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UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

FORMING INSTITUTIONAL VALUES: AN EXPLORATORY
INVESTIGATION OF THE INTERINSTITUTIONAL
LOGICS SYSTEM AND NATIONAL COLLEGIATE
ATHLETIC ASSOCIATION EMBEDDED AGENTS

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

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College of Natural and Health Sciences
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Sport Administration

December 2020

This Dissertation by: Jay Martyn

Entitled: *Forming Institutional Values: An Exploratory Investigation of the Interinstitutional Logics System and National Collegiate Athletic Association Embedded Agents*

has been approved as meeting the requirement for the Degree of Doctor of Philosophy in the College of Natural and Health Sciences in the Department of Sport and Exercise Science, Program of Sport Administration

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ABSTRACT

Martyn, Jay. *Forming Institutional Values: An Exploratory Investigation of the Interinstitutional Logics System and National Collegiate Athletics Association Embedded Agents*.
Published Doctor of Philosophy dissertation Unpublished, University of Northern
Colorado, 2020.

The institutional logics perspective is a metatheoretical framework utilized to examine the interrelationships between institutions, individuals, and organizations in a social system (Thornton et al., 2012). A developing thought in the institutional logics perspective is the concept of the interinstitutional system, which is a framework for understanding a levels metatheory of institutions. Undeniably, there has been a growing demand for literature in the sport management field pertaining to Institutional Theory and scholars have emphasized the necessity to examine institutional logics in the sport industry (Washington & Patterson, 2011). Therefore, the purpose of the current study was to evaluate the logics of student-athletes, coaches, mid-level athletics managers, and athletic administrators, across multiple levels of the National Collegiate Athletic Association (NCAA) (e.g., Division I, II, and III) in an effort to understand how logics develop within and across multiple levels of competition, relationships, and social groups; or in other words, how logics develop in an interinstitutional or cross-level setting (e.g., macro, meso, and micro levels).

This exploratory investigation employed qualitative techniques to examine a collective case study of embedded agents within college athletics from the Division I, II, and III levels. A total of N=87 participants (e.g., Division I N=33, Division II N=27, Division III N=27) provided results for the current research. The results of the study indicated embedded agents of the NCAA develop, embed, and sustain institutional logics at the macro, meso, and micro levels.

Additionally, the outcomes illustrated how logics are influenced by embedded agents at different levels of analysis and how logics develop, become embedded, and/or are sustained similarly, although differences did occur, across all three divisions of college athletics.

The results of the current study provided a theoretical development to the understanding of the interinstitutional logics system in sport management. Moreover, the findings of the study allowed for a preliminary model development pertaining to institutional logics at the macro, meso, and micro levels of analysis and the proposition of a hypothesized model of the interinstitutional system of college athletics.

The results are indications that further exploration of the institutional logics perspective and the interinstitutional system are necessary in the field of sport management. Yet, there are several practical implications from this research. A hypothesized model of the interinstitutional logics system is presented which calls for further scholarly attention. Interrelationships among embedded agents are discussed and logics development, the embedding processes, and logics sustainment are suggested. Lastly, the results provided for implications for how logics interact amongst the macro, meso, and micro levels. As this research was exploratory in nature, and the first known examination of the interinstitutional logics system in sport management, future research is required to better understand this metatheoretical perspective and its influence on the interrelationships between institutions, individuals, and organizations in a social system.

ACKNOWLEDGEMENTS

This dissertation would not be possible without the assistance and guidance of multiple individuals. First, I would like to thank both of my academic advisors, Dr. Alan Morse and Dr. Brent Oja. The guidance, support, and encouragement of these individuals helped facilitate my transition from industry practitioner to academic professional. Their countless hours of dedication helped me to improve as a writer, scholar, critical thinker, and instructor. Without their leadership, I would not be where I am today. They believed in me, challenged me, and encouraged me to reach my fullest potential. I would also like to acknowledge Dr. Yoon Tae Sung of the Sport Administration department. Dr. Sung provided direction and support throughout my tenure and should receive acknowledgement for my successes.

I am also grateful for the professionalism and guidance that I received from additional members of my committee: Dr. Milan Larson and Dr. William Merchant. Dr. Larson has always been welcoming and accepting of my academic endeavors. He has shown commitment to my academic pursuits, provided knowledge and wisdom into the dissertation process, and continues to be a sounding board for my academic journey. Additionally, Dr. William Merchant deserves considerable acknowledgement for my academic successes. Dr. Merchant is an outstanding educator and statistician who opened his door for me whenever I had questions or concerns. He was always approachable and is an individual who truly wants the best for his students. Without the support, guidance, and direction of these committee members, my journey would not have ended with such success. Thank you for working with me on this dissertation and for everything you have done throughout my academic tenure.

I would also like to thank multiple individuals who have helped to support me over the last few years. First, my colleagues at the University of Northern Colorado: Brian Fowler, Bomin Paek, and Hoyoon Jung. Each of these individuals worked alongside of me during our doctoral seminars, academic journal submissions, and conference presentations. You all motivated me to become the best scholar possible, and I thank each of you for that. I would also like to thank Dr. Sherri Ann Walker and Dr. Dan Covell of Western New England University. These two individuals introduced me to the field of Sport Management as an undergraduate student and I would not have fulfilled my journey thus far without their continued support, guidance, and mentorship. Lastly, I would like to thank Dr. Patricia H. Thornton and Dr. Calvin Nite of Texas A&M who provided guidance pertaining to the topic of Institutional Logics. They dedicated their time through emails and phone calls so I could better investigate my dissertation topic.

Lastly, and most importantly, I would like to thank my family, wife, and friends for their continued support and encouragement. This academic voyage would not have been possible without my parents, Breck and Terri, and grandparents, John and Carol, who provided the financial means to pursue this journey. These individuals believed in me and my dreams and I would not be the person I am today without their support. My wife, Dr. Samantha Matney, was my rock and support throughout this process. Without her love and support over the last 18 years, I would not have been able to achieve this goal – thank you. Finally, I would like to acknowledge all my friends in Colorado, specifically my kickball teammates, who encouraged me throughout the process and continually provided opportunities to destress and vent. To everyone listed above, and to those who I may have forgotten, thank you for supporting me in this academic endeavor.

