this era as it was in the previous era. The success of the Silver Ferns in the earlier era had now established a sense of “legacy”, and now younger players were aspiring to become a ‘Silver Fern’. *“I had always wanted to play for the Silver Ferns. Netball was my passion. I love netball.” (C7)*

6.4.2 Acceptance of cultural and personal identity

The cultural make-up of the team in this era still included a large diversity of players from different ethnic backgrounds. Consistent with the previous era, all players, despite their ethnicity, were accepted and so much so that no one thought any different about this ‘melting pot’ of cultures. Having a strong Polynesian mix, along with Māori and European players was also highlighted as a strength in terms of the style of play of the Silver Ferns.

We had a strong Samoan and Fijian influence and there’s quite a mix of Polynesian influence as well. It builds the character within the team and the other part is that the culture actually influences the style of play which is different to Australia. (C7)

6.5 LEADERSHIP

6.5.1 The importance of leadership

Leadership in the Silver Ferns was still considered to be “really important” throughout this era and, similarly to the first era, there had been no formal training about how to be a leader. Instead, the characteristics the leaders demonstrated were passed down by previous captains and leaders, also evident in the previous era. *“When I was captaining I learnt heaps from previous captains and used them as role models.” (C5).*

Some of the interviewees believed that when there was a solid group of players leading the team that was when effective leadership was being demonstrated and when the Silver Ferns were most successful. This was known as an ‘informal’ leadership group and was first introduced early in this era as a way of demonstrating leadership.

That seems to be how New Zealand works best, when you’ve got a really solid leadership group and so that might have lacked a little bit in the later years. (C5)

We would have leadership groups and different types of groups within the team to provide leadership opportunities as well as share the workload. (CO4)

There was an overarching philosophy held by the coaches in charge during this part of the era that everyone should be a leader at some point and understand the impact leadership has on others. *“Leadership is having the awareness about what impact they have on not only themselves, but also what impact they have on each other.” (CO4).*

Leadership to some was about using a shared, inclusive approach and this was the preferred approach in this era, and was also about using specific terminology that included the word “team”. Growing and developing leadership was considered to be very important and this was done through implementing the shared intention of creating a “leaderful” team. “

Everyone felt like they had buy in, it wasn't someone standing at the top saying this is what you will lead, this is what you will do. (C7)

That was the kind of philosophy that I took in as coach, we have two people with leadership status positions but across the grid we want more team leaders. The concept of a leaderful team was one we really were endeavouring to develop and I might add, captaincy has always brought that leadership element to the ferns. (CO4)

Later in this era under new coaching and management, the way in which leadership was demonstrated in the team shifted. There was now an attempt to re-establish leadership using a more ‘formal’ approach in place of the previous ‘informal’ leadership groups.

That definitely came in later in the era, it was definitely a formal group. You were identified and it was actually called the senior leadership group. (C8)

However, there was some criticism expressed in regards to the introduction of these formal leadership groups.

Combined knowledge and experience assisted us to help each other but we would get, it felt like, lots of criticism of what we were trying to do in the early days. (CO4)

6.5.2 Coach's leadership roles

The coaches in this era identified many important qualities that were vital to possess in their role in terms of how to demonstrate leadership, with a number of these qualities consistent with the previous era, such as respecting and caring about others, effective communication and decision-making skills.

I was patient with people and I thought a lot about the game. I could play people into the game anywhere on the court. (CO4)

Certainly working with the head coach, we as leaders said we needed to have open communication with the players, but equally knowing that some decisions we will need to make the call on, which may not be what the team necessarily wanted, but we were doing it. (CO5)

It was also important for the coaches and management to present a united front to the players and it was vital that everyone in a position of leadership in the management team had the same view and were on the same page. This era of change also saw the first introduction of assistant coaches being brought in to help with the coaching of the team and was believed to be a positive demonstration of an effective form of leadership by the head coach. *"Bringing in different voices and different specialist coaches was really positive and I used that a lot."* (CO5)

6.5.3 Captain's leadership influence

The interviewees identified many qualities that were similar to those identified in the first era. These included the ability to develop positive relationships with their teammates and the management team, effectively communicate with all members, to perform on court, to respect all players and management, and to help their teammates reach their full potential.

Probably my strength is knowing people. I was never backward at coming forward and I wasn't afraid to speak up. The response was always really good. (C5)

Most importantly, it's really hard to be a good leader if you're not performing on the court when you're a captain, so making sure that I did all my training and got myself fit so that I knew I could do my job well on the court first and foremost. (C8)

There were also some qualities that were identified that differed from the previous era, but were a result of the internal and external changes that had occurred. It was now an expectation to possess good communication skills, and under new management, having such skills allowed the team captain to have a lot more input into meetings and other forms of communication.

Communication is a massive thing, in any team. The coach and captain would always meet regularly and review at the end of the day but it was the captain's job to keep a feel on how the team is progressing through individuals in the team and also fronting of media. (C6)

The findings showed there were further challenges and expectations placed on the captain in order to demonstrate leadership, including the responsibilities around public speaking and having to deal with the media and the public.

I've never been a public speaker, I'm not the most articulate. I thought I did quite well in that regard but that was always a challenge. (C5)

When I was captain and we lost the gold medal match at the Commonwealth games, it was pretty tough and, personally, you hit rock bottom and yet you've got to support everybody else and face the media. (C8)

6.5.4 Mixed leadership and coaching styles

The findings revealed there was a shift in terms of the coaching styles compared to the amateur era. The approach consisting of a blend of autocratic and empowerment styles now dominated. *"Ultimately, you want to be stepping away and giving the players full authority, opportunity and empowerment. (CO4).* However, the empowerment approach to coaching was thought of as having been adopted too early and not necessarily having as much effect as the coach would have hoped. *"My coaching style is towards more player centred, which wasn't there yet so probably couldn't engage the players well as I needed to." (CO4)*

It was clear that from the players' perspectives however, that an implementation of a mixture of coaching approaches was far more important and preferred, over one specific approach. They believed having a variety of coaching styles was best for developing well-rounded players with a range of skills.

I learnt so many different things from all of those people and now I'm a coach myself I'm a real believer that there is no perfect coach. (C8).

It was great, at the time it was hard to adapt to but then as a player down the track you'd have these different coaches with very different coaching styles, which meant that you could pick which one you use. You could say we should use this against that team, rather than having a coach who would tell you must do this. (C7)

6.6 THE EMPHASIS PLACED ON WINNING

6.6.1 The meaning of winning

Similar to the first era, there seemed to be some major different opinions about the emphasis placed on winning and the outcome of the game. Some captains felt it was very important to focus on the result and on winning as this is a significant aspect of high performance sport.

You're talking about winning at high performance level that's what you need to do.

(C5)

We all wanted to be the best in the world, even if we had a team that wasn't experienced, there was never the thought, okay we settle for second best. (C6)

The significant increase in public scrutiny that the team was now experiencing also had an immense effect on how winning was viewed by some players. The team was now being judged on their success rate, which in turn was largely influencing the allocation of funding.

You're judged on the outcome. All of the pressure from the public and also funding wise, was on us to win. No one really cares if the team is improving, and your results against Australia were your biggest measurements. (C6)

However, not all players agreed with focussing purely on the outcome of the game and thought this to be detrimental. They developed a view that it was far more important to focus on the "process" in order to achieve the outcome, which was more important than the overall win.

If you only focus on winning you forget the process or you ignore it and that's to your detriment really. (CO4).

The end result was not so important but the process was. (CO3)

It affects how you train, how you play and your expectations. It isn't the winning, it's about how you win, what you do, your processes and what you do on the court. You're not thinking about winning but rather what you do on the court. (C7)

However, some long-term senior members of the team expressed concerns that there was maybe too much focus on the process from the newer team members and that the outcome of the game in terms of the emphasis placed on winning, was neglected as a result of this. *"In my latter years, that purpose of "we're here to win" lacked quite a bit and perhaps a little bit more of that was necessary."* (C5)

6.6.2 Leadership and winning

The participants in this era expressed a strong belief that effective leadership contributed to winning which was consistent with opinions expressed in the previous era. Also consistent across the eras was the view there needed to be a collective approach towards leadership within the team if it was going to contribute towards winning. It was believed that although having this collective approach was important where all team members were involved, having an effective leadership group made up of senior players, who led by example, was also another vital component for creating a winning team culture.

There's no way you're going to be a winning team without a good, strong leadership group and that comes from the coach, the captain and those senior players. Everyone's contribution is important. (C6)

Importantly, it was also highlighted that even if there were effective leadership groups established within the team, other factors would also contribute towards a team winning.

There are so many other factors. You might have a fantastic coach but you might not have the players at that point, they might not be experienced, or there might be one crucial injury in the year that might change the dynamics. There's always other factors involved. (C7)

6.6.3 Coaching styles and winning

It was clear there were different views about the relationship between coaching and the emphasis placed on winning. The participants in the early stages of this era had a very strong sense of agreement that coaching styles "... absolutely contributes towards winning." (CO4) Later in this era, there was a shift in this opinion with participants now questioning whether winning was a result of the coaching style being implemented or a result of other factors such as the players and senior members who were in the team at the time.

We have this debate all the time. Effective coaching can move the team forward but you are limited by the athletes that you have. I have seen teams that don't have effective coaching and still do really well, so I feel it depends on the players who are in the team at the time. (C8)

6.6.4 The Australian Diamonds and winning

The rivalry between Australia and New Zealand continued to be as strong in this era as it was in the previous era. The depth of players that Australia had to choose from was still a major factor in contributing towards this rivalry. Their ability to replace players at that top level with new players coming through was an aspect that New Zealand had struggled with in terms of both player numbers and depth. Their larger population base of females playing netball also meant that the Australians had to work much harder from a younger age to make the National team compared to New Zealand players.

We do pretty well, given if we lose two players in terms of our depth within the Silver Fern squad. For Australia, if you lose a couple of players you've got exactly the same standard of players waiting to come in. (C7)

The 'mentality' of the Australian players compared to the New Zealand players was another finding that was consistent with the previous era. They were seen as mentally stronger and tougher than the Silver Ferns, with the Australians participating in far more competitions than the New Zealand players, resulting in hardening players before they reached elite-level netball.

People talk about the Aussies being tougher, mentally tougher. (C6)

There's an element of confidence I believe that they have gained which us Kiwis tend to be a little lacking in. We haven't had that hard competition to get into the Silver Ferns. (CO4)

Interviewees in this era identified further points they believed contributed towards this rivalry. There were clear objectives by the Australian players and coaching staff around the expectations of how the game was to be played, whereas this was not the same in the New Zealand teams. It was also believed that the training ethic and intensity of the trainings were much higher amongst Australian players compared to the New Zealand players.

We have lots of really talented netballers here with lovely skills but they don't have to work very hard. That work ethic gets drilled into the Australian players really early because if they don't work hard and they're not fit and dedicated then someone like them takes their spot whereas here people get away with not working hard or not being fit and still get selected. (C8)

Nevertheless, there was still a strong sense of belief that New Zealand could match the Australians skill-wise and contributing largely towards this, was the uniqueness of the multicultural make-up of the New Zealand team compared to the Australian team. *"We do well when we play a really powerful dynamic game with flair. That's when we beat Australia. We don't compete the same, we don't do the same things as them, we play a different style and that's our strength."* (C7)

These points of difference between the Silver Ferns and the Australian Diamonds identified during this era, had a clear impact on the results as shown in Table 4 below. The Silver Ferns were very much outclassed during this second period, with the following statistics providing all international matches that occurred between Australia and New Zealand between 1988

and 2001. New Zealand recorded only 10 wins compared to Australia's 25 (29% win ratio) winning only one World Games tournament in 1989 and being unsuccessful at every Commonwealth Games and World Championships throughout this entire era (Appendix A).

Table 4 New Zealand vs. Australia 1988 to 2001

YEAR	EVENT	NZ SCORE	AUS SCORE	WIN
1989	Milo Series	47	46	NZL
1989	Milo Series	51	47	NZL
1989	Milo Series	49	37	NZL
1989	World Games	33	29	NZL
1990	Commonwealth Games	35	53	AUS
1990	J & J Cup	42	44	AUS
1990	J & J Cup	57	51	NZL
1990	J & J Cup	40	52	AUS
1991	8 th World Champs	52	53	AUS
1992	Kleenex Cup	46	67	AUS
1992	Kleenex Cup	45	55	AUS
1992	Kleenex Cup	37	64	AUS
1993	World Games	36	62	AUS
1994	Milo Series	49	52	AUS
1994	Milo Series	44	47	AUS
1994	Milo Series	53	49	NZL
1995	9 th World Champs	44	45	AUS
1996	Milo Cup	40	49	AUS
1996	Milo Cup	39	58	AUS
1996	Milo Cup	35	56	AUS
1996	Fisher & Paykel Cup	41	52	AUS
1997	Fisher & Paykel Cup	43	49	AUS
1998	Fisher & Paykel Cup	47	58	AUS
1998	Fisher & Paykel Cup	49	58	AUS
1998	Fisher & Paykel Cup	48	52	AUS
1998	XVI Commonwealth Games	39	42	AUS
1999	Fisher & Paykel Cup	60	48	NZL
1999	10 th World Champs	41	42	AUS
2000	Fisher & Paykel Cup	30	53	AUS
2000	Uni-Bank Tri Series	52	40	NZL
2001	Tri-Nations	55	40	NZL
2001	Tri-Nations	52	62	AUS
2001	Fisher & Paykel Series	47	51	AUS
2001	Fisher & Paykel Series	58	47	NZL
2001	Fisher & Paykel Series	46	50	AUS

CHAPTER SUMMARY

The early stages of this era between 1998 and 2001 saw the culture of the team considered by some to be very important. However, there seemed to be a decrease in the strength of the culture during the 90's, when a large turnover of long-term players occurred. There was still no formal induction process and the senior players continued to informally induct new team members, although an attempt was made to slightly formalise this process under new coaching and management.

The findings showed both team and individual pre-game rituals were evident. The presentation of the badge in the shape of a silver fern and in particular, the presentation of the playing uniforms to new players as part of an induction process was identified as the most significant and meaningful ritual. The findings indicated that this was not a 'consistent' ritual. However this did become more formal and was upheld by the coach and players over many years in this era.

At times there seemed to be a lack of consistent, tangible symbols, yet the team tracksuit, *kete*, and specific themes for each international netball tournament campaign were identified at different stages throughout the era. However, the symbol of the silver fern remained the main symbol identified by the participants as having significant meaning and importance.

There continued to be no formal values at the start of this era; however, there was an attempt to establish a slightly more 'formal' approach to team values later on. Team discussions took place but were not written down, and senior players continued to pass these down via role modelling and demonstration. The same three implicit values as the previous era, work ethic,

behaviour on and off court, and pride, were identified again, along with the same main core assumptions with feelings of aspirations, pride, and legacy in selection and acceptance of diverse cultures.

Leadership was still considered very important and it was thought if there was a solid group of players leading the team that was when leadership was at its most effective. There were no formal leadership groups initially but an attempt was made later in the era to change this. Leadership was demonstrated by coaches and captains through developing positive relationships, effective communication, performance on court, and showing respect, and changing environmental factors added extra responsibilities of being a leader such as public speaking and dealing with the media.

The 1988-2001 era was dominated by one particular coaching style, categorised as the empowerment approach. However it was stated this may have been too early for its time as it did not have the desired effect on the team and players. Inconsistencies emerged regarding the participant's opinions on the relationship between coaching and winning; some believed there was a connection while others felt winning was a result of other factors, such as the players and senior members who were in the team.

Major inconsistencies surrounding the emphasis placed on winning continued throughout this era, with some players believing it was very important as part of high performance sport, while others felt it was far more important to focus on the "process".

CHAPTER SEVEN

2002-2015 ATHLETE CENTRED SEMI-PROFESSIONALISM

CHAPTER OVERVIEW

This era saw many significant factors take place that influenced the game immensely. The transitioning of netball to semi-professionalism and even full professionalism for some elite players was a momentous step in the development of the game. The Silver Ferns achieved much success, winning the silver medal at the Commonwealth Games in 2002; gold at the 11th World Championships in Jamaica in 2003, and then the gold medal at the Commonwealth Games in 2006 and 2010. The National Bank Cup) as a national domestic league and franchise-based competition (which finished in 2007) was an important precursor to development of the first semi-professional Trans-Tasman ANZ Championship competition involving both New Zealand and Australian franchise netball teams. Changes to this competition format occurred in 2015 with both Australia and New Zealand choosing to go their separate ways with two separate competitions.

This chapter continues to focus on team culture, leadership and the emphasis placed on winning from the perspectives of the coaches and captains in this era.

7.1 TEAM CULTURE

7.1.1 The importance of team culture

The findings indicated that team culture was considered important and extremely strong for the participants spanning the study period. It was perceived that players felt safe and comfortable in the team environment, that despite being challenged yet it was still an enjoyable environment they wanted to be in and they *wanted* to be there. This team environment seemed to remain consistent for many years throughout this era. *“You felt comfortable you felt safe, but you also felt challenged at the same time. You wanted to be there, you wanted to be a part of that group.” (C9).*

It was stated by the interviewees that those who had been in the team for a longer period had more of an influence over the creation of the culture. Having a stable group of players made upholding the team culture easier, especially so when new players were entering a team with a culture already having been established and “passed down” by those long-term senior players. *“It was dependent on who was in the team and who the coach was.” (C8)*

Later in this era, under new coaching and management, all players were encouraged to be involved in the creation of the culture. Previously, the culture was largely determined by the coach and the senior members. However, the findings indicated a significant shift and now player input was very high. This included a lot of team building activities away from the court which were considered to be very important in creating a positive team culture.

One of the advantages of being a coach over a number of years, is that you realise where you can add a little bit more value because sometimes it's hard to start

everything. Team culture is about how it grows naturally out of the group, a lot of stuff came from the ideas of the players and then I picked it up and ran with it. I certainly don't think it was all because of me. (CO5)

Although more player input was evident in establishing team culture, the sense of there being a player/coach hierarchic aspect to this still existed. Some players perceived that the more "senior" a player became the more impact they had on the team culture.

It changes from when you go from a newbie to that middle ground into a bit of a leadership role. You definitely get given different responsibilities and you're probably aware of a lot more of what's going on because you're a lot more involved. (C9)

7.1.2 Induction

The slightly more 'formal' induction process that had been established in the previous era, continued throughout this era, with a more clear and consistent process starting to emerge. The beginning of this professionalism era saw the introduction and inclusion of other ways to formally induct players into the team. Senior players were still involved in this process which now involved new players in a physical ritual with each player being touched and kissed on the cheek upon arrival. This induction process continued even when there was a change in the head coach, with many of the traditions remaining the same.