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CHAPTER I

INTRODUCTION

For many reasons that will be discussed herein, the institutional logics perspective should be deemed germane to the field of sport management. Institutional logics are frames of reference that condition organizational choices for sensemaking, for the vocabulary needed to motivate action within the organization, and for the creation of a sense of self and identity (Thornton et al., 2012). Moreover, the institutional logics perspective is a metatheoretical framework which can be used to analyze the interrelationships among institutions, individuals, and organizations within a social system. Thus far, scholarly research within sport management has evaluated components of the institutional logics perspective (e.g., motivation, identification, cognition, culture, etc.) singularly; in contrast, the institutional logics perspective provides an all-encompassing, multi-level approach to analyze how frames of reference develop, stand fast, and/or change within an organization. In an attempt to alleviate the dearth of sport management literature examining the metatheoretical perspective of institutional logics, Washington and Patterson (2011) suggested significant scholarly attention should be provided to this framework as logics help to explain elements of culture, structure, and process.

Despite the call put forth by Washington and Patterson, relatively few scholars within sport management have approached the metatheoretical perspective of institutional logics. Southall and Nagel (2008) investigated the National Collegiate Athletic Association (NCAA) Division I women's basketball tournament broadcasting and presented a singular dominant logic that underpins the broadcasting of the game. Although their findings advanced the literature,

Southall and Nagel failed to expand upon the multi-level/cross-level emphasis of institutional logics as proposed by Thornton and Ocasio (1999). A similar study was conducted examining the NCAA Division I men's basketball tournament; however, the focus again was on a singular dominant logic rather than the all-encompassing, multi-level approach to analyze specific frames of reference (Southall et al., 2008). Developing from these rudimentary, singular approached studies, Nagel et al. (2015) later approached logics from a multi-level analysis when they examined and presented the forms, causes, and consequences of professionalization of sport federations.

Conceivably credited with the advancement of institutional logics within sport management is scholar Nite and his colleagues (Nite, 2017; Nite, Abiodun, & Washington, 2019; Nite & Nauright, 2019; Nite et al., 2013). Nite et al. (2013) investigated the competing logics between the mission of a religious university and their respective athletics department. They concluded certain logics of the institution now align with the overall mission of the university. This study was a seminal piece and the first to evaluate the religion institutional order of logics. In his 2017 study, Nite suggested the NCAA utilized institutional logics as a form of maintenance to address legitimate threats. The results of this study presented the power of logics utilized by a corporation to enforce the institutional order and their specific message to NCAA members (Nite, 2017). Subsequently, Nite and Nauright examined institutional logics and institutional work of NCAA members to examine how structure and process perpetuates abuse within sport organizations. They determined the logics of these institutions allowed for perpetual abuse to occur and go unpunished due to the structure, processes, and cultures of these institutions (Nite & Nauright, 2019). Lastly, Nite, Abiodun, and Washington (2019) highlighted

how the NCAA utilized institutional work to maintain their logics and dominance as an organization in a fragmented field.

Although scholars within sport management have begun to advance an understanding of the institutional logics perspective, key framework proposed by Thornton and Ocasio have been absent from sport management studies. Thornton and Ocasio proposed that institutional logics are “the socially constructed, historical patterns of material practices, assumptions, values, beliefs, and rules by which individuals produce and reproduce their material substance, organize time and space, and provide meaning to their social reality” (Thornton & Ocasio, 1999, p. 804). Moreover, these scholars later suggested “to understand individual and organizational behavior, it must be located in a social and institutional context, and this institutional context both regularizes behavior and provides opportunity for agency and change” (Thornton & Ocasio, 2008, p. 102). Additionally, when developing the metatheoretical perspective, Thornton indicated that logics develop from lived symbols, meanings, experiences, and interactions with specific ideal types including: (a) family, (b) religion, (c) state, (d) market, (e) profession, and (f) corporation (Thornton, 2004). Lastly, sport management scholars have forsaken the fact that individuals and organizations are in fact embedded within specific social structures and, consequently, construct institutions socially (Berger & Luckmann, 1967; Thornton et al., 2012).

Scholars have proposed that the field of sport, specifically the NCAA and Division I, II, and III, offer a unique opportunity for examining a pluralistic environment as these organizations often operate with multiple values, goals, or expectations that often times may conflict with one another (Chelladurai, 1987; Trail & Chelladurai, 2000; Washington & Ventresca, 2008). Sport scholars have suggested the presence of multiple competing logics within the NCAA (Nite, 2017; Nite, Abiodun, & Washington, 2019; Nite, Hutchinson, & Bouchet, 2019; Nite &

Nauright, 2019; Nite et al., 2013; Southall & Nagel, 2008; Southall et al., 2008); however, thus far research has not focused on the field actors (e.g., student-athletes, coaches, and athletics administrators) who experience, perceive, and identify with the multiplicity of logics present on a college campus. Moreover, sport management scholars have not fully applied Thornton et al.'s (2012) model of interinstitutional orders or the full extent of the proposed institutional orders (e.g., family, religion, state, market, profession, and corporation), which is a key component of the institutional logics perspective. Therefore, the purpose of this dissertation is to examine the interinstitutional system (family, religion, state, market, profession, and corporation) of NCAA embedded agents (e.g., Division I, II, and III student-athletes, coaches, mid-level athletics managers, and athletics administrators) to determine how logics are socially constructed and mapped.

The development of an interinstitutional model of NCAA embedded actors at the Division I, II, and III levels provides implications that may prove valuable to both practitioners and researchers. From a theoretical perspective, sport scholars (Chalip, 2006; Costa, 2005; Doherty, 2013; Fink, 2013) have requested sport-specific theory to legitimize the distinct and unique elements of the industry. As discussed above, intercollegiate athletics offer a unique opportunity for examining a pluralistic environment as these organizations often operate with multiple values, goals, or expectations that oftentimes may conflict with one another (Chelladurai, 1987; Trail & Chelladurai, 2000; Washington & Ventresca, 2008). Based on these assumptions, the development of an interinstitutional model may provide opportunity for future theoretical development or provide insight into the logics experienced and perceived by embedded agents of the NCAA. Additionally, sport management institutional theorists have called for an advanced examination of institutional theory, moving away from neo-

institutionalism, and focusing on areas such as hybrid organizations, logic multiplicity, or the institutional logics perspective (Nite, 2017; Washington & Patterson, 2011; Washington & Ventresca, 2004). The development of an interinstitutional model answers the scholarly call put forth by these scholars and may move institutional theory opportunities away from traditional neo-institutional thoughts and research, toward a more inclusive model of interinstitutional concepts.