Usually we would have a senior player, which would then be included in the induction of a junior player when they very first arrived. We would all do a little welcome in a

circle and then they all go round and kiss and we would make sure everyone was physically welcomed and touched before they came into the group. (CO5)

Although there were some previous traditions were upheld, other new rituals were added to the induction process introduced in the latter part of this era. For example, players were honoured with a traditional Māori welcome, known as a *powhiri*, and were presented with a diary and a charm bracelet. This induction process continued throughout the remainder of this era.

For those who were new into the group, there was a formal powhiri that we did and that was led by the captain and players. They were presented with a silver fern diary and there was an employment induction which was around policies and procedures of the organisation and codes of conduct. They were given their number and a charm bracelet that they all got. (CO6)

7.2 ARTEFACTS AND CREATIONS

7.2.1 Rites and rituals

The semi-formal induction process that existed in the previous era had now become much more formalised and now all new players experienced the 'rite' of being a part of the induction process. The comments from the interviewees in this era indicated that rituals had become more 'formalised' than the previous era. They now included pre-match lunches where past Silver Fern players were invited to join the team and to speak to the players. The presentation of the charm bracelet was also another ritual that continued in this era, largely in relation to the induction of new players. Unchanging through previous eras, 'team' and 'individual' rituals were still evident with for example, team songs being sung after matches and individuals having their own rituals both pre and post-match.

7.2.2 Presentation of the black dress

The most significant and long-standing ritual throughout the recent history of the Silver Ferns was the presentation of the playing dress to new players. This historic ritual has continued to hold great meaning to all players.

The announcement of the team would happen the day before the test match at lunch. We would often invite former Silver Ferns to have lunch with us and talk to us. The captain would announce the team and sometimes there would be a new Silver Fern involved in that line up. If there was, their dress would be presented to them. (CO6)

7.2.3 Symbols

The concept of having specific themes for different netball campaigns continued throughout this era. Examples of these included the painting of 'climbing a mountain' to represent the challenges of playing at the World Championships, and the introduction of such specific symbols being sewn on the inside of the playing dresses.

The girls had decided our campaign was like climbing Everest. We had a player in the team and she was a very good artist so she painted this amazing big mountain that came with us to Delhi and was in our team room. As we walked in the door that was what you saw and we used it around the symbolism of climbing that mountain and the challenges we faced at the World Cup [Champs]. (CO5)

These tangible, physical symbols were perceived to be of significant importance and meaning for many team members, reminding them of home and their loved ones when playing overseas. *"It was neat having those special physical things that meant something to you and reminded you of home. In the end that's also why you play so that the people that you love can be proud of you." (CO5)*

7.2.4 The Silver Fern

The symbol of the Silver Fern remained the most significant symbol throughout all three eras. Its importance and meaning has never diminished, rather it has grown in terms of the respect and pride that the players associate with it: *"an amazing symbol for everyone that whole idea of the respect and the legacy that surrounds it is pretty inspirational, really important." (CO5)*

7.3 VALUES AND BELIEFS

7.3.1 Formal and informal values

As with the two prior eras, team values were considered to be extremely important but only because they were agreed upon as a team, constantly reinforced throughout the season, and had complete player buy-in. It was clear from the findings that developing or evolving values as a team was necessary in order to create this player 'buy-in', and to have players truly live by and consistently demonstrate those values.

You had to have player buy in. I remember back in 2004 the players made them up. This is something that really makes a difference because if you're given a piece of paper, this is what we do, this is what we stand by, you're not going to get much buy in from the players. Getting in groups, sorting it out, you get people talking and people involved, and you get their input on it and you get more buy in. (C9)

Also in keeping with earlier eras was the seemingly reluctance in writing values down in a formal manner, and also the difficulty at times of gaining player buy-in. It was perceived that not all players seemed to live by or demonstrate the team values on a consistent basis, both on and off the court.

Of the most important things when you do that stuff, is that you reinforce the values and you keep them simple and that the senior players drive them. When you don't have those things happening, you wind up with setting a new set and it doesn't matter. My view is that I saw some people who really lived by them and others who actually didn't

understand them. And when we won, everyone talked about their values and when we lost people never really lived up to the ones they had. (CO6)

7.3.2 Work ethic

Consistent with the previous two eras, the hard work and high work ethic expected of the players grew in the era of professionalism. *“You’ve got to be prepared to do the hard work and that doesn’t just mean on the court it means off the court as well.” (C9)*

7.3.3 Pride

The sense of pride felt in being named a Silver Fern seemed to have grown stronger in this era. Respecting and appreciating the legacy of those before them, players continued to feel a huge sense of pride to be playing for the national netball team. *“I’m aware that people are thinking, “you are a Silver Fern” and the fact that people do identify you as a Silver Fern even when you’re in mufti or out of uniform.” (CO5).* The interviewees strongly believed that being a Silver Fern was a role one was in 24/7. *“What are you doing when no one is watching? How are you living the Silver Fern values all the time, not when you come in camp? You don’t put on a Silver Fern hat then say you are a Silver Fern. It’s a cloak that stays with you forever.” (CO5)*

7.3.4 Behaviour on and off the court

Upholding the value of behaving respectfully and appropriately as a Silver Fern was still of great importance in this era. Indeed, there was a lot of focus specifically around how one conducts themselves away from the court and in public. *“Being a Silver Fern was also about what you do outside of the lights and outside of the team sense.” (CO5)*

7.4 CORE ASSUMPTIONS

7.4.1 Pride and legacy in selection

The sense of pride felt in being named a Silver Fern was still as strong in this era as it was in the previous two. Even more so to some, the sense of shock in being selected.

It was a total shock. I'd been to trials and to the camp previously and never made it, which I never expected to the first time, and then to get a phone call I thought it was a bit of a prank to be honest. (C9)

7.4.2 Acceptance of cultural and personal identity

The acceptance and celebration of all players from various ethnic backgrounds into the Silver Ferns team continued to be a very strong core assumption throughout the history of the Silver Ferns. It was what made everyone unique in their own way both on and off the court.

That's what makes everybody different and unique but when you put that all together that's pretty cool, we're not all the same, everybody is different. Somebody different would say grace at dinner and we had different ways of speaking on court, we had a Māori word, a South African word, something quite different from each person. We would also have cook offs where people would have to bring different food from different countries. (C9).

7.5 LEADERSHIP

7.5.1 The importance of leadership

The importance of leadership was a constant throughout all three eras, with the growth and development of leadership a pre-requisite for effective performance of leaders. The collective approach towards leadership was the preferred approach from the early years of the professionalism era.

It is important, not the "I'm standing at the front follow me" kind of leadership but people who are willing to stand up and be counted, to take responsibility for the good and the bad. Collective leadership is more important than one good leader and I'll have that leadership any day, it's about growing leadership within the group. (CO5)

The more 'formal' leadership groups were still present however, even players not specifically included in this leadership group were also being included as leaders.

Back in the day it was more captain, vice-captain and the coach, whereas nowadays you have captain, vice-captain and there's actually leadership groups. It's about having more input, they're trying not to count out people that aren't leaders. Everybody is a leader. (C9)

Leadership, manifested in the form of an inclusive, collective approach amongst the team throughout the era, was perceived as helping the captain significantly to fulfil her role and responsibilities. It was identified that leadership was also demonstrated by individual players in their own ways.

Leading by example was important for players who needed to feel that they were contributing on the court, so for some of them it was about how well they played. For others it was about doing their job, so there was a variety of ways, but from my perspective, it was helping all the players to recognise that they had a role. (CO6)

However, there seemed to be some differences in terms of how leadership was perceived during this era. Some felt it was a collective and shared approach, but the findings identified there was still the issue as in the previous era, when senior leaders left, the leadership in the team diminished. This then presents the notion that the senior leaders did in fact have a far more significant impact in how the team was lead. *“There was a senior leadership group. The senior players helped to really lead the other players.” (C9)*. However, at times, the senior leadership group struggled to lead effectively when this group was made-up of peers. It was also identified that developing an effective leadership group takes time.

We had a group of very senior players who paid attention to the wrong things at times, and we hadn't spent enough time growing the nominated leaders to be able to lead their peers. When there was a group of 10 peers I thought the seniors of those peers struggled to assert what they wanted as an environment. (C9)

7.5.2 Coach's leadership roles

There was a continuing perception that coaches should be a good role model in terms of the various roles they played and how they demonstrated leadership. They were also expected to lead, and to develop leadership skills by being willing to learn and to grow in their role.

However, there were some other qualities that coaches were expected to possess that differed to those expressed in the first era. For example, the increase in publicity and media attention brought with it increased pressure. They were expected to now lead and act confidently in the public eye and to show resilience to deal with challenging situations that may arise.

In terms of coaches and captains NNZ do look for people who are good role models and are quite well balanced, because it is a very challenging role both as captain and coach in terms of the public scrutiny. You have to be quite sure of yourself, not necessarily arrogant, but able to deal with stuff and be resilient. (CO5)

The role of the head coach and how they demonstrated leadership had also become more commercial with Netball New Zealand placing expectations on the coach to be able to sell netball as a 'product'. They were now expected to 'lead' the sport and the game, in terms of attracting sponsorship and the expectation to generate an income.

We were supposed to win. Beyond that, it had become quite a commercial landscape, there was a lot around being able to present and sell something that the public bought, that would pay television subscriptions for, something that sponsors wanted to be associated with. That's a million dollar investment into a team and the only product you had was the team, so when results weren't going well it was even more important that the team was seen to be something that everyone wanted to be associated with. (CO6)

7.5.3 Captain's leadership influence

Many of the leadership qualities expected of a captain remained the same in this era that were also present in the earlier eras. This includes having the same expectations for all and leading by example.

I have the same expectations from me as I do from anybody else whether you're new or old, leading by example. (C9)

They included demonstrating leadership off the court as well as on, *"Sweeping the sheds, making sure the rubbish is picked up, driving the vans, and helping anybody out who needs."* (C9) There was a common perception of pressure to be 'the best' while being captain. However, across all eras it was considered important for them to show vulnerability as a leadership quality.

Because you're the captain you should be the best, well that's what I thought, you need to be at the top of everything but then I soon learnt that's not the right answer. It's being the best person that I could be for my team. You're no different to anybody else, probably the biggest thing is it's okay to show a weakness, to show that you're vulnerable which is hard, when people see you're vulnerable then they know "she's going through it too she's only human". (C9)

Some captains and coaches admitted that being an effective leader and demonstrating leadership qualities took time to develop. Dealing with the added pressure of the media and the public also added to the expectation of a captain's leadership and responsibilities lead

their team. *“There’s always the media and the social media and the public, you have to be on guard at all times.” (C9)*

7.5.4 Mixed leadership and coaching styles

This era also saw different coaches using a variety of coaching styles during their appointment. It began with the continuation of an empowerment approach that had been considered a successful approach at the time.

The empowerment approach worked particularly well in the Silver Ferns environment for me because we had some amazing women in that environment and to me, if we didn’t tap into what they bring to the group then we’re under selling ourselves or the team. (CO5)

However, the empowerment approach was replaced with a more direct, autocratic style with the appointment of a new coach. This coach was clear on what she wanted, on the processes, and made the decisions. If players did not agree or did not follow instructions, they were then held accountable.

We had a variety of ways of developing game plans. Players were generally highly involved in them but the final arbiter of whether or not we were putting it into place was me. I was very clear whether or not we were being successful, I had very clear measures, I was able to make decisions and I’d say a fair few of the players felt pretty uncomfortable when they were held to account for not putting a game plan on court. (CO6)

Some participants in the study were the recipients of both coaching styles during their playing career and felt that winning could be achieved with either approach to coaching. However, it was also felt that no matter what coaching style was being used, players were expected to listen and do what was asked of them. It was commented that this was particularly evident when a player was young and new to the team. However it was felt that when a player becomes more 'senior' in the team they then feel more comfortable to offer an opinion.

Some of them are quite direct and they know what they want, others are outside the box which sometimes you're like "why the hell are we doing this?" but usually it gets the end result. We have won sometimes with a coach that's out of the box and then one with the coach that's very strategic and structured. There are ones that are still learning at the same time so they are fresh to the coaching scene, some that don't like to have fun off the court, they want to coach, and they leave the fun up to the players, and some you can form a relationship with. (C9)

Sometimes you get told the same old strategies that might not be working but you have to do it anyway, because that's what you've been told. When you're young and someone says this is what we're doing, you say "okay". As you get older and get more of a relationship you can say "I don't think this is working, let's try something else". (C9)

7.6 THE EMPHASIS PLACED ON WINNING

7.6.1 The meaning of winning

Winning has always been considered to be an important part of being in the Silver Ferns team. However, there were still some differences even in the era of professionalism, surrounding the emphasis placed on winning, with some focusing exclusively on the outcome of the game, “*winning was the only thing*” (CO6) with others focussing on developing effective processes as a means of achieving success.

It was our number 1 priority. We wanted to win. In saying that, during the whole game we were trying not to think about that, we were trying to think about the process of how we get to the outcome. Certainly winning is a lot easier than losing, things are always a lot better when you're winning. (C9)

There was an attempt to try to create a ‘winning culture’ where games were expected to be won in all circumstances. According to some interviewees their teams had failed to develop such a winning culture.

You wanted to have that winning culture and make it a habit, not that it's a one-off win here and a one-off win there. We were trying to get known for winning and get people to realise how good it feels. (C9)

7.6.2 Leadership and winning

Despite a perception that a winning culture had not always been achievable, there was a strong belief that effective leadership can contribute towards winning, but relied heavily upon

everyone in the team being on the same page, understanding their own leadership roles, and including both the senior and younger team members.

It does help if you have good leadership, to me that is about helping getting people on the same page as much as you leading from the front. If you get people on the same page and you have real clear leadership, clear roles then you've prepared yourself for success and for winning. (CO5)

For me, captaincy means you lead the team out, you do the coin toss but once that happens, everybody is equal. If you can get that good leadership around you with other senior players and younger players, because they're younger it doesn't mean they don't know anything, sometimes they teach you stuff which can be really handy. And when everybody's heading in the same direction and knowing what we're doing and where we're going, it can make a massive contribution towards winning. (C9)

7.6.3 Coaching styles and winning

Similar to the previous era, there were mixed opinions from the participants regarding whether coaching styles, other than coaches per se, had an impact on winning. *"The more confident the coach is and believes in her coaching, then you're going to believe in her."* (C9)

Some believed that winning was dependent on the group of players that a coach had within the team, rather than the coaching style. *"There is a variety of effective coaching styles and it's always going to depend on the group that you have."* (CO6)

7.6.4 The Australian Diamonds and winning

The long-standing rivalry with the Australian Diamonds was still as prevalent in this era as it was in the previous two eras. Factors such as the mental toughness of the Australians compared to the Silver Fern players continued to be seen as a significant point of difference contributing towards their consistent winning record. The ability of the Australian Diamonds to remain mentally strong throughout games resulted in them making far less errors on court. For any errors that *were* made in their performance, there were consequences from the management for these, compared to none in the New Zealand team. The strength and depth of the pool of the Australian players was a persistent factor in the two previous eras. It was also perceived that New Zealand did not have as good succession or development plan for players feeding the Silver Ferns as did the Australians. Therefore, reducing the pool of players for selection and were forced to then 'make-do' with the available players. *"Succession planning needed to be better so it wasn't a whole group of players leaving."* (CO6)

In summary, era saw the Silver Ferns continue to trail the Australian Diamonds, 25 to 35, in the number of wins recorded (42% win ratio). Table 5 highlights the international matches that occurred from 2002-2015 concerning the two rivals. The number of tests had increased significantly compared to the previous two eras. The Silver Ferns were more successful in this era winning the World Championships in 2003, the Commonwealth Games in 2006 and 2010 (Appendix A).

Table 5 New Zealand vs. Australia 2002 to 2015

YEAR	EVENT	NZ SCORE	AUS SCORE	WIN
2002	XVII Commonwealth Games	55	57	AUS
2003	11 th World Champs	49	47	NZL
2004	Fisher & Paykel Series	54	45	NZL
2004	Fisher & Paykel Series	52	50	NZL
2004	Fisher & Paykel Series	53	46	NZL
2004	Holden Astra Test Series	49	54	AUS
2004	Holden Astra Test Series	50	42	NZL
2004	Holden Astra Test Series	51	53	AUS
2005	Holden Test	50	43	NZL
2006	Fisher & Paykel Test	61	36	NZL
2006	XVIII Commonwealth Games	60	55	NZL
2006	Holden Test Series	52	40	NZL
2006	Holden Test Series	38	48	AUS
2006	Fisher & Paykel Series	47	51	AUS
2006	Fisher & Paykel Series	43	37	NZL
2006	Fisher & Paykel Series	40	46	AUS
2007	Tri-Nations Series	47	50	AUS
2007	Fisher & Paykel Cup	46	53	AUS
2007	Holden Test Series	67	65	NZ
2007	Holden Test Series	47	54	AUS
2007	12 th World Champs	38	42	AUS
2008	New World Series	51	53	AUS
2008	New World Series	38	31	NZL
2008	Holden Test Series	46	41	NZL
2008	Holden Test Series	41	43	AUS
2009	Holden Test Series	53	50	NZL
2009	Holden Test Series	44	48	AUS
2009	Holden Test Series	33	36	AUS
2009	New World Series	46	47	AUS
2009	New World Series	52	36	NZL
2010	Holden Netball Test Series	43	48	AUS
2010	Constellation Cup New World Series	59	40	NZL
2010	Constellation Cup New World Series	40	46	AUS
2010	XIX Delhi Commonwealth Games	66	64	NZL
2011	Constellation Cup New World Series	47	52	AUS
2011	Constellation Cup New World Series	45	42	NZL
2011	13 th World Champs	57	58	AUS
2011	Holden Netball Test Series	49	48	NZL
2011	Holden Netball Test Series	44	51	AUS
2011	Holden Netball Test Series	41	44	AUS
2012	Holden Netball Test Series	54	52	NZL
2012	Constellation Cup New World Series	50	49	NZL
2012	Constellation Cup New World Series	53	59	AUS
2012	Holden Netball Quad-Series	48	68	AUS
2012	Holden Netball Quad-Series	48	43	NZL
2013	Constellation Cup New World Series	55	51	NZL
2013	Constellation Cup New World Series	45	48	AUS
2013	Coles Netball Test Series	50	50	AUS
2013	Coles Netball Test Series	47	52	AUS
2013	Coles Netball Test Series	49	50	AUS
2014	XX Commonwealth Games	40	58	AUS
2014	Constellation Cup New World Series	42	59	AUS
2014	Real Insurance Netball Test Series	40	49	AUS
2014	Real Insurance Netball Test Series	34	47	AUS
2014	Constellation Cup New World Series	47	51	AUS
2015	Constellation Cup New World Series	44	50	AUS
2015	Constellation Cup New World Series	48	58	AUS
2015	Constellation Cup New World Series	50	47	NZL
2015	Constellation Cup New World Series	58	47	NZL
2015	14 th Netball World Champs	55	58	AUS

CHAPTER SUMMARY

During the semi-professional era of 2002-2015, team culture continued to be highly important and was described as safe, comfortable and enjoyable. There was also a hierarchic aspect evident, in that those who had been in the team longer had more influence over the creation of the team culture. This changed later in the era, with a much higher level of player involvement encouraged and included lots of team building activities away from the court.

Players were now told individually about their selection in the Silver Ferns followed by a media announcement. As was evident within the previous two eras, there was an overwhelming sense of pride and excitement at being selected. The more formal induction process has been previously established continued, with new players welcomed into the group physically through being touched by the existing members via a hug or a kiss. There was a formal *powhiri*, and new players were also presented with a 'diary' outlining the expectations, employment policies and procedures, and were gifted a charm bracelet made by New Zealand jewellers, *Koru*.

Rituals became a lot more formalised in this era. The presentation of the charm bracelet and the pre-game lunch were perceived to be significant rituals. However, the presentation of the black dress to the new players established in the previous era remained the most significant ritual. There were some tangible symbols such as the *kete*; however, the silver fern was a consistent symbol throughout the three eras. 'Themes' for specific tournament campaigns were established with specific symbols associated with each theme that were then sewn on the inside of the playing dresses.

Team values were still considered important as in the two previous eras, and included the informal values of legacy, pride in being a Silver Fern, behaviour on and off the court, hard work and being a Silver Fern 24/7. There was a strong belief that even though values were important, if they were not reinforced consistently throughout the season then there was no point in having them. These informal values continued to be led by the senior players, however it was felt there were significant inconsistencies in the demonstration of the values by some members. Leadership continued to be important and this era saw a more collaborative approach towards developing leadership within the team. There were formal senior leadership groups established but this approach struggled at times to grow new leaders and left a gap in the team when these leaders left. The increase in publicity and media attention in this era brought increased pressure on the captains and coaches in the way they were expected to lead. The coaching styles within this era began with a more inclusive, empowering approach then shifted significantly to a more autocratic style, with recipients of both styles stating the benefits of having been coached under two completely different styles.

The outcome of the game continued to show inconsistent opinions whether the score or process was more important. The findings showed an agreement on the relationship between leadership and winning as long as all members understood their own roles and were on the same page. The participants again expressed mixed opinions regarding whether coaching styles had an impact on winning with some believing winning depended on the group of players that were in the team at the time. The Australian rivalry was still present, with the same factors identified previously still evident in this era, with mental toughness and player depth being the major differences.

CHAPTER EIGHT

DISCUSSION

CHAPTER OVERVIEW

The objective of this research was to examine the importance of team culture, leadership and the emphasis placed on winning within a high performance female sports team, and to investigate how and why (potentially) this has changed over time. This research examines the insights provided by the perspectives of past coaches and captains of the Silver Ferns, New Zealand's national Netball team during the period of 1960-2015. There were specific research questions that needed to be addressed and therefore form the basis of this discussion chapter. Factors affecting team culture are discussed, beginning with the importance of developing a team culture and the varying ways this has been done with the use of artefacts and creations, rituals and tangible team symbols. The use of both informal and formal team values are explained, followed by a discussion on how culture is represented by the basic core assumptions of the team.

Leadership, its importance, the coach and captain and how their roles have changed over time are explored. A discussion then follows on the coaching styles and the impact of differing approaches on team culture. The emphasis placed on winning and the relationships between leadership, coaching styles and winning are discussed, followed by an analysis of the key factors contributing towards the long-term rivalry between Australia and New Zealand. The chapter then concludes with a discussion about how environmental factors (political, economic, social and technological), have influenced the team culture over the course of the three eras.

8.1 TEAM CULTURE

8.1.1 The importance of team culture

Developing a positive team culture is as important in the sports world as it is in the business world. Taylor (2015) describes culture as being the expression of a team's values, attitudes, and goals about sport, competition, and relationships. He considers this to be important because it directly influences many areas that then affect the functioning of a team and their performance. The importance of team culture was a significant finding in this study given that all interviewees across the three eras commented on culture as being a substantial strength of the team.

As a team, as a player, team culture is very important to me. (CO2)

Team culture is huge, it's hugely important. (CO4)

Culture is one of the most important things in the Silver Ferns. (C9)

Another constant factor found over the three eras was that the key to developing team culture was "acceptance". This meant that people were accepted unconditionally as they were when they came into the team, and were not expected to change. *"We accepted anyone for what they were and that was really, really important to remember."* (CO2)

However, there were varying views offered by the participants regarding how the team culture developed. Some interviewees across the eras identified that culture was developed via a 'collective' approach implying that all coaches and players were involved, and where

individuals put the team first with an understanding they were working towards a common goal.

We've always had a collective approach, about the team being everybody, and the common purpose and everybody is putting their shoulder to the wheel. (C2)

It was all driven by people that wanted the best for themselves and others, and that was incredibly strong for that era. (C5)

However, other views from participants indicated that at various times over the course of the three eras, the culture had been largely led by the coach and senior leaders.

I was in the team for such a long time with different personnel. I would say that it was different depending on who the coach was or who the personnel were in the team. At times I do believe it was stronger than others. (C8)

At times it was dependent on the coach, and definitely in later years it was very much the senior player group as well as the captain. (C7)

During the first era, there was no 'formal' approach to developing the Silver Ferns team culture and it was essentially determined by the coach. The second and third eras both saw the culture start to become driven more by the senior players. In a sense, senior players 'created' the culture with newer, younger players expected to fit into a culture that had already been 'established' and was 'passed' down by those senior members.

There would have been eight players that were really quite experienced and they determined the culture and we fitted in. (C5)

It may be inferred that the participants involved in this research considered the development of team culture as being a 'collective' approach, because they had been heavily involved in such an approach either a coach or captain (senior player). There may well have been a different experience for those not involved in either of these roles. This approach to creating culture differs to how Dennison (1984) recommended culture should be developed. He argued that positive team culture is a result of a high degree of inclusion from all individuals, in order to gain a sense of ownership over their performance and a sense of pride in what they have contributed. Teams with an inclusive, positive culture tend to perform significantly better compared to those without one.

The second approach described by Taylor (2016) recommends coaches should take an active, although not dominating role, and adopt a more 'collective' approach towards creating team culture. Through their leadership and open discussions with team members, coaches could then identify the values, attitudes and goals that the team agree upon and want to have as the foundation of their culture. Such a collective approach would help to ensure that everyone in the team feels a sense of ownership for the development of the culture and, as a result, would be more likely to have 'buy-in' (Taylor 2015). In a netball context, it would then be expected that players work together collectively as a team to help make another player 'shine', for example, by helping to create an important intercept. This can also lead to players

accentuating the emotionally supportive and sympathetic role that they play for one other (Mallet & Cote, 2006).

The significant influence that past Silver Fern coaches and senior members seemed to have on the development of team culture within the Silver Ferns, appeared to have both positive and negative consequences. Some interviewees expressed a view that this senior player influence on creating team culture developed a 'hierarchical' effect at the time.

It was an interesting culture when they first came in, it was very hierarchical. (C6)

There were definitely the senior players, then the middle players and the newbies at the other end of the scale. (C9)

It was also expressed that having the same or a 'consistent' coach and/or a stable group of core senior leaders, made the creation and establishment of team culture far easier.

The really nice thing about the Silver Ferns is that you actually do have players there from quite a long period of time. There will be some that unfortunately come in and out quite quickly, but you have that legacy and that consistency, so it's a lot easier to hand a team culture down when you've got such a stable group. (CO5)

An issue with this approach of the senior players largely creating the team culture occurred when there was a loss of these players, resulting in a loss of the team culture. According to Schein (2010), an organization's culture depends on four components: stability, depth,

breadth and integration. The component of stability is vital, and is present when the culture and its associated values are constant and are hard to change even if there is a turnover of personnel (Katz 2001; Schein 2010; Scott 1997). Schein claims that if there is a lack of stability or major turnover of leaders within the group, as was identified in this study, this may cause the group to split and divide into their subcultures, to the detriment of an overall 'team' culture. If culture is to have a positive effect, some degree of stability is necessary. Such stability may have been missing within the Silver Ferns during particular stages. This point may also suggest a lack of succession planning.

There is a risk that looking to develop or impose a team culture using only one or a few team members who might be particularly assertive or controlling, therefore leaving other team members feeling disregarded and powerless. As previously mentioned, Taylor (2016) suggests that when the team culture is taken over by a small group of members who are more interested in exerting their own power, there is a risk that a toxic culture could emerge that serves neither the best interests of the team as a whole or its individual members (Taylor, 2015).

However, in the case of the Silver Ferns the time spent together as a team off the netball court was highlighted as being extremely important, particularly during both the second and third eras. This supports the literature by Yukelson (1997) where team-building activities away from the 'working' environment were considered an important component in developing a positive team culture.

Our strength in the Silver Ferns was the team culture element, we may struggle sometimes to execute consistently and under pressure, but with the sort of work that we'd done in the team culture off court was really important... With the changing environment of coaching we had more time with the players and there was a real emphasis on that team culture and developing that cohesiveness off the court which obviously then would be helped on the court. (CO4)

8.1.2 Induction

The findings from the research regarding rituals can be interpreted and discussed in terms of Bolin and Granskog's (2012) argument concerning anthropologists 'being' or even 'becoming' who they study in terms of being a member of the sport subculture. While the participants in this study were not anthropologists, this section aims to discuss how they were observing and engaging as they sought to be, to become, and to belong in their new team environment.

How to be

The notion of 'how to be' frames the description of the adjustment the new players had to make once being selected for the Silver Ferns and how they had to immediately 'be', in terms of the behaviours they had observed in the older, senior team members that were required in order to 'exist' in their new environment. Examples of this within the Silver Ferns team included the obligation that the new players perceived the senior members expected of them especially regarding their commitment and work ethic at training and for example putting the team first.

When you first come in to the team, you get shown around and told how things go, what to do and then you learn along the way. (C9)

How to become

Berreman (2012), claims that once the task of how to 'be' is accomplished, the researcher can then proceed with the task of trying to understand and interpret the way of life of the people that were involved in the research. In relation to this study, that process could only be conveyed by the participants as the nature of this research did not allow the researcher to observe and judge if, and how, they had come to 'be'. This could emerge through self-identification, and then how those participants relayed these aspects of their perceived experience.

How to belong

Huot and Rudman (2010) state that once these initial impressions are formed, performances are often likely to be influenced by how individuals see others perform and how they wish to be viewed by them. The ability for an individual to 'perform' comes in part from the understanding and awareness they develop from these routines. The authors also explain how the 'workplace' is an example of this dynamic, since specific expectations might be outlined and individuals wishing to be seen as 'good' employees or in this case players, will present themselves as such. The ritual of the presentation of the player handbook from the coaches is an example of how the new players were informed of expectations to have and conduct themselves to be 'good employees' within the Silver Ferns team.

There was an employment induction that was around policies and procedures of the organisation, and codes of conduct. (CO6)

The induction process of new players was very informal in the first era, with the senior members taking the responsibility to welcome the new players in to the team. An induction process continued in the beginning of second era, and as before, was not necessarily viewed as a 'negative' by new players. This process began to change later in the second era becoming slightly more formalised, including the rituals of being presented with a player handbook outlining expectations around what it means to be a Silver Fern, a badge in shape of silver fern, a charm bracelet, and the presentation of the playing uniform by a senior player. However, not all players were inducted this way, nevertheless this more 'formal' induction process grew and developed even further in the third era under the various head coaches.

8.2 ARTEFACTS and CREATIONS

Schein (2010) describes artefacts and creations as the visible, tangible elements that one sees, hears and feels about the culture. The ritual of selection into the Silver Ferns team and the wearing of the black dress are not only key events but artefacts that displayed important values and significant achievement by the players. Events are considered as tangible, visible artefacts and in their creation have become part of the culture of the Silver Ferns.

Behaviour in the form of rituals and ceremonies are also artefacts, evident in the cultural themes that have either remained constant, or have become even more embedded over the duration of the three eras. These include the artefacts and demonstrations of pride in selection as a Silver Fern in representing New Zealand in netball, and the pride in wearing the black dress linking to the importance of the legacy of being a Silver Fern.

8.2.1 Rites and rituals

As described previously by Inkson and Kolb (1995), a rite is an activity in which participants must endure in order to progress within a culture, and a ritual can be a set of actions or behaviours that are performed mainly for symbolic value and are done on specific occasions. These rites can also be indicative of the cultural values within a group or organisation. According to Deal and Kennedy (1982) and Trice and Beyer (1984, 1985), rites and rituals can be ways of interpreting, understanding, and communicating cultural assumptions. Rituals are often symbols that express particular assumptions, for example, the presentation of the black dress by senior members to the new players is symbolic of being welcomed into the team as well as being an expression of the deeply embedded assumptions of what it means to be a Silver Fern and being a part of that legacy.

The findings from the research showed there was a lack of such consistent, defining rituals within the Silver Ferns particularly, from 1960-2001. However, some rituals did occur, for example, team performing and singing team songs on the bus to and from game venues, performing a women's *haka*, and singing *waiata*.

We were doing the haka. In those days June Waititi's brother had taken us for something that was acceptable. It wasn't a big deal that ladies shouldn't do it, and we did a lot of Māori songs and action songs. (C02)

Nevertheless, these behaviours were not all recognised as a ritual by the interviewees.

I don't remember anything specifically set up that it became a ritual for a reason. (C2)

Although they may not have been considered as 'formal', the participants identified both team and individual rituals that were evident throughout all three eras. These included the rituals regarding the wearing of clothing, pre-game warm-up, and post-match songs.

She would not warm up with the team but come the game, she would be 200% but she needed her own head space not as part of the total team. (C10)

A study completed by Schippers and Van Langee (2006) found that many sports people seem to be at least somewhat superstitious, especially those who are performing at the top, and that there were psychological benefits of having consistent superstitious rituals in top sports

teams. A purpose of rituals might be preparing mentally for each performance as was indicated by some of the interviewees, and that they provide a rational and useful purpose for those individuals. Langer and Roth (1975, cited in Schippers & Van Lange, 2006) also stressed the benefit of consistent individual and team rituals, and explored this notion in terms of player-control. This is important in situations where there is minimal to no control, which is particularly the case with high performance team sport where chance as well as skill play a role in determining the outcome of a match. Therefore, in such situations players will probably be more prone to the illusion of control when performing their own superstitious rituals. These rituals aim to reduce psychological tension prior to a game and as demonstrated by the following quote, pre-game individual rituals seemed to be quite prevalent within the Silver Ferns particularly during the third era (2002-2015).

We started to have a song that we would sing afterwards in the changing rooms, otherwise everybody does their own sort of individual routines and rituals that they like to learn. (C9)

Further rituals were introduced with the inclusion of a *powhiri* and the presentation of a diary and charm bracelet to new team members. However, there was one significant formal 'team' ritual the interviewees identified and which was consistent throughout the two latter eras, this being the presentation of the playing dress.

8.2.2 Presentation of the black dress

The presentation of the black dress was considered by far the most important ritual noted by many of the respondents as a symbol to recognise the significant achievement of being

selected for the Silver Ferns. However, this had not always been the case and the ritualistic nature of this has evolved over the three eras. During the first era of 1960-1987, the presentation of the black dress was not mentioned nor recognised as an important ritual by interviewees. The ritual presentation of the black dress became a more formal ritual during the second era and continued throughout the third era. Presented by a senior member in the team, this ritual continued to develop, and as explained by Inkson and Kolb (1995), the ritual was performed essentially for symbolic value and done on specific occasions such as being welcomed into the team, as illustrated below.

If it was your first time, before your first test match you were presented with your playing uniform and one of the senior players did a speech. (C7)

Although rituals started to become more formalised, they tended to acknowledge only the new members and even then, did not occur on a regular basis. The participants agreed it was important for the team to establish informal and formal rituals that the members feel are special, are willing to be involved with and commit to, a process that aligns with the first level of Schein's (2010) model of organizational culture involving the use of consistent, observable rituals within the team.

This finding supports Johnson *et al.* (2013b) who state that rites and rituals are vital to establish and be upheld by team members and play a significant part in the creation of a winning team culture. The importance of rites and rituals amongst a team is also supported by Heeran and Requa's (2001) research where the female field hockey team involved in the study celebrated their wins together as a team every time they experienced success. This

became a ritual that not only confirmed and strengthened the unity of the team, and one that all members were involved in, were committed to, but helped to promote future success.

8.2.3 Symbols

A symbol has meaning that goes beyond its visible appearance. In addition to representing and expressing meaning, symbols have the 'power' to arouse emotions and drive people to take action (Ashkanasy, Wilderom, Peterson, 2000). Symbols 'stand for' the meanings, experiences and ideas that people have in and about the symbol in the context of the organization (Rafaeli & Worline, 1999). The findings showed there were several different tangible symbols identified across the three eras. During the first era the interviewees referred to a little *Māori* doll that was used as the team symbol.

We had a team symbol there was no doubt about it. There was a little Māori doll in all the costume with the feathers and bits and pieces and she was carried around with us. She went to the world championship with us. (CO2)

The second era saw a number of different symbols identified, such as the *Kete*, the Rock, and specific themes associated to various netball campaigns.

Before we went away to World Champs we had to collect things in our own kete that would really connect us or ground us back to home when we were away. We also had to bring a pebble or some kind of small rock from close to where we played our first netball game. And within that kete people also brought some different letters or notes that their family had written. (CO5).

The concept of a symbol based on specific themes for various tournament campaigns continued throughout the third era, with the symbol also sewn on the inside of the players' dresses.