In addition to understanding the theoretical importance of interinstitutional systems, the practical values of this research may prove significant. First, scholars have suggested a division between college athletics and academics and discovered a “clear current divide between athletics and academics, ultimately creating an us versus them mentality” (Weight et al., 2015, p. 519). As student-athletes, coaches, mid-level athletics managers, and athletics administrators are embedded within both academics and athletics, understanding the interinstitutional logics of these individuals could lessen the division between two entities on a college campus who may be providing pluralistic and oftentimes competing logics. Second, scholars researching student-athlete identity have suggested the duality of student identification and athlete identification may have significant implications on factors such as identity, sense of community, or socialization (Barger & Seward, 2018; Chen et al., 2010; Houle et al., 2010; Lally & Kerr, 2005; Miller & Kerr, 2003; Woodruff & Schallert, 2008; Yopyk & Prentice, 2005; Yukhymenko-Lescroart, 2014). Therefore, the findings from this research could provide implications about how to increase identification, sense of community, and socialization. Lastly, on September 30, 2019, the state of California signed into law the Fair Pay to Play Act, which will potentially change the model and logics of the NCAA as a whole. The results of this study may provide practical implications to those responsible for implementing state laws, reformatting the logics of the

NCAA, or may provide useful to NCAA members who must navigate the changing institutional environment of NCAA athletics.

The advancement of an interinstitutional model examining the logics of student-athletes, coaches, mid-level athletics, managers, and athletics administrators at the Division I, II, and III levels will fill a void in the academic literature relating to logics in sport management. Thus far, sport scholars have demonstrated that the institutional logics perspective can have a significant influence on the sport industry. Specifically, new logics have been formed (Stenling, 2015; Svensson, 2017), competing logics have been realized (Nite et al., 2013; O'Brien & Slack, 2003), logics have brought forth institutional work and entrepreneurship (Nite, 2017; Nite, Hutchinson, & Bouchet, 2019), and future research has been encouraged (Nite, Hutchinson, & Bouchet, 2019; Washington & Patterson, 2011). However, a multitude of this research has been conducted on a singular dominant logic (Southall & Nagel, 2008; Southall et al., 2008) or evaluated at a singular level (Nite, 2017; Nite, Abiodun, & Washington; Nite et al., 2013), which was not the intention of Thornton and Ocasio when they presented institutional logics as a metatheoretical perspective.

Theoretical Framework

The interinstitutional theoretical framework proposed by Thornton et al. (2012) is critical to understanding the culture, structure, and processes of an institution. Additionally, “the institutional logics perspective assumes that institutions operate at multiple levels of analysis and that actors are nested in higher order levels - individual, organizational, field, and societal” (Thornton et al., 2012, p. 13). Moreover, Thornton et al. (2012) suggest that ideal types will develop relating to the multiple levels of embeddedness resulting in six specific ideal types: family, religion, state, market, profession, and corporation. An ideal type can be defined as “what

is essential about a phenomenon through an analytical exaggeration or some of its aspects” (Swedberg, 2005, p. 119). Table 1.1 illustrates the six ideal types that develop from an interinstitutional organization.

Table 1.1 Interinstitutional System Ideal Types

Y-Axis	X-Axis: Institutional Orders					
Categories	Family	Religion	State	Market	Profession	Corporation
Root Metaphor	Family as Firm	Temple as Bank	Redistribution Mechanism	Transaction	Relational Network	Hierarchy Market
Sources of Legitimacy	Unconditional Loyalty	Sacredness in Society	Democratic Participation	Share Price	Personal Expertise	Position of Firm
Sources of Authority	Patriarchal Domination	Priesthood Charisma	Bureaucratic Domination	Shareholder Activism	Professional Association with Craft	Top Management
Sources of Identity	Family Reputation	Association with Deities	Social & Economic Class	Faceless	Personal Reputation	Bureaucratic Roles
Basis of Norms	Household Membership	Congregational Membership	Citizenship Membership	Self-interest	Associational Membership	Firm Employment
Basis of Attention	Status in Household	Relation to Supernatural Increase	Status of Interest Group	Status in Market	Status in Profession	Status in Hierarchy
Basis of Strategy	Increase Family Honor	Religious Symbolism of Natural Events	Increase Community Good	Increase Profit	Increase Personal Reputation	Increase Size of Firm
Informal Control Mechanisms	Family Politics	Worship of Calling	Backroom Politics	Industry Analysts	Celebrity Professionals	Organization Culture
Economic System	Family Capitalism	Occidental Capitalism	Welfare Capitalism	Market Capitalism	Personal Capitalism	Managerial Capitalism

The six ideal types listed above define a specific domain built around the cornerstone of an institution and represent cultural symbols and material practices that govern an actor's life (Thornton et al., 2012). As ideal types develop within an actor, researchers ought to understand that these ideal types develop at the micro and macro levels and shape social interaction. Figure 1.1 illustrates the micro and macro processes of the institutional logics perspective.

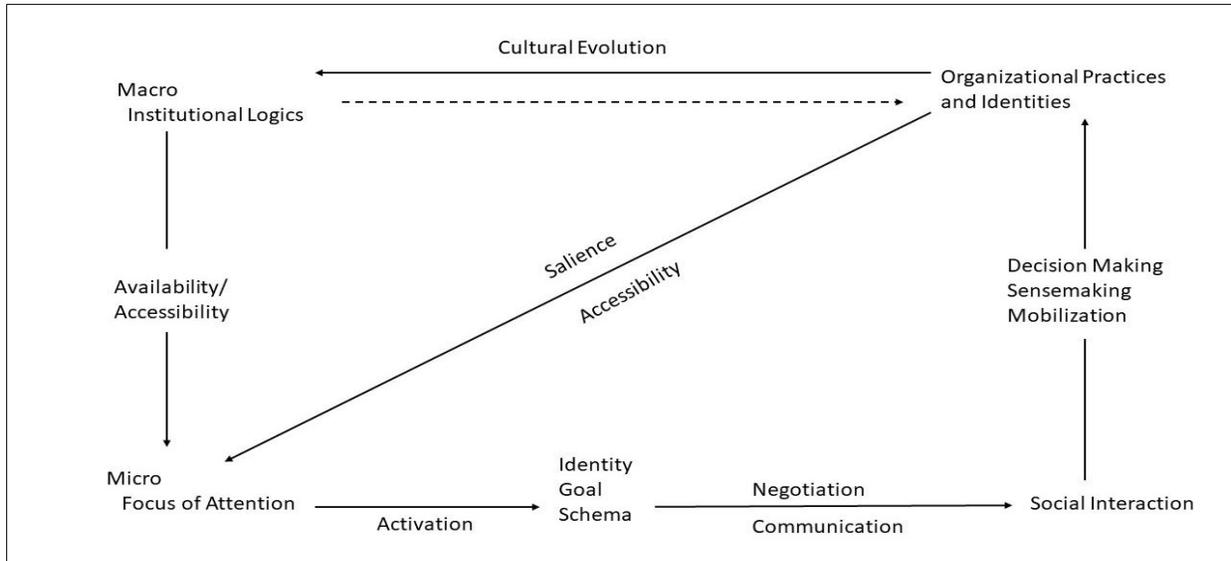


Figure 1.1. Cross Level Model of Institutional Logics Combining Macro-Micro and Micro-Macro

The table and figure above provide a theoretical map to understand how institutional logics and ideal types develop. However, Thornton et al. (2012) indicate this model may not be all encompassing, may not apply to all industries, and encourage scholars to develop and test supplementary models and ideal types. Utilizing the theoretical framework provided by these scholars, this dissertation intended to examine and expand upon the proposed framework.

Statement of Problem

Within the field of sport management, scholars have begun to address the complexities of institutional logics (Carlsson-Wall et al., 2016; Cousens & Slack, 2005; Gammelsater, 2010; Gammelsater & Solenes, 2013; Gilmore, 2013; Nagel et al., 2015; Nite, 2017; Nite, Abiodun, &

Washington, 2019; Nite, Hutchinson, & Bouchet, 2019; Nite & Nauright, 2019; Nite et al., 2013; Pedras et al., 2019; Skirstad & Chelladurai, 2011; Southall & Nagel, 2008; Stenling, 2015; Svensson, 2017; Washington & Patterson, 2011). However, as institutional logics establish, define, or redefine an organization's culture, structure, and process, there remains a dearth in the literature pertaining to cross-level and interinstitutional systems. Previous scholars have advanced an understanding to the presence of logics but have failed to examine the embeddedness and agency of how logics develop and how actors experience organizational logics within and across levels of an institution. To date, sport scholars have demonstrated components of the institutional logics perspective (e.g., social identification, cognition, motivation, etc.) singularly; however, Thornton et al. suggested "researchers that combine multiple levels of analysis in their research are more likely to observe a more accurate picture because, by observing across levels, they can see the workings of mechanisms and- according to the institutional logics perspective- the contradictory nature of institutional logics" (Thornton et al., 2012, p. 14). Although sport scholars have demonstrated the applicability of the institutional logics perspective to the industry, thus far scholars have not fully revolutionized the metatheory to incorporate a cross-level or interinstitutional approach. This study addresses those limitations utilizing a qualitative approach to capture the institutional logics of student-athletes, coaches, mid-level athletics managers, and athletics administrators competing at the NCAA Division I, II, and III levels. The researcher will utilize qualitative methods to detail the institutional logics perceived and experienced by embedded agents competing within and across all three levels of NCAA athletics. As institutional logics are frames of reference that condition organizational choices for sensemaking, for the vocabulary needed to motivate action within the organization, and for the creation of a sense of self and identity (Thornton et al., 2012), a detailed discussion is

necessary to fully understand the metatheoretical foundations of the institutional logics perspective.

The purpose of this study is to evaluate the logics of student-athletes, coaches, mid-level athletics managers, and athletic administrators, across multiple levels of the NCAA (e.g., Division I, II, and III) in an effort to understand how logics develop within and across multiple levels of competition, relationships, and social groups; or in other words, how logics develop in an interinstitutional or cross-level setting. To investigate this phenomenon, the following research questions will guide the inquiry:

- Q1 How does the interinstitutional and cross-level systems in intercollegiate athletics influence the logics of multiple embedded agents, including student-athletes, coaches, mid-level athletics managers, and athletic administrators?
- Q2 What logics within the interinstitutional and cross-level system influence student-athletes, coaches, mid-level athletics managers, and athletics administrators within and across the NCAA divisions?
- Q3 How do logics vary across Division I, II, and III student athletes, coaches, mid-level athletics managers, and administrators?
- Q4 How do student athletes, coaches, mid-level athletics managers, and administrators view the importance of logics when operating in an interinstitutional and cross-level system?
- Q5 What relationships exists within the interinstitutional and cross-level system between student athletes, coaches, mid-level athletics managers, and administrators to support and develop the logics of the institution?

Limitations

This exploratory examination of the interinstitutional logics system of NCAA athletics and embedded agents is not without limitations. First, the results of this study may not represent the entire population of college athletics. The qualitative nature of the research only examined the perceptions of a limited number of embedded agents and the results of the data may not be generalizable to the entire population. Second, the perceptions from every sport, coaching staff,

and athletics department manager position were not captured. There may be a variance in results based upon specific positions in an organization or based upon the sports that were analyzed. Third, the limited research evaluating the metatheoretical perspective of an interinstitutional logics system created challenges for associating results of this study to previous research, although multiple scholars in the field were contacted to discuss the procedures of the researcher. Fourth, as the institutional logics perspective is a metatheoretical proposition containing a magnitude of individual theories, the results may not fully capture the intent of each individual theory to its fullest extent. Lastly, the data collection for this research occurred during an international pandemic. This may have had an impact on the results of the research; however, the scholar feels the trustworthiness of data to be valid and reliable.

In summation, the institutional logics perspective is a metatheoretical perspective which can be utilized to examine individuals, institutions, or organizations within a social system. Moreover, institutional logics develop from material substances such as beliefs, values, and cognitions and provide meaning to an individual. Thus far, sport management scholars have demonstrated the presence of institutional logics, but have not yet demonstrated how these logics develop and become sustained within and across an organization. Additionally, sport scholars have yielded only singular level analyses rather than a multi-level and cross-level approach as suggested by Thornton et al. (2012). The purpose of this research was to apply the metatheoretical perspective of institutional logics to a multi- and cross-level organization, namely the National Collegiate Athletic Conference. The application of this research aims to fill a dearth in literature pertaining to institutional logics in sport and further advance the knowledge relating to processes that occur within and across multiple levels and divisions of college athletics. In closing, this research attempted to answer the call from sport management

institutionalists who invited scholars to provide an expanded knowledge of institutional theory with a focus on the institutional logics perspective.