There was always the symbol for each World Cup [Champs] or commonwealth games, a different theme as such, and we would put these special symbols on the dresses so then that dress is different to every other one and it would be inside the dress, hidden so only us in the team would know about it. (C9)

8.2.4 The Silver Fern

All respondents agreed that the silver fern across all three eras as being the most significant symbol. The black dress with the silver fern is an example of a tangible symbol that was held in such high regard by coaches and captains as demonstrated by the following quotes:

The silver fern. We really did honour that. It was the pinnacle of everything. (C10)

The silver fern is an amazing symbol for everyone and that whole idea of the respect and the legacy that surrounds it is pretty inspirational - really important. (C05)

It can be inferred that the significance and importance of the silver fern as a symbol has not waned but has become even more ingrained throughout the three eras. For all of the interviewees it was very important to wear the black dress with the silver fern. The pride in wearing the black dress with the silver fern is a symbol also consistent within the All Blacks as

explained by Johnson *et al.* (2013b), where the black jersey was an example of a symbol that has both historic and important cultural meaning.

Schein (2010) identifies symbols as part of the first layer of organizational culture and making up the sensory experience of the organization. Symbols take aim directly at the heart of the organization and their first function is for those members to make meaning of them. These findings reinforce Schein's statements in the meaning and feelings of pride and legacy that were identified as being associated with the symbol of the silver fern. This also reflects the views of Hatch (1993) that symbols are objects that can take on meaning. The silver fern has significant meaning to the players and is a strong indicator of the dynamics of the team where all interviewees mentioned the pride and legacy of being named a Silver Fern. This point also aligns with the claims by Rafaeli and Kluger (1998) that symbols give members the ability to create a sense of knowledge and behaviour, with the silver fern symbol being the foundation of how players are expected to behave as a member of the team, upholding the legacy of those before them.

8.3 VALUES AND BELIEFS

From an organizational perspective, values are often represented by the philosophies, strategies and goals required, appreciated and understood by the leaders. The development of a positive team culture is influenced by collective values, the learned expectations and rules of team members, upheld and then passed on to new team members. Ashkanasy, Wilderom and Peterson (2000) explain that the way values are created, are done so to talk about something social, cognitive and behavioural. Values and beliefs have both social and cognitive dimensions because they represent the experiences and understandings of a group and are behavioural because they are demonstrated in the manner of the group.

Early work by Bristol (1948) explains how beliefs differ to values in that they are the core of who we are, what we do and the success we attain. They are formed by family, peers, experiences, and often by leaders. Beliefs and assumptions about what is true from a cultural perspective, come from the interactions and acceptance felt within a group. As such, this research demonstrates the importance of specific values and beliefs that became embedded in the core assumptions of the Silver Ferns over a five decade period.

The findings showed that three significant values were identified by the interviewees to be present throughout all three eras. These were work ethic, pride, and behaviour both on and off the court.

Our values included hard work, wearing the fern with pride, valuing the people that had worn the dress before you, honesty, and having a good training ethic. It was about what it really means to wear the silver fern and not to be taken lightly and the

dedication that's needed, not when you're in the team but when you're away from the team as well. How you represent yourself in public because people are always watching what you're doing even when you're away from the team. (C8)

8.3.1 Work ethic

In all interviews and discussions with the Silver Fern captains and coaches, the value of possessing a high work ethic was passed down and remained to be an essential responsibility that was carried on throughout the eras. To preserve the honour and reputation of being a Silver Fern, it became ingrained in the minds that it was the responsibility and expectation of all players to have a high work ethic both as individuals and collectively as a team. One of the captains captures the importance of having a high work ethic as follows;

Hard work, you've got to be prepared to do the hard work and that doesn't mean on the court it means off the court as well. (C9)

8.3.2 Pride

Having a sense of pride was hugely important. It was a part of the legacy of being a Silver Fern and remained a constant significant value that was passed down throughout the three eras. Players took immense pride in their selection in the team, their appearance, the way they performed, in wearing the fern, pride in the dedication and commitment that was needed to be successful as a team, and pride in the way players represented themselves both on and off the court. The following quote represents the importance of this value:

We're always proud. You always had to take pride in the way you looked and pride in the way you played and take pride knowing that you wanted to win. So to me, pride was probably the biggest value because that covered such a lot. (C1)

8.3.3 Behaviour on and off the court

Understanding that being a Silver Fern is a '24/7' role is highlighted by the coaches and captains who agreed that this was a very important value. It meant that the work that was done on the court in terms of individual and team performance was also backed-up with work that was done away from the court or team setting. Being a Silver Fern was also referred to by one coach as players wearing an invisible "cloak", in that it stays with them forever and is not removed when they leave the Silver Ferns training camps or environment. How one acts when no one was watching, and the work ethic expected of players off the court, was deemed extremely important as indicated below:

I suppose to me the most important value is that Silver Fern 24-7, which to me is about doing what are you doing when no one is watching and how are you living the Silver Fern values all the time not when you come in camp. You don't put on a Silver Fern hat then you are a Silver Fern. It's a cloak really, that stays with you forever. (CO5)

The process of forming team values and beliefs within the Silver Ferns has never really been formalised over the three eras. In the sixties, team values may have been largely influenced by the coach setting the expectations and being very clear on what she wanted and expected from her team. These values were then 'passed down' by senior players informally, with

expectations that new players would accept the values established by those before them. The interviewees felt this was an important aspect in upholding the legacy of those senior players.

They were unwritten, that was the legacy. The senior players at the time passed them down through their actions. We noticed that when they left and I became a senior player, there was a lot of mentoring in an informal way and we took on the responsibility. (C3)

The beginning of the second era continued very much in the same way with no formal approach to developing team values. These remained to be created informally and were still demonstrated and passed down by senior players. There was an attempt later in the same era to establish a more formal approach where these values were now discussed as a team in order to try create player buy-in, but there was hesitancy to write these values down in a formal manner. Many of the interviewees mentioned how they had been a part of discussing team values but the hesitancy to write them down was due to a lack of consistency in the demonstration and living of these values by some players.

The third era saw this process continue as the team was included in the discussion of the values, but the same hesitancy to write them down in a formal manner remained. This was due to a feeling amongst some of the interviewees that the team values were not always demonstrated in high intensity situations, nor were they demonstrated consistently or effectively, and with some players not believing or living the team values, only tolerating them. *“Players may develop their own values but they don’t live up to them quite often.” (CO6)*

Lussier and Kimball (2014) explain how values and beliefs are the principles that underpin decision-making and what is considered to be ethical and appropriate behaviour in a team. They are observed only indirectly and can often be described in a teams' mission statement, however sometimes a teams' talk (its identified values and beliefs) does not match its walk (with the values and beliefs being put into action). This issue leads to the importance of aligning the team culture with a more professional approach towards upholding the team values. A united front for both junior and senior players is crucial for the values of the team to be properly believed in, demonstrated and reinforced, an area that was clearly identified as lacking for the Silver Ferns in the most recent era.

This point according to Schein (2010) and the six steps he encourages for the establishment of team culture with the first being all team members with either formal or informal leadership responsibilities embracing the values of the team. The second, to continually reinforce the team values through various formal and informal means, which appeared to not have been done consistently throughout the three eras. Thirdly, for leaders to demonstrate the team values as solid when faced with a difficult situation, for example, it is important for the Silver Ferns to react positively to a loss. The fourth step is then the emphasis that team leaders place on situations to reinforce the team values; the fifth step requires selecting members for the team who will embrace and live by the established values and the final step being that the values are reinforced through the development of the desired team culture.

8.4 CORE ASSUMPTIONS

The core or essence of a culture is represented by the basic underlying assumptions and values, which are difficult to determine because they may exist essentially at an unconscious level. They provide the key to understanding why things happen the way that they do (de Jonge, 1991). Schein (2004, p. 32) states that basic core assumptions are about “what to pay attention to, what things mean, how to react emotionally to what is going on.” Core assumptions differ from values in that they are taken for granted often without conscious thought, and they become accepted as the norm over a period of time by the group or organization (Johnson, 2012).

8.4.1 Pride and legacy in selection

An unchanged core assumption across all eras was the pride in being named a Silver Fern along with the legacy that was associated with it. Creating and then sustaining the legacy of those before them was something considered to be very special and was a part of the culture of the Silver Ferns.

I aspired to be there. I was absolutely thrilled to have made it because there were others that had been there before me and played in my position, so it was a real thrill to have made the Silver Ferns for the first time. (C1)

I remember watching the 1987 World Cup [Champs] team, that's the one game that sticks in my mind. That was like “oh I want to be a Silver Fern”. I had those aspirations from quite young so it was really exciting to make the team. (C7)

8.4.2 Acceptance of cultural diversity

Another core assumption that persisted throughout the history of the Silver Ferns but which seems to have been progressively built upon, was that of accepting all players from different cultural backgrounds. Players from different races were never thought of or treated differently, and everyone looked after one other.

Never ever at any stage can I recall anything that was a concern in any way, we were just a New Zealand team. (C10)

It was the New Zealand way, we accepted anyone for what they were. (CO2)

All cultures were acknowledged and appreciated for their own uniqueness, for example speaking in both Māori and Afrikans language on court, and team cook-offs with players cooking food from different countries were ways in which ethnic cultures were respected and incorporated in to the team. However, the Māori culture has always been recognised and formed a significant part of the team culture throughout all three eras. Singing *waiata*, saying a *karakia* or grace at dinner, and singing the national anthem in both the English and *Māori* version are all examples in which the *Māori* culture was celebrated and respected. Individual differences of players from different ethnicities were also celebrated in regards to their own playing styles. Interviewees commented this being a strength of the team and how the Silver Ferns differed to other countries, particularly Australia.

The cultural diversity actually influences the style of play which is different to Australia.

(C7)

When I was in the team we were about half pacific Māori and half not. The culture didn't change and I was there for 11 years. The coach was very focused on netball, there was no feeling of not being welcomed and it was about creating a netball team.

(C6).

8.5 LEADERSHIP

8.5.1 The importance of leadership

Bennis and Nanus (1985) state that it is important to distinguish the difference between leadership and management and claim that ‘leaders do the right thing’ and ‘managers do things right’. The authors explain that leaders tend to be more visionary, they tend to focus on the future, and they have the need to be able to strategise, whilst managers may be focused on the day to day processes. The findings indicated that leadership was considered extremely important throughout all three eras. *“You have to have leadership, otherwise everyone would be doing their own thing.” (C1)*

The leadership of the Silver Ferns took shape in two distinct styles throughout all three eras. The first era saw the leadership style being dominated in the form of one ‘boss’ and a more authoritarian style of leadership, as described by Taylor (2004). Here the coaches tended to dictate what was to be achieved and how, and then directs, or ‘controls’ the team without any meaningful involvement from the team members. There was an emphasis on individual and team discipline; however some senior members had, at times, minimal involvement in discussions around team plans and game strategies. Although the dominant form of leadership during this era was largely authoritarian, at times aspects of a ‘collective leadership’ approach were evident. The interviewees highlighted that there was always the sense that everyone was working together towards the same common goal or purpose. *“That leadership process was led by someone or a collective group of people.” (C2)*

During the following era, growing and developing leadership was still considered very important and this was done through implementing a collective leadership approach. This

approach evolved and became the preferred leadership style of the second era, resulting in a significant shift in how leadership was demonstrated within the team. This style remained and continued to be demonstrated in the third era, carried on and developed upon from the previous coach. *“Everybody had one rule, “we’re all here together” whether you are the captain, vice-captain or not, you had a role to play within the team.” (C9)*

Collective leadership continues to be a developing field where there is not one common definition. This style is about accepting and organising human, cultural, and technological resources, where group or team members are motivated to achieve a common purpose, and to form relationships with each other that are built on respect and focused on achieving optimal results. It is about having developed a shared purpose and working together and sharing wisdom (Johnson, 2012). Collective leadership is based on the selection of the leaders, firstly picking the best people who are usually experts in their particular area or positions, so that when brought together they will improve the decision-making and create positive synergies for the group. This shared responsibility enhances decision-making and improves problem solving for those in leadership positions (Johnson, 2012).

Like the Silver Ferns, throughout the history of the New Zealand All Blacks Rugby team there was always a strong sense of collective leadership amongst the senior players. This was originally led by senior players in an ‘informal’ approach from ‘the back seat of the bus’, but then also became more formalised by the recent coaching team and had proved to be very effective. This ‘formal’ collective leadership group approach has been credited with playing a critical role in the success of the All Blacks leadership and winning excellence in the period from 2004-2011 (Johnson *et al.*, 2012).

As much as both types of leadership styles used by the coaches of the Silver Ferns were considered to be effective, the specific use of informal and formal leadership groups by coaches also contributed towards how leadership was exercised or how it evolved within the team throughout the three eras. The role of the coach played a significant part, largely determining the level of involvement the players had in regards to leading. The findings showed there were different views throughout about how leadership groups operated. The earliest era saw the informal leadership group in full effect. The senior members of the team became 'informal leaders' and worked in conjunction with the captain to demonstrate leadership. This 'informal' group approach to demonstrate leadership continued much throughout the second era and was considered by the interviewees of this time to be very effective.

We didn't have a special leadership group per se, we had some real core players who were consistent performers and had really good leadership skills in each area of the court. They were my sounding boards and support crew and they all led when required.

(C6)

Interviewees from the first two eras expressed that when there was a solid, consistent group of core players leading the team and effective leadership was being demonstrated, this was when the Silver Ferns were most successful. However, some issues arose with these informal leadership groups broken up when senior members left the team. This was noted particularly in the early stages of the second era, resulting in what was felt to be a team that was left lacking in leadership. *"In the early 90s there were lots of turnover and there was a little bit of a lack of stability."* (C5)

The establishment of more 'formal' leadership groups began in the latter part of the second era. Senior team members were identified by team management to help share the workload, and this became known as the 'senior leadership group'. This new approach to formal leadership groups was initially met with some criticism about the uncertainty of what the management team were trying to achieve. However, over time this approach became accepted and was believed by the coaches to have contributed towards the level of success the team achieved. The third era saw leadership groups remain important with the formal use of a leadership group continuing, with the team management, captain, vice-captain and identified senior players included. Although there was the formal establishment of a 'senior leadership group', interviewees highlighted how everybody in the team was considered a leader and demonstrated leadership in their own ways, as well as creating a sense of togetherness and sharing the workload amongst teammates.

Our captain often led by example on the court, the role had become increasingly complex and we had a number of people who helped her to do that. There was the media, the public speaking, so we stepped up, but it was about creating this group that was as good as it could be by helping the people who had those designated roles.

(CO6)

The issue that was identified in the first two eras regarding a loss of senior players feeling like a loss of leadership, surfaced again in the third era. When senior players retired from the team it became evident there had been a lack of development of players to take their place. It became clear that having a senior leadership group had not been effective in terms of

developing leaders, and consequently the inclusion of a younger, 'newer' team member into the leadership group began.

There was a period where people retired and then there were the new leaders but we hadn't really groomed them. We hadn't given anybody experience so when it came to find leaders for the leadership group there was a bit of a gap when I finished. (C9)

The findings from this research endorse Schein's (2010) explanation that leadership is fundamental to culture, it becomes embedded, changes and develops. Although the leadership within the Silver Ferns had been largely informal, this has now formally continued through the leadership group developed within the most recent era.

8.5.2 Coach's leadership roles

In the first era, it was noted as vital for the coaches to demonstrate leadership by firstly respecting and treating all players equally. Coaches also showed leadership by making what they felt were the correct decisions regarding the best players to take the court, and having effective communication with all involved in the netball scene.

I was careful to treat everyone with respect. No one in the team ever was discarded like an old sock that you didn't want them. (CO2)

Respecting and caring about players, effective communication and decision-making skills were qualities also considered to be necessary of coaches during the second era. Chelladurai (2011) identified these same qualities, stressing they were important leadership behaviours

for a coach to possess especially in the pursuit of excellence at high performance level. The introduction of additional specialist coaches was also thought to be a positive and effective form of leadership demonstrated by the head coach. For these coaches, presenting a 'united front' to the team was also critical in demonstrating leadership, as this indicated to the players that they were all on the same-page in terms of the direction of the team.

We needed to have that one view so that something I said wouldn't be different and sending mixed messages to the team. (CO4)

Coaches in the final era were expected to lead by setting an example, by being role models, for example showing that they were still willing to learn and to grow just as their players were expected to. These qualities are consistent with the findings of Fasting and Pfister (2000) and the elite rugby coach Wayne Smith's claims (cited in Kidman, 2001) who describes coaches as having such a great impact on a team that they are often viewed as a role model, and the importance of them to be constantly learning and developing.

The increase in public and media scrutiny in this era added extra duties and responsibilities to the role as coach and how they were expected to lead. It was considered that they had to act confidently in the public and show they were able to deal with any challenging situations. Of the same mind with these identified responsibilities, Fasting and Pfister (2000) agree that coaching at high-performance level can be highly stressful as the wins and losses of their team are clearly done so in the public-eye. Therefore, it is vital for the coach to know how to deal with these demanding and challenging situations. The growth in the commercial aspect of the

game also changed the role of the coach, as they were now also expected to 'sell' netball as a 'product' in order to generate revenue and sponsorship.

Netball New Zealand's need to drive an income off us meant that there were sponsorship and media demands, but that was a part of the job. There was a growing breadth in the role of coach in a way that was manageable but the job had grown significantly in terms of complexity. (CO6)

8.5.3 Captain's leadership influence

The role of the captain has been critical to the level of success the Silver Ferns have experienced. Throughout all three eras, the team were considered to have a high calibre captain leading the team. However, a consistent finding indicated there was no formal training provided on how to be a captain or a leader in any era, and a number of interviewees made the comment that there was no 'manual' on captaincy. Instead, new captains tended to model the behaviour that was demonstrated by those in the role before them.

There's no manual that comes with captaincy. You want to be the best you can be and continue on those values that others had built. You want to carry on that legacy and keep what has been done before alive but to build on for the future. (C5)

Nevertheless, despite the lack of training, according to McConnell (1998) successful captains grow into the role through experiential learning. Graham Mourie, regarded as one of the All Blacks greatest ever captains, explained captaincy as "...a difficult art about which little has ever been satisfactorily said...certainly there was never any captain's manual thrust into my

hand” (Mourie, 1982, p. 82). All captains interviewed in the research were modest in their own self-analysis about why they were selected for the role, although they did identify many of the same key characteristics that had remained consistent across the three eras. The two most significant characteristics that were identified was that of role modelling and leading by example. These were demonstrated for example, by being able to perform on court under pressure, being consistent and confident in their performance, training with intensity and having a high work ethic.

It was learning by doing really, what I tried to do was lead by example. I tried to be friendly to people and to look out for them and to make sure that they were okay. (C2)

A bit of an old school kind of value, I led by example in terms of my effort and commitment on court. (C3)

These characteristics of a captain are also supported by Sweetenham and Parker (2009). They state it is vital to have strong leaders who lead from the front and by lead by example, who act as role models, who have high standards of themselves and who set positive examples. As the game evolved, so did the expectations and responsibilities that were placed on those in the role as captain. These additional responsibilities were often a result of changing environmental factors and were identified as being specifically related to that of media and sponsorship.