CHAPTER II

LITERATURE REVIEW

The ensuing review begins with a review of the foundational principles of institutional theory from which the institutional logics perspective developed. From there, the review will transition to social identification theory, which is a key theoretical perspective of examining institutional logics. Following the discussion of social identification, the review will transition to organizational culture, which can be considered a product of the institutional logics perceived and experienced by institutional agents. Next, organizational change will be discussed. Organizational change may occur due to the development, maintenance, or destruction of perceived logics. Subsequently, the review will highlight the scholarly work within the field of sport management and how institutional logics have been utilized. Within this section, the author will demonstrate how sport management scholars have suggested the presence of institutional logics; however, previous scholarly work has not yet approached logics from an interinstitutional or cross-level examination. Lastly, the review will identify the elements of an interinstitutional and cross-level system.

Foundational Pillars of Institutional Theory and the Institutional Logics Perspective

Institutional Analysis of Organizations

The institutional logics perspective originated from the theoretical perspectives of neoinstitutional theory and the institutional analysis of organizations (Berger & Luckmann, 1967; DiMaggio & Powell, 1983, 1991; Fayol, 1916; Fligstein, 1987, 1990, 2001; Hannan &

Freeman, 1989; J. W. Meyer & Rowan, 1977; Pfeffer & Salancik, 1978; Scott, 1995, 2001, 2008; Selznick, 1948, 1949, 1957; Taylor, 1911; Weber, 1947; Zucker, 1977). Prior to the establishment of neoinstitutionalism, scholars examining institutions proposed that organizations are structured due to their environmental and organizational constraints. Selznick (1949) and Pfeffer (1972) indicated organizations in search of autonomy and profit maximization faced external constraints on the organization, and these constraints forced organizations to utilize strategic tactics to navigate these constraints. However, these seminal institutional scholars indicated that as organizations adapted to external constraints, new external constraints were established and organizations were incessantly in the evolutionary process of maneuvering to achieve an organizational advantage (Pfeffer & Salancik, 1978). As external constraints repeatedly cause a shift in organizational functioning, Salancik (1979) suggested a major theme of institutional analysis should be the construct of power over both intraorganizational and interorganizational behaviors. Specifically, Salancik indicated that organizations who have power to obtain resources were less reliant on other organizational or environmental factors (Salancik, 1979). The propositions of structure and power by the seminal scholars discussed above became a focal element of institutional theory (J.W. Meyer & Rowan, 1977). The foundations of institutional theory were established through the scholarly work of Meyer and Rowan (1977), Zucker (1977), Meyer and Rowan (1983), DiMaggio and Powell (1983), Tolbert and Zucker (1983), and Meyer et al. (1983). Although contextual differences were proposed between these scholars, these seminal researchers viewed institutions as complex social networks where behaviors, principles, meanings, and beliefs were internalized, ultimately resulting in institutional conformity. Specifically, Meyer and Rowan (1977) analyzed the rationalization and diffusion of bureaucracies in society, suggesting that rationalization and diffusion occurred

through two circumstances: “the complexity of networks of social organization and exchange” and “the institutional context” (Meyer & Rowan, 1977, p. 346). Meyer (1977) and Scott (1983) focused their attention on rationalized myths that occurred between complex networks of an institution. They posited that interactions between organizations increase the probability of rationalized myths being generated into formal regulations and laws (Meyer et al., 1983). Zucker (1977, 1983) suggested that institutions adhere to specific cultural prescriptions set forth for the interaction of social networks. Zucker suggested these cultural prescriptions are “common understandings of what is appropriate and, fundamentally, meaningful behavior” (Zucker, 1983, p. 105). Tolbert and Zucker (1983) proposed that institutionalization occurs when principles and practices are widely followed, are followed without debate, and exhibit performance (Tolbert & Zucker, 1983, p. 25). Expanding on the work of Tolbert and Zucker, Scott proposed that institutions follow a “normative” and “cognitive” belief system (Scott, 1983, p. 163). According to Scott (1983), organizations conform to these belief systems in the process of becoming isomorphic with institutional context in an effort to establish legitimacy. Scott further suggested that, for organizations to obtain legitimacy, they will “avoid social censure, minimize demand for external accountability, improve their chances of securing necessary resources, and raise their probability of survival” (Scott, 1983, p. 160). Lastly, DiMaggio and Powell (1983) were interested in the homogeneity between organizational forms and practices. They proposed that homogeneity in practice and form occurs due to the structuring of specific organizational fields and their cognitive reliance on history and institutional processes. Moreover, DiMaggio and Powell (1983) suggested that homogeneity occurs through three specific mechanisms: (a) coercive, which occurs when external constituents force organizations to adopt specific elements; (b) normative behavior, which comes forth from professionalization projects; and (c) mimetic

behavior, which arises when an uncertain organization copies another because its members believe that other organizations are deemed rational or they desire to avoid the appearance of deviation from an expected norm. Unlike previous scholars, the seminal scholars discussed above provided an advancement in the understanding of organizations as institutions that focus singularly on environmental factors (Fayol, 1916; Taylor, 1911; Weber, 1947) or resource dependency (Pfeffer & Salancik, 1974; Salancik & Pfeffer, 1977; Salancik & Pfeffer, 1978). The new direction to understanding institutions then developed around two distinct constructs: legitimacy and isomorphism.

Legitimacy

Although the term legitimacy became a focal point in the framework of institutional theory, the exact definition of the term developed significant scholarly debate (cf. Ashforth & Gibbs, 1990; Hirsch & Andrews, 1984; Knoke, 1986; Meyer & Rowan, 1977; Meyer & Rowan, 1983; Pfeffer & Salancik, 1978). The legitimacy debate continued until 1995, when Scott suggested that “legitimacy is not a commodity to be possessed or exchanged but a condition reflecting cultural alignment, normative support, or consonance with relevant rules or laws” (Scott, 1995, p. 45). Furthering the discussion about this term and offering an inclusive, broad definition, Suchman defined legitimacy as “a generalized perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed systems of norms, values, beliefs, and definitions” (Suchman, 1995, p. 574). Building on this definition, Suchman (1995) then proposed that legitimacy falls under three distinct pillars: pragmatic, moral, and cognitive. Additionally, Scott (1995) suggested that legitimacy arrives via one of three ways: regulative, normative, or cognitive. Despite opposing schools of thought on legitimacy (e.g., Scott and Suchman), both agreed that there must be subjects of legitimization

and sources of legitimacy for an institution. Subjects of legitimization are “social entities, structures, actions, or ideas whose acceptability is being assessed” (Deephouse & Suchman, 2008, p. 54), and sources of legitimacy are “internal and external audiences who observe organizations and make legitimacy assessments” (Ruef & Scott, 1998, p. 880). When legitimacy is viewed as a framework of institutionalism, Deephouse and Suchman (2008) suggested that three components are essential in determining legitimacy: (a) many common sources of legitimacy are organizations themselves, (b) are there actual legitimate sources of legitimacy, and (c) the sources that determine whether to grant legitimacy to an institution or organization must be assessed. As suggested by the scholarly work discussed above, legitimacy should be considered a pillar of institutional theory; however, legitimacy can be elusive in measurability, as legitimacy is determined by the subjects and sources that deem the institution to be legitimate.