The first era saw media at a bare minimum with no television coverage and few radio and newspaper reports on netball. The following era of rebranding and restructuring saw a small

rise in the media coverage with the sale of TV rights increasing and games available as free to air broadcast. However, there was now some media training provided to the coach and captain. The final era saw media become even more advanced, with players now widely being recognised in public due to this. There was the expectation that captains were required to talk to the media and give both pre and post-match interviews, which, at times, could be particularly hard after suffering a loss. It was also clear that there was the pressure on captains to keep on the good side of the media as the sport of netball as a whole needed this to keep it going. With these added pressures and responsibilities on the role as the captain, more comprehensive media training was provided as necessary.

You might get one or two games on TV and it wasn't so much in the lime light and it wasn't a 24-7 job. Now you can't walk up the street without somebody wanting your autograph or a photo. This is cool because that's priceless to have a photo with somebody, to see them smiling, it makes them happy. It's the other side when the media are nasty, or they write you off that you're going to lose, say bad stuff about you and I get quite protective when people say that about my team mates. But they're also the ones that put you on the TV, so there are two sides to it. (C9)

As the media and publicity surrounding netball as New Zealand's number one female sport continued to increase, so did its attraction to potential sponsors and so did the responsibilities that came with maintaining them. Initially, sponsorship had been scarce, and netball as a sport was in no position to be able to 'pick and choose' sponsors. The second and third eras both saw an increase in sponsors and an increase in pressure on both coaches and captains to understand the importance and various requirements around this. Captains and coaches

were now expected to 'work' for sponsors, make special appearances, television advertisements, and more work off the court in order to keep the sponsors happy and to keep the funding that netball so highly depended on.

8.5.4 Mixed leadership and coaching styles

The findings revealed there were some significant differences in coaching styles used throughout the three eras. These varied from a combination of both an autocratic and empowerment approach in the first era, to a coaching style being significantly dominated by the empowerment style in the second and third eras, before reverting to an autocratic style in the latter years of the professionalism era. However as discussed, the findings suggest there is a place for the autocratic style and an empowerment style of coaching, or a blend of approaches, was actually preferred by the players.

One of the key findings of this research was that not all players and teams responded well to the empowering approach and, in some situations, the traditional 'autocratic' model of instruction was more effective. Slade (2017) argues that the game centred learning approach is a characteristic of the empowerment approach and can be complemented by mastery learning and that practitioners must be wary of the assumption there is only one way to coach.

Throughout the three eras, players had to adjust to their coaches and to their different coaching styles. For many players, their time spent in the Silver Ferns spanned across multiple coaches and these different coaching styles could require a major adjustment, as it always took time to learn the way in which the coach would approach training, games, individual

feedback, development, and general team management. The coaching style of the amateur era, from 1960-1987, was mostly based on the autocratic approach. However there were times where the empowerment approach was also implemented. The autocratic style involved players being 'told' what to do rather than 'asked'. This approach consists of the coaches showing the athlete how they want something performed and expecting them to perform a technique a certain way every time. This style puts the coach in control at all times with little to no feedback from the athletes or team (Cherry, 2018). The interviewees from this era explained how one particular coach was "hard" and "mean" with "limited praise", yet she was very much still respected and adored by her players. She had no favourites and all players were treated equally.

I had to grow some players and I was mean to those players. I really gave them a hard time there's no doubt about it, I nearly killed them. (CO2)

Those girls would die for her, they know her ways. She wasn't always easy to be with because she's a very strong dominant lady, but at the same time you really had to respect all that she did. They knew her and they loved her, they never held that against her. (C10)

Although the autocratic style seemed to be the dominant for the majority of time in this era, comments from the coaches highlighted that in fact there were also aspects of an empowerment approach towards coaching, with players encouraged to make decisions for themselves and create 'thinking' players.

I didn't like to force anybody to do anything. It's a matter of saying "if this happens, what will happen next? Where are you going? If you get the ball here where are going next to?" And they had to work out and find the gaps for themselves. But I never, never told them off. Most of them were seasoned players and they knew if there was something wrong they knew what it was. And they had to fix it up themselves. (CO1).

A coach never discovers a player because you can't go out and pull the strings and tell the player what to do, I always believed that you make the thinking player.

(CO2)

The second era between 1988 and 2001 saw changes in the coaching of the Silver Ferns, with coaching styles ranging from a largely autocratic to an empowering approach. The autocratic approach that existed in the previous era continued into the earlier stages of the second era, before a significant shift towards a more empowering approach towards coaching emerged.

Ultimately, you want to empower your players to be able to be fully responsible and confident to make all of those calls and decisions that they need to make under pressure. You want to be stepping away and giving the players full authority, opportunity and empowerment. (CO4)

Kidman (2001) explains that an empowerment approach to coaching allows coaches to create an optimal learning environment by giving direction or power to their athletes, in the belief that they will make better decisions and enhancing their long term motivation. This approach, encourages athletes to take ownership of their own leaning and to develop the ability to make

informed decisions during competitions. It was during the second era that this empowerment approach became a main style when coaching the Silver Ferns. However, the responses from the interviewees revealed there were mixed player reactions about this approach and different views about its success. It was found that most players seemed to enjoy this approach, yet it was also thought this style may have been too early for its time where the autocratic style was still widely used and accepted. One coach in this era felt she was not able to engage her players well enough using this approach, as it was very new and they had only been the recipients of an autocratic style previously. Another interviewee made the comment that by using this approach the coach did not do much 'coaching' herself but tended to bring in and use 'outside' people to assist with the coaching.

Interviewees that were the recipients of both these coaching styles were well aware of the major differences in the two. One was much more direct with players and knew what she wanted; another liked to think more 'outside' of the box and was not as structured. One did not promote fun off the court and left that to the players to do themselves, while another did promote this and felt it was very important for the team culture.

Nevertheless, the latter part of this era saw the coaching style become arguably more autocratic. One coach described her approach as being very clear, precise and thorough in what she wanted and expected from her players. Some involvement from players when developing game plans but the coach always had the final say on this, and she held players accountable for when they were not successful or following those specific instructions or game plans. This was identified as a significant aspect of her coaching style, if players did not adhere to the game plan that had been discussed or did not follow through on what they

agreed to do, then they were considered not to fit the “team” the coach wanted with appropriate consequences.

Clear, structured, exacting. The thing that sets me apart from other people, I am really clear on what I want. The process by which we developed game plans, some of the players were involved but the difference between me and my colleagues at the time was clarity around what the game plan was and being really clear when it wasn't happening. (CO6)

8.6 THE EMPHASIS PLACED ON WINNING

8.6.1 The meaning of winning

The meaning and emphasis placed on winning was one that differed and changed over the course of the three eras. The participants' responses indicated there were differences about whether successful performances were best achieved and measured by focusing on the results of the games, or focusing on perfecting the processes in the belief that this was more likely to achieve a consistent winning performance. These changing opinions about the emphasis placed on winning surfaced in the amateur era and continued through the second and third eras. Some participants had a very strong belief that their purpose in the Silver Ferns was to win matches and losing was not an option. *"Winning was the only thing."* (C06)

You dare not think that you are going to lose. There wasn't any of that talk in my day that they have today, "forget about the result, you do your best and that will determine the result of the game". We never ever thought that or nobody ever put that sort of idea into our heads, it was "we're here to win". (C10)

We all wanted to be the best in the world and that was all the way though even if we had a team that wasn't experienced, there was never the thought "okay we settle for second best". (C6)

However, different responses amongst the interviewees indicated that the outcome of the game and the emphasis placed on winning were not as important, with some participants thinking that focussing purely on the outcome of the game was detrimental. Winning was

viewed by some as being about the 'product' displayed on court, and a successful product should then lead to the outcome of the game.

I call it success, I don't call it winning or losing. Any player on the field who is only interested in winning and losing is going to be in big trouble because they get caught up and they don't make good decisions. (CO2)

In the coaching space, it was important to be aware of the process and for the players to have the confidence and trust in this. Yes, winning was sitting there always, you couldn't avoid it, however experience has taught me if that becomes your sole focus, you're at risk. (CO4)

It seemed that trying to find a balance between understanding the 'process' and having the winning mentality was hard for some and this affected the ability to create a 'winning' team culture.

In my latter years that purpose of "we're here to win", a little bit more around that was necessary. (C5)

You wanted to have that winning culture and maybe get a habit, not that it's a one-off win here and a one-off win there. We were trying to get known, which we didn't do very well at, for winning. (C9)

The literature regarding the best ways of developing consistently winning teams at high performance level covers a broad spectrum. Goldsmith (2007) encourages creating a winning team culture but in order to do that it must be the primary goal of the team and all players need to be involved. Chelladurai (2001) also agrees with the importance of winning and claims that a necessary ingredient in the pursuit of excellence is to win against opponents, and states that it is then necessary for the coach in particular to emphasise winning in competitions. The following statement, credited to Vince Lombardi (2012), that “winning isn’t everything, it is the only thing” is pertinent in the pursuit of excellence in sport.

The findings however, indicated that this was not so, with many differing opinions on what ‘winning’ meant to both captains and coaches. Johnson (2012) is an advocate of high performance teams focussing more on the process of performance rather than on the goal of winning. His research conducted on the New Zealand All Blacks rugby team indicated that winning is a by-product of getting the process right and this seemed to have been a characteristic of the success experienced by the All Blacks. In relation to the Silver Ferns, the philosophy surrounding the peak performing teams could be argued that it was focused on perfecting processes, and this was successful when they had a core of experienced players who could execute these.

8.6.2 Leadership and winning

The relationship between leadership and winning was one that produced a consistent response from the interviewees across the three eras. Leadership was seen as vital and contributed towards winning, although it was found that for this to occur it was important for

players to feel as if they were a part of a team in a 'collective' approach and this will help them to win together.

That winning process is led by someone or a collective group of people. (C3)

Leadership is useful. People believing they're valued and the quality in themselves as part of that unit is so important. It's a team game. (CO2)

Leadership is crucial but getting teams to lead themselves is even more of a skill and to not rely on one person or rely on the coach, that's the key. You can change whatever's happening on the court, whether that's led by one person, or led by example. It definitely contributes to a winning team. (C7)

Walkers' (2017) research on determining the commonalities of the world's greatest professional sports teams throughout history, supports the notion of a positive link between leadership and winning with the most successful teams having a common thread in terms of being led by a great captain. He claims that the most crucial ingredient in a team that achieves and sustains greatness is largely due to the character of the person who leads it. Walker does not neglect the importance of the role of the coach who oversees the team, but he does argue that history has shown assigning a winning coach to a team without any internal leadership does not make much difference. He claims that team success is more closely correlated to the quality of the leadership shown by captains rather than coaches. Although Walker agrees that leadership plays a significant role in winning for high performance sports teams, this type of leadership focuses largely on being 'led' by one person – the captain, whereas the findings

from this research suggest the collective approach was the preferred approach for the Silver Ferns.

This was, however, the preferred leadership approach within the New Zealand All Blacks rugby team and is believed to have contributed significantly towards their phenomenal level of success over the past 100 years. This collective leadership approach is distributed amongst players and coaches, rather than only centred on a few individuals in formal positions of power. The distribution of responsibilities is more widespread and inclusive as it involves all participants, which some believe can make collective leadership more effective than an individual leadership style. This concept and ‘the back seat of the bus’ approach has helped to produce a winning culture within the All Blacks (Johnson, 2012), and is in agreement with the current findings that this was the style of leadership most likely to contribute towards winning.

8.6.3 Coaching styles and winning

The findings indicated there were differences in the responses from the interviewees regarding the relationship between coaching styles and winning. Interviewees from the first era felt very strongly that there was a positive link between style of coaching and the emphasis on winning. This belief continued in the earlier stages of the second era, then there was a noticeable difference later in how the interviewees viewed this relationship. Coaches and captains from the second era believed that winning was a by-product of a coaching style, that ‘winning’ was also about players staying in the game and continuing to play in the future.

Winning in a way, yes is the outcome score, however winning for me in a broader sense and how successful my style was, is do players come back, do players continue to play netball, do they continue to play at a level at where they are having success, do they continue to stay in the game? If you've got a good return on those things, I believe that's success and if that comes with a World Cup [Champs] title that's the icing on the cake. (CO4)

It was found that other factors such as the make-up of the team and the influence of senior players were believed to also contribute towards winning, alongside coaching styles.

Effective coaching can move a group forward but I don't think it's the be all and end all. If you've got the right people in the team that's also important. I've been in teams where senior players have had a massive impact on the team and the environment, the culture and the winning. I've also seen some teams with what I'd call very average coaching and were really successful. (C8)

Both coaches and captains in the final era again had mixed responses to this relationship, with one captain feeling quite strongly that winning was largely influenced by the coaching style and approach of the coach. However, comments made by another coach from this era reflecting on their own coaching and the impact it had on winning, differed from this view. She felt that the most significant factor was not coaching styles, rather the level of ability and talent of the players that made up the team.

I would probably argue that a great group of players are going to win regardless of the style that coaches them, whereas an average group of players might win with some great coaching. You can be a really good, effective coach in terms of helping people to improve, moving them from point A to point B, but if you're not as good as the opposition, you're not going to win, so, not as important as player talent. (CO6)

The relationship between coaching styles and winning is one in which produces many differing opinions as demonstrated by the following literature. According to Trocadero and Gomes (2013) coaches influence athletes' sports experiences such as their enjoyment, satisfaction, self-esteem, perceived competence, and of course their performance. Other research on sports leadership also supports the notion that coaches' leadership and styles can be related to athletes' sports performance (Chelladurai, 2007; Côté *et al.*, 1995; Feltz *et al.*, 1999; Horn, 2008; Jowett, 2007, cited in Trocadero Gomes, 2013). This supports the comments made by some of the interviewees who also felt strongly that the style of coaching had a significant influence on the outcome of the game.

By contrast, Courneya and Chelladurai (1991, cited in Trocadero & Gomes) have noted that most measures of sports performance, such as the percentage of wins to losses and the outcome of the game, might be a result of other variables that coaches cannot control, such as the opponents' winning potential, errors by officials, and decisions made during the game by team members. Due to these and other types of other external factors, Mallett and Côté (2006) also agree that it cannot be assumed that coaches and their coaching style are completely responsible for a team's success.

It needs to be stated there is a generalisation where the literature suggests transformational leadership works best with female sports teams, in comparison to this research which suggests that players respond well to both autocratic and empowering styles. The key determinant of success being how well the respective coaches made these styles work and the extent to which the team was willing to respond to those styles.

8.6.4 The Australian Diamonds and winning

The Australian Diamonds, Australia's national netball team, are considered one of the most elite and celebrated sports teams in their country. As in New Zealand, the media attention that female team sport gains in Australia via different forms of media is frequently overlooked. However, the Australian Diamonds Netball team are in fact one of the most successful sporting teams Australia has ever produced (Sinclair & Maurice, 2016). They are also undoubtedly the main rival of the Silver Ferns. The findings from this research produced a consensus from the interviewees that was consistent across all three eras, identifying Australia as the hardest opponents to play against. Australia and New Zealand have played a total of 143 test matches between 1938 when the first international test took place, to the end of the 2018 season. The winning record of the Australians stands at 91 wins compared to that of the New Zealanders at only 50 (35% win ratio; with 2 draws). However, during 2016-2018 the winning ratio for New Zealand has been just 19% (Table 5). Between 1963 and 2015, Australia won 10 World Championships and 3 Commonwealth Games titles, compared to New Zealand's 3 World Championships and 2 Commonwealth Games titles; 1 World Championships was tied. Moreover, Australian teams have consistently prevailed over the Silver Ferns in close matches, including one-goal victories in the final of the 1991, 1999, and 2011 World Championships (Appendix A).

Table 6 New Zealand vs. Australia 2016-2018

YEAR	EVENT	NZ SCORE	AUS SCORE	WIN
2016	Netball Quad Series	55	60	AUS
2016	Constellation Cup	53	51	NZL
2016	Constellation Cup	50	62	AUS
2016	Constellation Cup	45	48	AUS
2017	Netball Quad Series	50	57	AUS
2017	Netball Quad Series	57	47	NZL
2017	Constellation Cup	54	57	AUS
2017	Constellation Cup	52	60	AUS
2017	Constellation Cup	43	55	AUS
2017	Constellation Cup	42	58	AUS
2018	Netball Quad Series	48	67	AUS
2018	Xxi Commonwealth Games	44	65	AUS
2018	Netball Quad Series	55	60	AUS
2018	Constellation Cup	42	57	AUS
2018	Constellation Cup	47	56	AUS
2018	Constellation Cup	55	44	NZL
2018	Constellation Cup	47	58	AUS

<https://www.silverferns.co.nz/silver-ferns/history/results.html>

Interviewees across all three eras credited Australia's success to factors such as greater player depth, and a significantly larger number of players to choose from who played netball, which in turn resulted in strong competition for places and enabled succession planning when key players retired. Along with this, an unambiguous desire to win, an uncompromising approach to training and a common vision among players and coaches on how to play the game. Their larger population base means the Australians had to work much harder from a younger age to make the national team compared to New Zealand players.

They've got the depth of players. We can compete with them up to a point but if we lose any players they could put about three equal first teams to line up with ours. (C10)

However, it was still believed amongst the interviewees that New Zealand did well to compete well against the structured advantage that the Australians possessed.

We held our own pretty well considering that we only probably had a quarter of the number of players that they had, probably even less. (C1)

The mentality of the Australian players was also a key theme amongst the findings. According to the interviewees, the Australians tended to have a far tougher and stronger winning mentality and never went out to lose.

They've got more of that killer instinct in them. And they are so so determined - it's bred in them. (C1)

The people who do get there are ruthless because they've had to be because they wouldn't have got there otherwise. (C7)

This strong mentality created a 'winning culture' that was ingrained in their players, which seemed to be lacking in the New Zealand players. This winning mentality also meant the Australian players seemed to make less errors during a game as there were consequences from the management for these errors in performance, compared to none in the New Zealand team. *"They don't go out there to play nice netball, they go out there to win."* (C1)

They don't throw away much ball; if they do, they get in trouble. If we throw it away I don't think there's that much consequence on our side for doing dumb stuff. (C9)

A further common finding highlighted the difference in the number of games and tournaments played. It was consistently commented that the Australian players were

participating in far more competitions compared to the New Zealand players, resulting in the “hardening” of players well before they reach top-level netball. By participating in competitions and tournaments at the very early stages when first playing netball, the interviewees believed this encouraged the Australians to be more competitive and aggressive to “succeed” in order to make it to the Australian Diamonds.