Isomorphism

DiMaggio and Powell (1983) noticed that institutional ideals have pressured organizations to become strikingly similar to one another over time. Based on this recognition, DiMaggio and Powell suggested that the term institutional isomorphism be used to describe organizations’ adaptation to socially constructed environments (DiMaggio & Powell, 1983). Furthermore, these scholars theorized that the pressures organizations face to become similar are derived in one of three distinct ways: coercive, mimetic, or normative. According to their definition, coercive pressures arise from politics and power relationships where large actors force institutions to adopt specific structures or face sanction. Mimetic pressures arise from uncertainty when organizations imitate other organizations that are deemed successful or influential. Normative pressures are instilled because organizations suggest that education or training will instill professional values that are deemed appropriate (DiMaggio & Powell, 1983). According to

Boxenbaum and Jonsson (2008), when organizations are pressured to adapt to the rationalized myths of what an organization should look like, two problems may arise: the rationalized myths may not encompass a resourceful solution for the organization, and competing or inconsistent myths may co-exist, leading to the process of decoupling, in which organizations superficially abide by institutional pressures without fully implementing the related practices (Meyer & Rowan, 1977).

When institutional pressures and decoupling occur within an organization, two major questions remain pertaining to isomorphism: (a) similar *to* what? And (b) similar *in* what? (Boxenbaum & Jonsson, 2008). When considering the question “similar to what?”, Scott and Meyer (1983) suggested that isomorphism occurs to address the societal sectors of organizations. In other words, the institutional environment can be considered external and exogenous to an organization. In contrast to Scott and Meyer, DiMaggio and Powell (1983) viewed the environment as being a socially constructed field in which it is a result of the structuring process that involves all actors within specific fields. The contrasting beliefs of Scott and Meyer (1983) and DiMaggio and Powell (1983) highlight the ambiguities of isomorphism in answering the question “similar to what?” However, what is agreed upon is the perspective that the environment is essential to understanding how isomorphic pressures operate on organizations.

The second ambiguous question when addressing isomorphic pressures, “similar in what?”, queries to what respect organizations should become similar. DiMaggio and Powell suggested that isomorphism can be detected by the “lessening in variance around some central dimension” (DiMaggio & Powell, 1983), a statement whose ambiguity caused researchers to have difficulty in determining what structures or levels isomorphism should center upon (Levitt & Nass, 1989; Oliver, 1988; Scott & Meyer, 1994). In closing, isomorphism plays a significant

role in understanding organizational change (Scott, 1987; Zucker, 1987), and decoupling explains why organizations continue to reform (Brunsson & Olsen, 1993).

The scholarly works above detail the foundational pillars of institutional theory and the preliminary development of the institutional logics perspective. Thus far, scholars have suggested the environment, internal and external pressures, resource dependency, decoupling, and the quest for legitimacy are components of institutional analysis. However, as the institutional logics perspective is a metatheoretical framework which encompasses multiple theories, Thornton et al. (2012) indicate other theories, such as social identification theory, must be examined as the agents embedded within the institution face significant challenges to their individual and group identifications.

Social Identification and Social Identification Theory

Social Identification

As previously discussed, the institutional logics perspective is a metatheoretical framework composed of multiple theoretical contributions. One such theory utilized with the development of institutional logics was social identification theory. According to Pratt, identification asks, “How do I come to know who I am in relation to you?” (Pratt, 1998, p. 171). Moreover, Pratt indicates that social identification theory attempts to address central questions of organizational identification, including, “What is identification?”, “Why do people identify (and why do organizations encourage it)”, “When are individuals most likely to identify?”, and “How does identification occur?” (Pratt, 1998, p. 171). In answering these central questions pertaining to organizational identification, multiple seminal scholars have defined identification (Aronson, 1992; Ashforth & Mael, 1989; Cheney, 1983; Dutton et al., 1994; Pratt, 1998; Tajfel, 1978). According to Aronson (1992) identification is, “a response to social influence brought about by

an individual's desire to be like the influencer" (p. 34). Providing a separate but seminal view on identification, Ashforth and Mael suggested identification is "the perception of oneness or belongingness to some human aggregate" (Ashforth & Mael, 1989, p. 21). Yet Cheney (1983) proposed identification is "an active process by which individuals link themselves to elements in the social scene" (Cheney, 1983, p. 239). Dutton et al. (1994) further advanced the definition of identification suggesting a cognitive link to the organization will develop an individual's identification. Specifically, they define identification as "when a person's self-concept contains the same attributes as those in the perceived organizational identity, we define this cognitive link as organizational identification" (Dutton et al., 1994, p. 239). Lastly, but considered to be the most influential in the development of the institutional logics perspective, Tajfel projected, "in order to achieve the state of 'identification,' two components are necessary...a cognitive one, in the sense of awareness to membership; and an evaluative one, in the sense that this awareness is related to some value connotations" (Tajfel, 1978, p. 2). Although varying views and definitions have been put forth, four central premises of identification remain similar among the views (Pratt, 1998). First, identification focuses on beliefs. Second, organizational identification refers to specific social aspects of a person's identity. Third, there are multiple pathways to identification (i.e., similarity of one's self to the organization or one's self becoming similar to the organization). Fourth, individuals do not need to become organizational members to identify with a specific organization. As evidenced by the varying definitions of identification and the four central premises agreed upon by these scholars, social identification significantly contributes to an individual's logics as institutional logics are defined as, "the socially constructed, historical patterns of material practices, assumptions, values, beliefs, and rules by

which individuals produce and reproduce their material substance, organize time and space, and provide meaning to their social reality” (Thornton & Ocasio, 1999, p. 804).