They have a lot of competition at state level so the players are exposed to that competitive environment, competitions and carnivals so it's a lot of netball. I feel by the time the players get to the Diamonds they're really hardened, more than our players. (CO4)

Several interviewees in the second era expressed their beliefs that New Zealand could match the Australians skill-wise on court, and that a significant contributing factor towards this was the multi-cultural make-up of the NZ team, compared to that of the Australians. The NZ team has always had of a multi-cultural makeup of players from various ethnic backgrounds, the Australians historically lacked in comparison. However, they still tend to have their own ‘style’ of play that is ingrained in all netball players from the very early stages of first playing netball.

I believe we have as equally skilled players, sometimes more or have a greater range of skills. New Zealand also has different types of players that generally make the Silver Ferns; Polynesian, Māori, European and South African. Australians are very mono-cultural, occasionally an indigenous player but very rarely. So that type of player perhaps lends itself to a type of game. (CO4)

The interviewees also felt there were differences surrounding the expectations about how the game was to be played. Australian teams had clear objectives around the expectations of how the game was to be executed by their players, whereas there was not the same consistent approach in the New Zealand teams. *“New Zealand had a wider approach which takes time in getting to the final answer. Australians were very clear around how they wanted the game played.” (CO4)*

It was also thought that the training ethic and intensity of the trainings were much higher amongst Australian players compared to the New Zealand players. *“They come out on court and train really hard and so they play at that really hard intensity and we don’t.” (C8).*

Finally, interviewees believed that New Zealand had not had a succession or development plan for players feeding the Silver Ferns team unlike the Australians. This created a sense of having to “make-do” with the players that were available, particularly for the coaches.

We haven’t done great succession planning. They had the ability to get rid of people who don’t work hard enough or don’t fit the mould and replace them. We’ve never had that, we’ve always had to make do with what we’ve got. (CO6)

8.7 ENVIRONMENTAL FACTORS

In regards to the political, economic, social and technological factors, the respondents indicated that these aspects had little to no impact on the team culture with the exception of issues relating to pregnancy and the media.

8.7.1 Political

There were no major political factors that were identified as having a significant impact on the team culture of the Silver Ferns. In the amateur era the only minor political factor that was identified that influenced the sport of netball, was the appointment of the coach of the national netball team, done so by vote every year at the national council meeting. This continued for most of this era, affecting other aspiring coaches who believed they were not given a fair opportunity to apply for the role. The banning of South Africa from international netball, as they refused to include any coloured players, was the other political factor identified in this era.

They didn't have any of the black South Africans in their team and that actually affected world netball, because all of the other races like the West Indies, Singapore, Japanese, said if South Africa were allowed to come then they would not be playing in the world tournament in '71. (C1)

During the second era, the return of South Africa to international netball after a 20-year absence in 1994 was the only identified political factor, resulting in mixed opinions about their return. The final era saw rules around player eligibility and migrating to other countries to play netball as the only political factor having some degree of influence on the sport of netball.

8.7.2 Economic

There were no significant economic factors during the first era. Being a member in the team was a non-paid position and it was accepted that it was about enjoying playing netball. *“We had no money. It was all done on a shoe string really.” (CO1)*

The findings indicated there were large disparities economically between some countries in the second era that affected their ability to have a high performance national team year after year. The other economic factor that had a significant impact on netball here in New Zealand was the introduction of financial support given to franchise teams playing in the National Bank Cup. This had a significant impact as it saw the sport of netball now known as a ‘semi-professional’ sport. The introduction of the ANZ netball league in 2008 saw a substantial increase in payment for players, allowing them to give up fulltime work and have a career playing netball and as a Silver Fern. This was a significant economic impact on the sport of netball as a whole in New Zealand.

The economic change is a good one in a lot of ways because now the money does allow them to have a bit more of a normal life and to train at normal times. (CO5)

8.7.3 Social

The findings from the interviewees indicated there was no real influence of gender in terms of influencing the team culture of the Silver Ferns or the coaching styles implemented by the coaches. The way in which coaches and captains prepared their teams were not influenced by considerations of how to get the best out of female sports-people; rather they tended to be based on specific techniques and practices derived from their own experiences in netball

and exposure to other sports. This may reflect the fact that, historically, netball is one of the few team sports that has for the most part, been played and administered by women, for women. Furthermore, in contrast to sports such as hockey and cricket, where the number of female coaches at the elite-level declined significantly when the previously separate men's and women's associations amalgamated, the vast majority of netball coaches and administrators are women, so female leadership is the norm in the game. However, where there was an impact that was evident was in regards to pregnancy, specifically when players returned after giving birth and starting to have families.

Media

The amateur era did not see the media impacting the culture of the Silver Ferns due to the fact this was very minimal until the 1980's. Any media coverage they did receive was as a result of a hard-fought battle, and the public were not exposed to the game of netball due to this. Slowly the media began to get more involved in covering netball, yet players and coaches felt that they had to 'educate' and work with them in order to get minimal television coverage and to promote the game.

The media was completely different to how it is these days. But that's how it was and that's what we accepted. (CO1).

Media coverage began to grow in the early 90's; and the game moved indoors making broadcasting a lot easier. However, female sport was still considered second-rate to male sports such as rugby. As a consequence, players felt the pressure to have to be far more accessible to the media especially in terms of meeting media requests. As the media was still

required in order to grow the game of netball this now increased the demands placed on the captain and coach involving, for example, both pre and post-match interviews were now welcomed. The professionalism era saw netball recognised as one of the nation's four major sports and with live TV coverage of both franchise and international games on Prime time TV. The media was now an accepted part of the high-performance environment and all players, coaches and captains were provided with media training. Keeping positive relationships with the media was still very important as the increase of sponsorship and funding demands required this.

By the time I came back as a coach it was a pretty well accepted piece of the game. It's well understood by players and management that we have to do it, and that there is a relationship between the media, the commercial aspect and us. (CO6)

Social media

By the era of semi-professionalism, various forms of social media were beginning to have an impact on netball and some players. It was used to help connect with fans, improve the reputation of players, entice individual sponsorship and increase revenue. Although there were many positive outcomes of social media, it also became a problematic issue for players, as they had to be a lot more mindful of their actions on-line.

Mostly social media has its good points but you can get caught out with it. I've had it once sitting at a BBQ with friends with a drink in my hand, then it's reported as me being drunk at a party. So you have to be careful of what you're doing and who's taking photos of you, but most of the time it's a positive. (C9)

Pregnancy

Players falling pregnant did not seem to have a negative impact on the team culture and this remained a constant factor throughout the three eras. However the comments from the interviewees indicated that it did have *some* impact on the team culture, but more so in terms of how to work around these pregnancies, and also by providing the opportunity for other players to step-up.

We set up this accepting of difference. The other thing we would always set up was to expect change because that's normal in a performance environment. This is a new situation, you assess it for what it is and you go forward. (CO3)

I don't think it was influential within the Silver Ferns. It means that other people step up to play if other players are pregnant. (C7)

However, the opportunity presented to other players for more court-time may be a cause for worry for those players who were pregnant. As stated by Napier (2016) and Caldwell (2018), high performance female players are at risk of being overtaken by emerging players and even missing selection all together. Although pregnancy did not seem to have a negative impact on the team culture, there was a period during the second era for players returning after pregnancy when the Silver Ferns environment was not so welcoming and understanding. Babies were not allowed to be seen at trainings, players were expected to provide their own child-minders at their own expense, and there was a real lack of financial support from Netball New Zealand.

The coach rang me and said "I want you in the Silver Ferns" and I was still breastfeeding. I said "I'd love too but I want to carry on feeding him". She said "well I'm going to have to speak to NNZ", and the CEO rang me and said "we're happy that you bring a support person with you but your baby will not be seen on the same floor as the team and he will not be seen with you at the airport for any media interviews". I got off the phone and burst out crying. I felt like he wasn't going to be welcomed into the team. (C8)

Later in the semi-professional era, these attitudes began to change with babies now being allowed to accompany their mothers on tour with the team and to be seen. It started to become more regular for players to continue to have babies then return to netball, with some interviewees indicating that it began to be part of Silver Ferns culture to combine both netball and babies. However, interviewee comments indicated there were inconsistencies amongst players and about how they felt regarding their own personal experiences in being able to combine both netball and children as being a part of the culture. Silver Fern Ameliaranne Ekenasio (in Caldwell, 2018) stated she felt pressure to have to choose between motherhood and being an elite athlete and expressed her concerns about the type of culture this may create regarding mothers in netball.

Despite this, a consistent finding across the three eras revealed that player pregnancy, having babies, and motherhood were seen as being accepted as part of female sport. Yet it became a matter for the coaches and NNZ to be prepared, expect it to happen, and accept this difference as part of high performance female sport.

It is part of it. Unfortunately with high performance females, you have a time clock that starts ticking and you want to keep playing netball for a long time. That's one of the things that has to be adapted to. (C7)

It was also clear from these findings that being able to fall pregnant, have a family and return to playing at elite-level, was something these interviewees were extremely proud of.

It's good for women's sports, it kind of empowers you. Women can go and have a baby, they can get back to how they want to and play a professional sport. (C9)

However, this view seems to contradict what is really happening, and how some players perceive NNZ are still not prepared to help or assist their players returning from pregnancy (Caldwell, 2018). Comments in the media from past and current Silver Ferns Anna Harrison and Ameliaranne Ekenasio reported they struggled immensely, particularly with the lack of financial support from NNZ after having their children, specifically in regards to not providing permanent childcare subsidies when on tour and forcing them to pay for their own childcare minders (Caldwell, 2018). Ekenasio confirms that there is now *some* understanding from NNZ. However as a new mother returning to elite netball, she found she was still expected to do everything on her own.

The comments from both Ekenasio and Harrison showed they both felt they had to choose between motherhood and being an elite athlete. Both felt immense pressure to return to training as soon as possible, and to return to the level of performance they were at prior to

pregnancy (Napier, 2016, Caldwell, 2018). It could also be argued that the concerns that Ekenasio has expressed have come at a time when there is wider social concern in New Zealand about paid parental leave and the gender pay gap. Even though Netball NZ have taken some action, they are perceived to be still be 'behind' relative to other sports and other national netball organisations.

Nevertheless, the findings clearly showed a perception that in comparison to the Australians, there was a significant difference to New Zealand about how to players falling pregnant, having families and then returning to play at elite-level. This was nearly unheard of for the Australian players to do and was a consistent comment from interviewees throughout all three eras.

Australians are hard, they're career women, they're going forward, they're going to be 30 something before they're thinking of having kids and they play still. Ours have kids at 20. (CO2)

From personal observation, the trend at club level is now for women to return to netball after having children, albeit generally after a gap of a few years. It is also interesting that few, if any provincial netball associations, offer a crèche or childcare facilities or have the means to do so. This may be because although netball is a game run by women for women, historically players were expected to make their own arrangements in this regard and perhaps many of the administrators are from the era where women were simply expected to get on with these things.

8.7.4 Technological

There were no major technological issues identified that impacted the culture of the Silver Ferns, apart from the consideration of social media impact. However, factors that were identified included the change in court surface during the first era that saw the game moved from being played on grass to asphalt courts. In the 1970's the game then moved indoors to being played on a wooden surface, influencing the way the game was played. The introduction of game analysis and video analysis software in the third era was the biggest technological factor, and this was identified as helping the coaches and players to record and review their game performances.

In terms of being able to analyse the game provide feedback to the players, it is amazing. (C8)

CHAPTER SUMMARY

There was a consensus from the interviewees that team culture is very important. Initially, it was largely informal, developed and led by the senior players but became more formalised in the later eras. For example, there were some rites and rituals identified but these were generally informal and most were used on an inconsistent basis. In particular, the presentation of the black dress became a formal, consistent ritual and was considered the most important throughout the eras. Although in early periods a lack of team symbols was evident, the silver fern was always identified as having the most significance and being the most important. Team values were evident although remained largely implicit, however three main values were identified as consistently evident and consistent across all three eras, namely work ethic, pride and behaviour both on and off the court. Two main core assumptions remained unchanged throughout the history of the Silver Ferns: pride and legacy in selection and the acceptance of cultural and personal diversity. Perspectives on the emphasis placed on winning differed and were very inconsistent, with some placing primary emphasis on results and others focusing on the processes most likely to lead to peak performance. Leadership was viewed as being very important and the acceptance of the shared leadership approach seemed largely evident. It was demonstrated via both informal and formal means through senior leadership groups, and the role of both coach and captain grew significantly in terms of their leadership responsibilities. Differing coaching styles were evident, ranging from a combination of autocratic to empowerment approach and affected the team culture differently with some players responding better to specific styles and not to others. Lastly, there was no significant impact of gender on team culture, with the exception of pregnancy, where there was a trend to becoming more accepting of players returning to high performance netball after pregnancy.

CHAPTER NINE

CONCLUSIONS

RESEARCH AIM

This thesis set out to examine the importance of team culture, leadership and the emphasis placed on winning within a high performance female sports team, and to investigate how and why (potentially) this has changed over time. This study is informed by the theoretical framework of Schein's (2010) three level theoretical model of organizational culture using artefacts (rites, rituals and symbols), values and beliefs and core assumptions.

A case study research design was implemented and obtained insights from past coaches and captains of the Silver Ferns, New Zealand's national Netball team, during the period 1960-2015 were obtained. In the process of doing so, this study has addressed questions surrounding the characteristics of team culture, what leadership and coaching styles were evident, the emphasis placed on winning and the outcome of matches, and how various macro-environmental forces have influenced the team culture. The exploration of these questions was completed through semi-structured interviews with the past coaches and captains of the Silver Ferns. The raw interview data was also evaluated using the manual data analysis technique of mind mapping followed by the computer software data analysis programme NVivo.

This study has provided an insightful historical review of how the sport of netball and the organisation of netball has changed over time, and provides a basis for addressing the research questions in a longitudinal manner across distinctive eras in the evolution,

governance and playing of the sport. As such, this study overcomes criticisms of other work that has used cross-sectional or point-in-time approaches to explore the culture and success of high performing teams; and it does so by examining the ebb and flow of success and failure over time spanning a five decade period.

The findings that emerged from this study relate to team culture, leadership and the emphasis placed on winning, and are set out in the following sections related to knowledge in the field, specifically, practice, theory and methodology.

9.1 CONTRIBUTION TO KNOWLEDGE IN THE FIELD

What characteristics of team culture are evident?

9.1.1 The importance of team culture

Although there were some concerns raised in the second era that the Silver Ferns team culture was lacking, the importance of team culture was a significant finding across the three eras and was consistently thought of as important. The key to developing an effective team culture was identified as having been founded on the acceptance of all players when they entered the team. The time spent together as a team off the netball court in terms of how well the players got on outside of training and playing was identified as another factor that had a significant impact upon team culture, particularly during both the latter two eras.

A variety of views were expressed over the three eras about how the team culture was developed. One perspective was that culture developed through using a collective approach where individuals put the team first and worked together towards achieving a common goal. However, others perceived the culture was largely led and influenced by the coach and senior leaders of the team. It began with no 'formal' approach to developing team culture, largely determined by the coach in the first era. The second and third eras both saw a change with the senior members largely creating the culture, by passing it down to the newer, younger players who were expected to fit in. Some interviewees believed this influence created a 'hierarchical' effect, impacted by those who were in charge at the time. Others felt having a 'consistent' coach and/or a stable group of senior leaders, made creating and upholding the team culture far easier. However, it was also perceived that when there was a loss of these senior players, this resulted in a less effective team culture and the team was less cohesive.

9.1.2 Induction

The first era saw no formal induction of new players when they first made the team. Once selected, they had to immediately accept and demonstrate the behaviours shown and having already been established by the senior team members. This included expectations regarding their commitment and work ethic at training, and putting the team first. This informal process continued in the beginning of second era but began to change, becoming slightly more formalised with the inclusion of some rituals such as being presented with a player handbook, a badge in the shape of a silver fern, a charm bracelet, and the presentation of the playing uniform by a senior player. Although slightly more formalised, this process was still not considered 'consistent', with some players inducted in this manner and some not. The final era saw a much more consistent formal induction process for new players, still upholding many of the rituals established in the previous era, but on a more regular basis.

9.1.3 Rites and rituals

There was a lack of consistent, formal rituals particularly within the first two eras. Some initial rituals such as singing team songs, performing a women's *haka*, and singing *waiata*, were evident, however, these were not considered as 'formal'. It was identified there were both team and individual rituals in all three eras that were considered important, including the wearing of clothing, pre-game warm-up, and post-match songs. The most significant ritual identified was the involvement of the senior players presenting the playing dress to the new team members as part of their induction into the team, and to recognise the honour of being a Silver Fern. This ritual was considered highly special and was upheld throughout the second and third eras. Further rituals were later introduced in the final era with the inclusion of a *powhiri* and the presentation of a diary and a charm bracelet to new players.

9.1.4 Symbols

There were several different tangible symbols identified across the three eras. In the first era, it was a little *Māori* doll that was used, while the second era saw the *Kete* and specific themes associated with various netball tournament campaigns as the main symbols. The concept of a specific 'theme' for various campaigns continued throughout the third era, with the symbol for that theme sewn on the inside of the players' dresses. The concept of the 'rock' was also another team symbol that was important to those in the team of the third era. However, there was one specific symbol that was identified across all three eras as being the most significant, with that being the silver fern. The black dress with the silver fern was a tangible symbol that was held in such high regard and there was an immense amount of pride in wearing it.

9.1.5 Values

During the first era team values were not discussed in a 'formal' team setting and were unwritten. They were informally passed down by the coach and the senior members to the new players through their own demonstrations, and these new team members were expected to accept these. Creating team values became slightly more formal in the second era as they were discussed within the team although still not written down, but continued to be demonstrated by the senior players and passed down. Team values were always considered to be extremely important and this remained the same in the third era, but the findings suggested there was a strong hesitancy to write these values down in a formal manner, due to difficulty of gaining player buy-in. Indeed it was believed that not all players demonstrated these team values on a consistent basis, both on and off the court. There were three significant values identified by the interviewees that were a constant throughout all

three eras. They were work ethic, pride, and behaviour both on and off the court, s, not written down but rather demonstrated. A strong work ethic was an essential value of being a Silver Fern; it was the responsibility and expectation of all players to demonstrate this value both as individuals and collectively as a team. Pride was hugely important and identified as being part of a player's legacy as a Silver Fern. Players took pride in selection, their appearance, their performance, and in wearing the fern. Behaviour and the way players represented themselves both on and off the court was the third consistent value identified and meant that the performance on the court by individuals was also to be backed-up with the performance away from the court and out in the public.