Collective Identification

Although social identification and development of an identity are considered essential to organizational development, the institutional logics perspective assumes that “institutions operate at multiple levels of analysis and that actors are nested in higher order levels- individual, organizational, field, and societal” (Thornton et al., 2012, p. 13). Therefore, when considering social identification theory, Brubaker and Cooper (2000) suggested, “the concept is called on to bear far more theoretical, empirical, and political weight that it can support” (c.f. Ashmore et al., 2004; Brubaker & Cooper, 2000). From this postulation, Ashmore et al. (2004) indicated the importance of a multidimensional framework and presented collective identification. A collective identification occurs when one identifies with, or categorizes one’s self, with a specific social group (Deaux, 1996). Moreover, collective identities develop from self-categorization and an attachment and sense of interdependence. When considering self-categorization, Ashmore et al. suggest the world is divided into social categories and individuals place themselves into specific categories in which they perceive themselves to be most similar (Ashmore et al., 2004). When considering which collective identification represents their specific identity, individuals will conduct evaluations and place importance upon the collective identities. When conducting evaluation, Ashmore et al. (2004) indicated an individual will examine the positive and negative attitudes toward this group, evaluate favorable decisions about their own private identities, and evaluate favorable public opinion about the social category. Furthermore, individuals will decide about the implicit and explicit importance to adhering to that collective social group. After an individual evaluates and places a level of importance upon their collective social identification,

they will define a level of attachment to that specific collective group (Ashmore et al., 2004). At this level of evaluation, an individual will determine their respective level of involvement, level of connectedness, degree of embeddedness, and distinctive ideologies of the collective identity, which are all components and contributors to the lens an individual utilizes to establish one's logics. In summation, a collective identity includes an individual's self-categorization, evaluation, importance, attachment and sense of interdependence, social embeddedness, behavioral involvement, content, and meaning. These collective identifications may occur at multiple levels and therefore provide meaning to social identification and logics of an individual. However, it is feasible, when examining the interinstitutional and cross-level analysis of an institution, for one's social identification and collective identification to become network of interwoven social groups (Roccas & Brewer, 2002).

Social Identity Complexity

“Institutional environments are often pluralistic...[A]s a result, organizations in search of external support and stability incorporate all sorts of incompatible structural elements” (Meyer & Rowan, 1977, p. 356). One such area where incompatible structure may result is the installment of multiple social groups. Herein lies the potential for social identity complexity to develop. According to Roccas and Brewer, social identity complexity is “the degree of overlap perceived to exist between groups of which a person is simultaneously a member” (Roccas & Brewer, 2002, p. 88). As suggested by social identification theory and collective identity theory, individuals begin to develop common identities with similar group members. However, Roccas and Brewer postulate that as groups become more intermingled, individuals become more connected to their group by virtue of their common attachment rather than their personal relationships (Roccas & Brewer, 2002). When this occurs, four specific identity structures may

develop: intersection, dominance, compartmentalization, or merger. Intersection occurs when “an individual can achieve simultaneous recognition of more than one social identity and yet maintain a single ingroup as the intersection of multiple group memberships” (Roccas & Brewer, 2002, p. 90). When dominance occurs, “individuals can cope with competing social identities by adopting one primary group identification to which all other potential group identities are subordinated” (Roccas & Brewer, 2002, p. 90). Under compartmentalization framework, “in certain contexts, one group membership becomes the primary basis of social identity, whereas other group identities become primary in different contexts” (Roccas & Brewer, 2002, p. 91). Lastly, merger suggests “multiple social group identities in which non convergent group memberships are simultaneously recognized and embraced in the most inclusive form” (Roccas & Brewer, 2002, p. 91). The elements of social identity complexity and the presence of institutional environments which may be considered hybrid in nature have the ability to generate a component of social identity complexity. As the interinstitutional logics system is comprised of six distinct ideal types (e.g., family, religion, state, market, profession, and corporation), there remains possibility for multiple facets of identification to be present, including social identification, collective identification, and social identity complexity.

Social Identification and Sport

Within the field of sport management, scholars have demonstrated the importance of social identification to the sport industry (Cunningham & Rivera, 2001; Heere & James, 2007; Lock & Heere, 2017; Oja et al., 2015; Swanson & Kent, 2015; Todd & Kent, 2009; Turner & Chelladurai, 2005; Wells & Welty Peachey, 2011). These scholars have put forth that identification leads to factors such as commitment and job satisfaction (Swanson & Kent, 2015), that sport employee identification is unique (Oja et al., 2015), and identification leads to job

satisfaction (Cunningham & Rivera, 2001); however, these studies adhered to the singular theoretical perspective of identification theory. As evidenced by the scholarly works discussed above relating to social identification theory, collective identification theory, and social identity complexity theory, identification is a multi-level process that encompasses values, beliefs, and practices all considered elements of the institutional logics perspective.

Organizational Culture

Scholars have utilized the word “culture” in a magnitude of studies in various fields, including both management (Feldman, 2019; Meng & Berger, 2019; Shao, 2019; Taylor et al., 2019) and sport management (Benson, 2017; Burton & Peachey, 2014; Hagan & Schack, 2019; Kuznetsova, 2018; Maitland et al., 2015; Schroeder, 2010; Southall et al., 2005; Weese, 1996). However, according to Sands, a seminal ethnographer in the field of sport culture, “contemporary usage has diluted the meaning of culture and posed difficulty in defining exactly who or what is being studied” (Sands, 2002, p. 45). Sands further stated that “culture can not be driven like a car, seen like a forest, or scored as a goal or touchdown. But a culture can be visualized as patterns of behavior that are recognized and claimed by a certain group of people” (Sands, 2002, p. 50). Moreover, “culture is learned or acquired beliefs, customs, habits, and behaviors” (Aunger, 1999, p. 100). Herein lies the interconnection between organizational culture and the institutional logics perspective. Institutional logics encompass practices, principles, and symbols of institutions and shape how reasoning takes place and how rationality is experienced and perceived (Thornton et al., 2012). As previously discussed, logics are derived across institutional levels and organizational fields. When culture is considered to be part of the institutional logics perspective, two important concepts must be realized: (a) the complexity of the interplay between symbolic and material components of institutional logics and (b) the cross-

level structures and processes that link individuals, groups, organizations, institutional fields, and the interinstitutional system in the process of cultural construction (Thornton et al., 2012, p. 150). The exact definition of culture may be viewed as elusive and so poses a challenge as to who and what is being studied and fails to properly demonstrate how rationality is experienced and perceived among actors.