9.1.6 Core assumptions

Two main core assumptions were unchanged across all three eras and were accepted as the norm by those who became a Silver Fern. The first was the pride in being named a Silver Fern and its associated legacy. Creating and then sustaining the legacy and pride became a significant part of the Silver Ferns culture. A second core assumption was acceptance of players from different cultural backgrounds and of personality types. All cultures were acknowledged, appreciated, respected and incorporated in different ways; such as speaking different languages on court and team cook-offs with players cooking food from different countries. Individual ethnicity and ethnic differences were also celebrated in regards to their own playing styles. The *Māori* culture in particular was always strongly recognised throughout all three eras through the singing of *waiata*, a *karakia* at team dinners, and singing the national anthem in both English and *Māori*. Although cultural acceptance was a significant core assumption, it was identified across all three eras that everyone was in fact 'the same', there for one purpose, to play netball.

9.2 LEADERSHIP

What leadership styles are evident?

9.2.1 The importance of leadership

Leadership was considered very important to the interviewees spanning all three eras and was believed to be necessary in order for everyone to work together towards a shared goal. It was identified in the first era that having a core, stable group of players and coach was an important factor and all that members of the team played a significant role in developing and establishing leadership. It was believed that leadership was created 'informally' with all team members working cohesively to demonstrate leadership, without it being considered solely as the captain's responsibility. The findings highlighted many similarities in terms of leadership behaviours between the first and the beginning of the second era. Leadership remained crucial and important, yet formal training on how to be a leader was still non-existent throughout both eras. The belief that when there was a solid core leading the group was still found to be evident in the second era and this was identified by the interviewees as when the team was at their most successful.

The introduction and recognition of leadership groups first arose at the beginning of the second era, albeit in an 'informal' way, where those that were identified as senior members of the team informally took on leadership roles as a way of helping the captain and the coach. In the latter part of the era, there was an attempt to establish leadership groups using a more formal approach. However, the coaches felt this was met with some criticism due to a lack of understanding by others, about what the coaching team were trying to achieve by implementing this approach. During this time, the coaching and management group also implemented a 'collective' leadership approach that included using specific terminology such

as the word 'team', with the intention of creating a 'leaderful' team where everyone had 'buy-in'. The coaching staff expressed a philosophy that everyone should be a leader at some point and therefore this collective approach towards demonstrating leadership had the intention of allowing this to take place.

The findings from the final era saw leadership within the team was as important as ever. The collective approach towards leadership that was initiated prior was still the preferred approach in the early stages of this era. The 'formal' leadership groups were still evident, the interviewees identified that leadership tended to be demonstrated by all players in their own individual ways and even those not specifically included in this leadership group were still considered as leaders. The findings did reveal some differences in this era in terms of leadership was viewed. Some believed it was founded on a 'collective' approach, but others expressed that the senior leaders played a significant role in how the team was led. This presented an issue when the senior leaders in the team left, in terms of knowledge and experience, diminished. It was found there were further issues with these senior leadership groups if the make-up of these consisted of a group of peers within the team, becoming ineffective and difficult to lead. There was however, a view that senior leadership groups within the team could be effective in terms of helping to lead, support the captain and the coach, if they involved the right people. It was also recognised that developing an effective leadership group does take time and may not happen over the course of one season. Having a core group of players who remained in the senior leadership group over time was considered important for it to be effective but when these senior players moved on, if there had not been successful mentoring of the next level of players to step into this role, the leadership groups suffered.

9.2.2 Coach's leadership roles

Coaches in the first era demonstrated leadership by aspiring to treat their players with equal respect, making the best decisions for the team regarding players and court time, and ensuring effective communication was present with players and management. Many of the qualities a coach were perceived to need in order to effectively demonstrate leadership were consistent expressed across all eras, included respect and care for others, effective communication and decision-making skills. It was also a common view of the coaching team to present a united front and that all needed to be 'on the same page' when it came to coaching and making decisions. However, the substantial increase in publicity and media requirements in the third era, placed increased pressure on the coaches. They now had to lead and act confidently in the public-eye, show resilience, have the ability to sell netball as a 'product' and generate sponsorship and income.

9.2.2 Captain's leadership influence

As captains, the interviewees identified specific qualities they were expected to possess in order to demonstrate effective leadership, which were consistent across the three eras: consistent performances on court, demonstrating respect for others and being respected by the coach, management and teammates' being a positive role model to others in the team, leading by example both on and off the court' demonstrating effective communication and always appreciating team members and their differences. The captains had to do all of this without being offered any formal training on how to be a leader. Due to the changing environment there were some new qualities that were identified in the third era that differed from those in the previous two. Specifically, captains were now expected to possess even better communication skills due to the increase in public speaking and media responsibilities.

9.2.3 Mixed coaching and leadership styles

During the first era, coaching styles were a mixture of autocratic and empowering approaches. Players were told what to do in terms of what the coach wanted to be the training focus, but there were also signs of an empowering athlete centred approach being implemented; seemingly well before its time as a more widely known effective coaching style. Coaches wanted to create 'thinking' players, who could make decisions on the court under pressure when it really mattered. It was considered important by coaches that they instil personal belief in players so that they become capable of taking ownership of their own performance. Coaches stressed the importance of accepting players for their own natural abilities and that everyone bought with them their own different skills. They believed that this approach made players feel supported and welcomed within the team. It was clear the coaches were very highly respected despite the more authoritarian coaching style that was being used at the time. One coach described herself as being mean with limited praise towards players, yet was described as being very well respected and adored by her players, even though she was hard on them. There was a significant shift in coaching style in the second era, with the empowering approach much more dominant. However it was thought of as having been too early for its time, and not considered as effective as the head-coach envisioned, with the players preferring a mixture of coaching approaches rather than just one, and felt this was much better in developing them in to a well-rounded player with a range of skills. The final era saw the coaches implementing different coaching styles, beginning with the continuation of the empowerment approach from the previous era. This style was then replaced with a more direct, autocratic style with the coach very clear on her own expectations, processes, making the tough decisions and holding players accountable for their actions when they did not follow these.

9.3 THE EMPHASIS PLACED ON WINNING

How important is winning?

9.3.1 The meaning of winning

The emphasis placed on winning was one that was very inconsistent throughout the three eras, with the interviewees' responses indicating many differing opinions on what winning meant to both captains and coaches. To some, successful performances were achieved and measured by focusing on the final result of games, but for others it was about focusing on the process in order to achieve consistent high quality performances, thereby heightening the prospect of winning. This misalignment was evident with many of the coaches interviewed believing in the process and the product that was displayed on court and regarding this as being success. However in comparison, many of the captains interviewed demonstrated a very strong belief that their purpose was to win in terms of score-line and losing was never an option.

9.3.2 Leadership and winning

There were also mixed opinions across the three eras regarding the relationship between leadership and winning. Some participants believed that qualities such as leading by example were crucial for leadership to have an influence on winning. Other respondents believed that additional factors could also be responsible for contributing towards winning, not just leadership, including the calibre of players and the potential for injuries to occur. Another common finding was the view that if leadership was to influence winning it had to be in the form of a collective approach to make players feel as if they were a part of a team that could win together. It was also considered important for such collective leadership to be led by an effective group of senior players who led by example in order to create a winning culture.

9.3.3 Coaching styles and winning

There were variations in the responses from the interviewees regarding the relationship between coaching styles and winning, with interviewees in the first era and early in the second era agreeing there was a strong correlation between effective coaching and winning. A turning point occurred later in the second era as both coaches and captains expressed that winning was considered by them to be a by-product of a coaching style and winning included many other factors as well. Further inconsistencies were found again in the final era with some captains believing the coaching style does have an impact on winning, yet a coach strongly believed it was due to the level of ability of her players not her coaching style.

9.3.4 The Australian Diamonds and winning

The interviewees from the first era identified two main reasons for the Australians having the overall advantage in this rivalry. These were a greater depth of players to choose from for their national team and the fact that players were coached to have a winning mentality and a 'killer instinct', both identified as being lacking in the New Zealand players. However, despite these factors the interviewees felt very strongly and believed that New Zealand did extremely well to compete against Australia. Statistics of international matches between Australia and New Zealand between 1960 and 1988, showed that New Zealand recorded 12 wins and Australia 13, indicating that the first era was relatively even between the two. Australia had a clear winning advantage in the second era, yet the rivalry remained as strong with the findings revealing the two main points identified in the first era were also evident here. The depth of players and the ability to replace them at the elite-level differed significantly from New Zealand. The mental capacity and self-belief of the Australian players continued to be a significant factor and the greater number of competitions they compete in was identified as

contributing towards the hardening of players and creating this stronger winning mentality. Further factors identified included the perception of a stronger training ethic and heightened intensity among Australian players compared to the New Zealand players, but yet again, there still remained the strong sense of belief that New Zealand could match them skill-wise and do well to compete against them. However the results during this second era indicate otherwise, with New Zealand only recording 10 wins compared to Australia's 25, highlighting the Australians had a marked winning advantage in this period.

This long-standing rivalry remained evident in the final era and was as strong as in the previous two eras. Interviewees identified similar factors to previous eras, namely their mental attitude and toughness and the great depth of players the Australians possessed. Many felt the New Zealand team did not have a very good development plan for feeding players into the Silver Ferns compared to the Australians, and this lack of depth of strong players forced coaches to have to 'make-do' with those that were available. This winning record showed the Silver Ferns continue to trail the Australian Diamonds, 25 to 35 in this era, however the Silver Ferns were significantly more competitive in this era compared to the previous major events, winning one World Championship and two Commonwealth Games. These inconsistent trends of the Silver Ferns regarding their winning percentages against the Australians potentially suggest an innate lack of self-belief amongst the players in most periods. A view could be that in order for the Silver Ferns to win they had to be performing at their very best and Australia perhaps below their best, along with that the perception of later eras that unconsciously the Australians also wanted to win more compared to the Silver Ferns.

9.4 ENVIRONMENTAL FACTORS

How have macro-environmental factors impacted the team culture?

The findings indicated there seemed to be little to no impact on the team culture within the Silver Ferns arising from various environmental factors, with the only exceptions being that of pregnancy and the media.

9.4.1 Political

The findings indicated there were no real significant political factors that influenced the team culture. However the voting and appointment of the head coach in the first era was identified by the interviewees as having a slight impact. This was determined by vote every year and continued throughout the first era, causing issues for other aspiring coaches to feel they were not given a fair opportunity to be considered for the position. The next political factor that was highlighted was the absence of South Africa as a competitor for most of the apartheid era, because South Africa were banned from international netball for refusing to include any coloured players. Unlike rugby, where sporting contact with South Africa had a significant impact on the standing of the game and New Zealand's international reputation, the New Zealand netball team declined a tour of South Africa in 1976 due to their suspension by the International Federation (Netball New Zealand, 2016a). That same year, the New Zealand All Blacks toured South Africa and 28 nations also boycotted the games. The impact of this was significant as netball retained its positive public reputation whereas New Zealand's major men's team sport of rugby was tarnished and a site of controversy.

9.4.2 Economic

No real economic factors were perceived to have influenced the team culture in the first era, perhaps because coaches and players did not receive any financial payment. This was not viewed as an issue as it was accepted that being a member in the team was a non-paid position. It may also be argued that amateurism aided team culture as this ensured everyone was on the same footing and no player was different to another in terms of remuneration. This then fitted very appropriately into the egalitarian ethos of New Zealand sport during this period. The introduction of financial support in the second era given to franchise teams playing in the National Bank Cup saw the first significant economic influence on netball. Players were now receiving a minimal amount to play netball, but this was still not enough to stop the juggling act of working full-time along with their training and game commitments. Therefore, such payment was not necessarily thought of as making a significant difference to the lives of these players. Further implications regarding economic factors during this era included sponsorship. Players had to learn how to balance commercial opportunities against their own personal obligations, for example, making sure they were seen in public wearing the correct clothing from the correct sponsors.

The ANZ netball league was introduced in 2008 and players were now being paid a lot more to play netball, allowing them to give up fulltime work and have a career playing elite-level netball. With netball becoming a semi-professional sport, the impact on team culture perceived to be quite significant. Although the increased payment was welcomed, it was found that some coaches were concerned this influenced the level of commitment shown by some players towards training and fulfilling their full responsibilities as a Silver Fern.

9.4.3 Social

Media

The media had quite a significant impact on the team culture of the Silver Ferns throughout the three eras. At first, media influence was very limited until the 1980's with netball having to fight hard for any coverage. Women were not recognised in sport and the public were not exposed to the game of netball due to the lack of media. It was up to the players and coaches during this time to 'educate' reporters on the sport of netball. The 1980's saw the significant shift in media coverage as elite netball became one of the four main team sports in New Zealand to receive extensive television coverage. Throughout the 90's, netball began to receive far more media coverage as netball moved indoors making broadcasting a great deal easier. The issue that impacted netball in this second era was that those in Silver Ferns leadership roles needed to be more accessible and responsive to the media. The later eras saw media demands increased further with both pre- and post-match interviews with coaches and captains. There was a strong agreement that in order to help netball grow such increased media demands on the captain and coach were actually now welcomed.

During the last era the media continued to have a significant impact on the sport of netball in New Zealand and by extension team culture. The media was now an accepted part of the high performance netball environment. For example, media training had become a crucial aspect of being a coach and captain of the Silver Ferns, and it was still extremely important to remain on good terms with the media to gain the exposure required for sponsorship and funding purposes, placing yet another layer of responsibility upon captains and coaches. In the third era, social media began to influence team culture. Social media was used as a way to connect to fans, improve individual reputations, and to help entice sponsors and increase revenue.

Although social media provided these opportunities for players, it also exposed them to greater scrutiny as they could be photographed or recorded at any time. This placed additional pressure on players in terms of living up to the values of being a Silver Fern 24/7, a non-negotiable part of the team ethos. On the one hand, being paid more and receiving more publicity was good for the game and good for the players who received increased income, but on the other hand it also resulted in additional pressures. Therefore, becoming a professional athlete and being able to train full-time does not necessarily mean a sport becomes 'easier' for players because a different set of pressures is also created.

Pregnancy

There were no significant issues of gender in terms of influencing the team culture of the Silver Ferns. One possible explanation is that historically, netball is one of the few team sports that has been played, administered and coached by women, for women, so female leadership is the norm in the game. However, there was some indication of pregnancy influencing the team culture, but not in a negative way. This impact of pregnant players or players returning after giving birth seemed to be around how to address these pregnancies and provide support. This had not been much of an issue in the first era as netball was mostly played more so by unmarried or child-less women, however the findings showed this became much more of an issue in the second era. Some players became pregnant and felt the strain of a perceived lack of support from the coach and from Netball New Zealand, relating to mental and emotional capacity and also financial demands. This perceived lack of support seemed to still be strongly evident throughout the second and even third era. Comments from some interviewees showed they struggled immensely after having their children, specifically in

regards to the lack of any financial and childcare assistance to help them to juggle both motherhood and an elite netball playing career.

However, it has become more common for players to become pregnant and then return to netball after giving birth; the findings did indicate that it is now an evolving part of Silver Ferns culture to be supported to be able to combine both netball and motherhood. Indeed, another important finding showed that players becoming pregnant and having babies was viewed as being accepted as part of female sport, with some believing that returning to international sport after having children was an empowering action and an implicit statement on what women could do. Despite this, it was also believed that coaches and Netball New Zealand need to be better prepared for this to happen, and accept, this difference as part of high performance female sport.

9.4.4 Technological

The findings indicated there were no major technological factors that significantly impacted the team culture. The few factors that were identified include the change in court surface in the 1970's, where the game moved from being played on grass to asphalt outdoor courts and then moved to indoor wooden surfaces. Secondly, the introduction of game analysis and video analysis software was the biggest technological factor impacting the game during the second and third eras. Although technology seemed to have had a minimal effect on team culture, it may have affected leadership and added additional pressure on both captains and coaches in terms of their time, in addition to the already increasing media demands.

9.5 CONTRIBUTION TO THEORY, PRACTICE AND METHOD

Although high performance female sport is now a significant part of New Zealand society, there has been very little detailed research conducted on the topic, in general, or in relation to the team culture, leadership and the emphasis placed on winning in particular. This research is the first major study of a high performance women's netball team and partially addresses the research gap through a case study involving the Silver Ferns from 1960-2015, with netball being considered New Zealand's most popular female sport.

9.5.1 Theory

This research was based on the theoretical framework from Schein's (2010) three level model of organizational culture using artefacts (rites, rituals and symbols), values and beliefs, and core assumptions. An important outcome of this research is how the findings have endorsed the relevance of Schein's theory of organizational culture to application in team sport, which has also been successfully applied in Johnson *et al.*'s (2012; 2013; 2014) research on the winning ethos and organizational culture of the New Zealand All Blacks national rugby team (Figure 2; Johnson *et al.*, 2014, p.230). The findings of my own research have been applied and adapted to this model, which is broadly applicable to female high performance sport, in this case the Silver Ferns (Figure 3).

Throughout all eras covered in this research, aspects of Schein's three levels of organizational culture were evident, albeit some more so than others at times. Team culture and team leadership was promoted and created through change, based on the mutuality and collaboration of players in the team at the time. A further strength of Schein's organizational model in considering the development of team culture is in the way it promotes the bringing

of people together from diverse backgrounds, creating relationships with one another, and encourages the development of working towards a shared goal or purpose, much of which was identified throughout this research. Other benefits of using this model to develop team culture included the way it helped to clearly identify the roles and responsibilities of team members and outlined the implicit and explicit expectations of being a Silver Fern. The successful use of this model in a sports team context by the Silver Ferns supports the benefits of this approach and adds further to the body of knowledge on organizational culture.

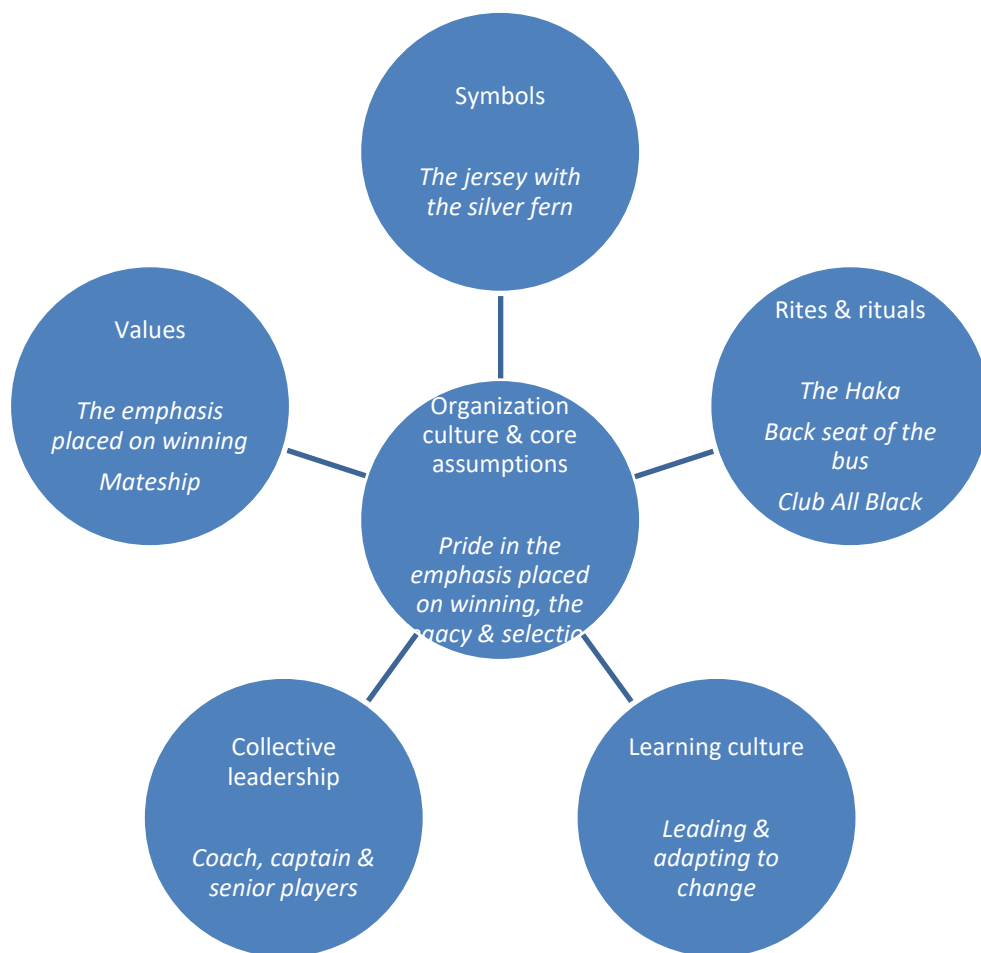


Figure 2 Model of developing a successful All Blacks team culture

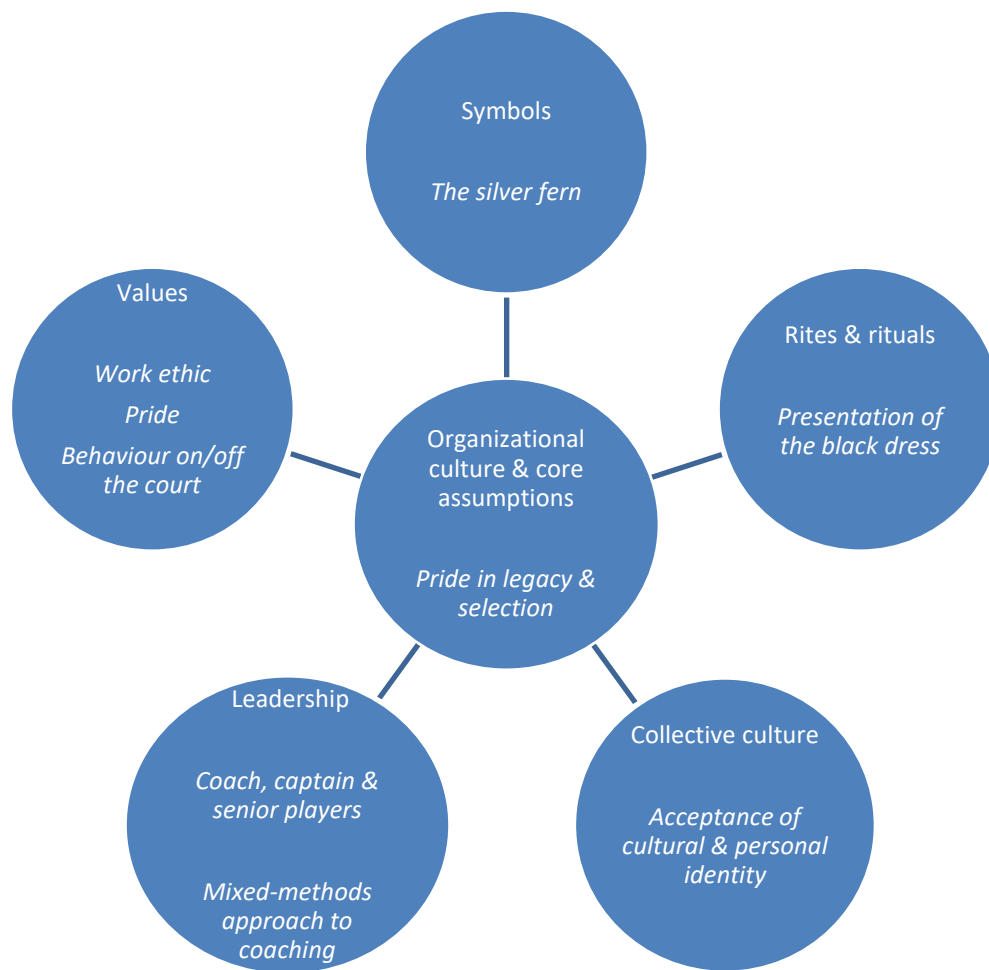


Figure 3: Model of developing a successful Silver Ferns team culture

- Core assumptions - pride in the selection, legacy, and representing New Zealand in netball, in wearing the black dress with the fern, acceptance of all players from various ethnic and cultural backgrounds.
- Symbols - the black dress with the silver fern, and rites and rituals - the presentation of the black dress are artefacts that help reinforce the values and core assumptions
- Leadership – the importance of the role of coach and captain in demonstrating leadership, mixed-methods approach to coaching styles combining both autocratic and empowerment styles.

9.5.2 Practice

The key findings of this research in regard to practice firstly include the agreement that team culture is important to develop. This research endorsed Schein’s theory of organizational culture involving the use of artefacts and creations, rites and rituals, values, and core assumptions. The findings of both team and individual rituals, explicit values, pride in the fern and the black dress as team symbols, the importance of effective leadership, underlying core

assumptions around cultural diversity, pride in the legacy and selection, all linked to a team culture involving the coach, captain and senior players. The research endorsed many of the levels in Schein's organizational theory but also uncovered the need for a mixed-method approach towards coaching netball that will add to the body of knowledge in this particular area for netball coaches.

9.5.3 Method

The design of this research study has been largely based on the work of Professor Emeritus Edgar H. Schein on the subject of organizational culture. It included the use of in-depth individual semi-structured interviews to elicit detailed information from participants with the questions based on Schein's model of organizational culture. This approach has been enlightening and very beneficial, providing rich first-hand data from key experts over a 55 year period. In conjunction with the semi-structured interviews, the manual data analysis approach of using mind maps to interpret the data was also found to be beneficial. This helped to identify key themes from the participants' transcribed interviews. Further to this, the interview data was re-evaluated through the computer software analysis programme NVivo, which confirmed those key themes identified in the manual analysis, but also identified others that had been missed.

9.6 IMPLICATIONS

9.6.1 Team Culture

- The creation and development of team culture is considered extremely important. The development of team values can be useful towards this, however they do not necessarily need to be done so in a formal manner or be explicit.
- Team symbols can play an important part in a culture of a team, but it is important to recognise that such symbols may differ between teams and eras. For example, some symbols may be initiated by players, therefore a change in players in the team can result in a change in team symbols.
- Many coaches do not have the background, tools or knowledge in terms of how to develop team culture. Therefore, national sporting organisations such as Netball New Zealand need to consider the importance of developing and offering modules on developing team culture for elite and community-based coaches, and to provide coaches with an understanding of how to enhance this aspect of team development.
- There is generally a positive correlation between good team culture and the emphasis placed on winning. However for coaches it is important to consider whether it is worthwhile to focus on creating a good culture irrespective of the results. The argument for doing so is that it provides a better experience for players who accordingly are more likely to remain involved in the game, which might be regarded as equally important as the results.
- The embracing and acceptance of various cultures does not specifically refer to purely ethnicities, but rather may involve the acceptance of players and the different personalities and skills they bring to the team.

9.6.2 Leadership

- Coaches should try to resist having preconceived ideas and approaches towards what leadership may look like in their team at the beginning of the season.
- Having one captain in sole charge of a team may not always be considered as effective leadership as they quite often need to be supported by other senior players.
- Leadership groups can be very effective but it is important to select the right people to be in this group.
- Players who lead by example via their performance, work ethic, and informal values are those that are viewed by the team as being the best people.
- In some teams where there is a clear natural leader who commands the respect of the team as a whole, it may work best if they are placed in sole charge of the team.
- It is also important to realise that developing effective leadership groups takes time and may not be achieved over the duration of one season, but rather multiple seasons.
- A player-centred approach towards leadership can be very effective, but it is also dependent on having the right players in the team.
- It is important for coaches to realise there is no one specific style that is best suited to coaching netball.
- A variety of coaching styles is important to implement, intermixing the empowering approach and the command/autocratic approach, as not all players prefer or respond well to one particular coaching style.
- Coaches need to realise there is a time and place for each approach and understand what style(s) work best for their team, which will largely depend on the players.

9.6.3 The emphasis placed on winning

- In order to create a 'winning' team culture, it is vital to establish what this term means to everyone in the team, both players and management. Some may view winning in terms of the final score or result, while others may consider it as being the product of the performance the team puts out on court.
- What it means to win may differ significantly for teams at various levels – high school, representative, national level, however in order for the team to be successful in either aspect – results or performance – the whole team must be in collective agreement.

9.6.4 Environmental Factors

- It is important for coaches to realise that possessing the most up-to-date technology is not always needed in order to enhance or improve performance. This research highlighted that at times technology has played a role in the development of netball as a sport throughout New Zealand, but has not been identified as having a major impact on culture, leadership or the emphasis placed on winning.

9.7 FURTHER RESEARCH

The present research recognises the importance of team culture, leadership and the emphasis placed on winning and focuses on the views of leaders of the past coaches and captains of the Silver Ferns, New Zealand's national Netball team during the period 1960-2015.

Future research could be centred on secondary school or representative age-group netball teams and how applicable the establishment and maintenance of a strong team culture and effective leadership could contribute towards a competitive advantage at a community-based level of netball.

Another possibility of conducting further research is in regards to Australian netball. With reference particularly to their high performance teams, research could be undertaken to test the perceptions of the past coaches and captains of the Australian Diamonds national netball team, and compare these findings to the responses provided by the past coaches and captains of the Silver Ferns national netball team. This research could analyse the differences (if any) in how both national teams view the importance and development of team culture, leadership, and their views on the emphasis on winning.

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APPENDIX A – MAJOR EVENT STATISTICS

Year	Result	vs Australia
1963	2 nd vs Australia (round robin)	L 36-37
1967	1 st vs Australia (round robin)	W 40-34
1971	2 nd vs Australia (round robin)	L 42-48
1975	3 rd vs Trinidad & Tobago (round robin)	D 34-34
1979	1 st equal Australia/Trinidad& Tobago (round robin)	L 36-38
1983	2 nd vs Australia (round robin)	L 42-47
1987	1 st vs Australia (round robin)	W 39-28
1991	2 nd vs Australia	L 52-53
1995	3 rd vs England L 31-60	L 44-45
1999	2 nd vs Australia	L 41-42
2003	1 st vs Australia	W 49-47
2007	2 nd vs Australia	L 38-42
2011	2 nd vs Australia	L 57-58
2015	2 nd vs Australia	L 55-58

www.nwc2015.com.au

WORLD GAMES

1985	1 st vs Australia	W 39-37
1989	1 st vs Australia	W 33-29
1993	2 nd vs Australia	L 36-62

www.mynetball.co.nz

COMMONWEALTH GAMES

1998	2 nd vs Australia	L 39-42
2002	2 nd vs Australia	L 55-57
2006	1 st vs Australia	W 60-55
2010	1 st vs Australia	W 66-64
2014	2 nd vs Australia	L 40-58
2018	4 th place	L 44-65

FAST 5 WORLD SERIES

2009	1 st vs Jamaica
2010	1 st vs England
2011	2 nd vs England
2012	1 st vs England
2013	1 st vs Australia
2014	1 st vs Australia
2015	NOT PLAYED
2016	1 st vs Australia
2017	4th
2018	1 st vs Jamaica

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APPENDIX B – PARTICIPANT INFORMATION SHEET

Date _____

Research Project
Coaches, Captains and Cultural Constructs;
A Case Study of the Silver Ferns
(1960-2015)

Consent and information form

Dear _____

I am writing to seek your assistance by granting me an interview with you, to enable me to complete a PhD. My study uses a business framework of Organizational Culture with a case study of the Silver Ferns for the academic structure of the research. My supervisors for the research are Associate Professor Andy Martin, Senior Lecturer Geoff Watson, and Lecturer Ashleigh-Jane Thompson from Massey University, who can verify any details you may wish to enquire about.

My study will examine the importance of culture and leadership within a high performance female sports team, and also investigate how and why this has changed over time (a time period of 55 years from 1960-2015). This case study research examines the insights provided by past coaches and captains of the Silver Ferns, New Zealand's national Netball team. Primary data will be obtained through the use of semi-structured, in-depth interviews with past Silver Ferns coaches and captains only. The benefits that accrue from your participation in this research project will be your contribution to the limited body of knowledge currently available on the importance of team culture and leadership in high performance netball teams such as the Silver Ferns, and also to generate a deeper understanding of team culture and leadership that will be a catalyst and of significant use to other high-performing female sports teams.

Interviews will typically take approximately 60-90 minutes. Information that is obtained as a result of being in this study will be kept strictly anonymous and confidential. Participation in this study is voluntary. You may refuse to participate. If you have any further questions about this research please contact me directly by telephone 06 350 5701 extn. 84397 or email L.McCarthy@massey.ac.nz or [REDACTED]. Alternatively contact my supervisor, telephone 06 350 5799 extn. 83823 or email a.j.martin@massey.ac.nz.

This project has been evaluated by peer review and judged to be low risk. Consequently it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named in this document are responsible for the ethical conduct of this research. If you have any concerns about the conduct of this research that you want to raise with someone other than the researcher(s), please contact Dr Brian Finch, Director (Research Ethics), email humanethics@massey.ac.nz.

Kind Regards,
Lana McCarthy

.....
Consent Declaration

I have read and understood the information set out on this form and I willingly give my informed consent to participate in this research project in accordance with the terms and conditions.

Name (PRINT) _____

Signature _____

Date _____

APPENDIX C – INTERVIEW FRAMEWORK

I'm Lana McCarthy and I'm talking with you today about my research on the Silver Ferns and their team culture and leadership between 1960 and 2015. My questions ask about various aspects of your experiences with the Silver Ferns. As a participant in my research, you have the right not to answer any question and you can withdraw at any stage of the interview. For the record, I want to tape record our interview. If at any stage during our talk today, you wish the tape recorder to be turned off then please indicate so. I am using a tape recorder to capture the fullness of our discussion as this will allow us to concentrate on various topics as we progress. The interview could take about 60 minutes of your time.

TEAM CULTURE

- SELECTION: When you were first selected to play for the Silver Ferns, how did you hear about it?
 - How did it feel, and what did it mean to you?
- INDUCTION: Today we talk about "induction" as the process where insiders let a newcomer know what being part of the team should mean to them: How were you inducted into the team?
 - Did that induction process change during the time you were a Silver Fern?
- SYMBOLS: Can you describe some of the team symbols (if any) and what they meant to you?
- RITUALS: Can you describe some of the team rituals (if any) and what they meant to you?
- VALUES: Can you describe some of the team values (if any) and what they meant to you?
- CORE: How important is culture within the team? How would you describe the team culture of the Silver Ferns?
 - What are some of the key factors distinctive to the team culture?

Stories: What stories [OF TEAM CULTURE] can you recall that might highlight what we have covered here?

LEADERSHIP/COACHING STYLE

- SKILLS: During your time with the Silver Ferns, what do you think the Silver Ferns organization (Netball NZ) looked for in terms of its Coaches and Captains?
 - Why do you think you were selected as captain/ coach?
- CHALLENGES: What was one of your biggest challenges, and how did you respond to it?
 - On the court/off the court?
- LEADERSHIP: How important is leadership within the team?
 - During your time as the Silver Ferns captain/coach/senior player how did you demonstrate leadership?
 - Do you believe that leadership contributes towards a winning netball team? How so?
 - Has the way you demonstrate leadership within the Silver Ferns differed from previous teams you have been a member of? If so, how? Why?
- COACHING STYLE: How would you describe your/the coaching style with the Silver Ferns?
 - Has your/the coaching style for the Silver Ferns changed from previous teams you have been with? If so, how? Why?
 - How important is effective coaching in creating a winning netball team?
- COMMUNICATION: In your era as coach /captain what form of communication took place?
- ISSUES: Were there issues (if any) that divided the team?
 - On the court/off the court?

Stories: What stories [OF LEADERSHIP/COACHING STYLE] can you recall that might highlight what we have covered here?

WINNING/LOSING

- WINNING/ LOSING in terms of being a Silver Fern, how important is the outcome of the game in terms of winning or losing?
 - What was the WIN that stands out in your memory? How did the team respond?
 - What was the LOSS that stands out in your memory? How did the team respond?
 - Why do you think the Australians win more than New Zealand teams?
- TEAMS: How was the Silver Ferns team differed (if any) to other teams you played in?

Stories: What stories [OF WINNING/LOSING] can you recall that might highlight what we have covered here?

ENVIRONMENT/ADAPTATION TO THE CHANGING CONTEXT OF THE GAME

- CHANGES: During your time as a Silver Fern (coach/captain) what were some of the biggest change(s) to the game that you experienced?
- PEST: Intro: We live in a constantly changing world where New Zealand society has to respond to a range of political, economic, socio-cultural and technological changes that occur. Thinking about this as a coach/captain
 - What were the political changes in your era that affected the Silver Ferns?
 - What were the socio-cultural changes in your era that affected the Silver Ferns?
 - What were the economic changes in your era that affected the Silver Ferns?
 - What were the technological changes in your era that affected the Silver Ferns?

Stories: What stories [OF THE CHANGING ENVIRONMENT] can you recall that might highlight what we have covered here?