Components of Culture

According to Schein and Schein (2017), organizational culture elements can be seen and felt when examining a culture. Additionally, they suggested specific elements of a culture include: (a) observable behavioral regularities when people interact, (b) climate, (c) formal rituals and celebrations, (d) espoused values, (e) formal philosophy, (f) group norms, (g) rules of the game, (h) identity and images of self, (i) embedded skills, (j) habits of thinking, mental models, or linguistic paradigms, (k) shared meanings, and (l) root metaphors or integrating symbols (Schein & Schein, 2017, pp. 3-5). In an effort to expound upon these elements of culture specific details and scholarly work lies herein. First, observed behavioral regularities are interactions, patterns, customs and traditions evident used in daily interactions (c.f. Jones et al., 1988; Trice & Beyer, 1993). Climate is the feelings conveyed by a group pertaining to a physical layout and the interactions with fellow members and outsiders (c.f. Ashkanasy et al., 2000). Formal rituals and celebrations suggest the way in which a group celebrates key values, milestone, or important milestones (c.f. Schmidt & Rosenberg, 2014). The espoused values of a specific culture are publicly announced principles and values in which the group is trying to achieve (c.f. Schmidt & Rosenberg, 2014). Formal philosophies are those in which the group adheres to with respect to broad policies and principles (c.f. Ouchi, 1981; Schmidt & Rosenberg, 2014). The group norms of a culture are expressed as the specific values and standards developed

among the group (c.f. Homans, 1950; Kilmann et al., 1986). Rules of the game are those unwritten rules that new members of the organization must adhere to in order to become an accepted member of the group (c.f. Deal & Kennedy, 1999). Identity and images of self relate to social identification and establish who the group is, what their purpose is, and how things are done within the group (c.f. Hatch & Schultz, 2004). Embedded skill are those skills which get passed from generation to generation to ensure cultural survival of the group (c.f. Ang & Van Dyne, 2008). Habits of thinking imply those cognitive frames that guide the perception, thoughts, and language of the group (c.f. Hofstede et al., 2010). The shared meanings of a culture are understandings within the group where the same meanings may represent something different to outsiders (c.f. Hatch & Schultz, 2004). Lastly, root metaphors and integrating symbols are elements that the group establishes to represent themselves both internally and externally (c.f. Schultz, 1995). As evidenced by the suggestions of culture by Schein and Schein (2017) and illustrated by the scholars pursuing those characteristics of culture, an organization's culture is something that can be felt and experienced. However, as discussed above, when culture is considered to be part of the institutional logics perspective, two important concepts must be realized: (a) the complexity of the interplay between symbolic and material components of institutional logics, and (b) the cross-level structures and processes that link individuals, groups, organizations, institutional fields, and the interinstitutional system in the process of cultural construction (Thornton et al., 2012, p. 150).

Organizational Culture and Sport

An extant review of sport management literature examining sport culture indicated sport management scholars have failed to fully research elements of culture when examining this

phenomenon. Benson (2017) provided an analysis of the National Football League (NFL) corporate social responsibility and injuries; however, this study failed to provide many of the elements of culture as outlined by Schein and Schein. Instead, Benson provided a lens into components of culture; however, true establishment of the NFL culture on corporate responsibility was not realized. A second study conducted by Southall et al. (2005) included a survey questionnaire from college coaches examining the 'culture' of the profession. However, culture can't be measured through an online survey, but must be visualized as suggested by Sands (2002). Additionally, Burton and Peachey (2014) indicated organizational culture is a mediator between distinct variables. However, as Sands postulated, "contemporary usage has diluted the meaning of culture and posed difficulty in defining exactly who or what is being studied" (Sands, 2002, p. 45). In their work, Burton and Peachey provided a definition of culture; however, does this truly result in the (a) observable behavioral regularities when people interact, (b) climate, (c) formal rituals and celebrations, (d) espoused values, (e) formal philosophy, (f) group norms, (g) rules of the game, (h) identity and images of self, (i) embedded skills, (j) habits of thinking, mental models, or linguistic paradigms, (k) shared meanings, and (l) root metaphors or integrating symbols (Schein & Schein, 2017) that define organizational culture? The answer to this question was put forth by sport management scholars in 2015. According to Maitland et al. (2015), 33 studies were conducted examining sport culture, and they concluded sport scholars have turned 'culture' into a manipulative variable which may not truly explain culture at all. Moreover, Maitland et al. (2015) indicated the need for a wider approach to research sport culture which accounts for fragmentation perspectives that account for ambiguity and conflict which explain organizational culture. As evidenced by the scholarly works listed above and the reaffirmation of Maitland et al. (2015), sport scholars have turned organizational culture into a

variable. As culture is “learned or acquired beliefs, customs, habits, and behaviors” (Aunger, 1999, p. 100), the institutional logics perspective may provide for a theoretical lens for scholars pursuing future research in the area of organizational culture.

Organizational Change

The institutional logics perspective could be viewed as at the forefront of scholarly work evaluating organizational change. The inter-institutional system in which societal logics are present is characterized by cultural differentiation, fragmentation, and contradiction (DiMaggio, 1997), all of which are therefore present in the logics perspective belonging to the inter-institutional system, and so provide the framework for such scholarly advances as institutional entrepreneurship (DiMaggio, 1998; Suddaby & Greenwood, 2005; Thornton, 2004), structural overlap (Greenwood & Suddaby, 2006; Stovel & Savage, 2005; Thornton, 2004), event sequencing (Sewell, 1996; Thornton, 2004; Thornton et al., 2005), competing logics (Marquis & Lounsbury, 2007; Reay & Hinings, 2005; Scott, 2000), and institutional work (Lawrence & Suddaby, 2006).

Institutional Entrepreneurs

According to DiMaggio (1998), institutional entrepreneurs are individuals who modify existing institutions or create new institutions because they have access to resources to support their self-interests. Moreover, institutional entrepreneurs play a critical role in organizations due to the locations or positions they occupy within the institutional system and their ability to take advantage of an opportunity for change (Thornton, 2004). According to several scholars, institutional entrepreneurs may achieve their goals or schemas via methods such as storytelling (Zilber, 2006), rhetorical strategies (Suddaby & Greenwood, 2005), and tool kit approaches (Swidler, 1986). Significantly, institutional entrepreneurs act to control resources that are both

material and/or symbolic, and this act constitutes a key aspect of the institutional logics perspective. Furthermore, scholars have suggested that for these individuals to be effective, they must be able to discredit an institutional logic and so bring about institutional change (Douglas, 1986; Strang & Meyer, 1994). Ridpath (2018) discussed multiple challenges to the institutional logics of the NCAA through his depictions of *Edward O'Bannon, Jr v. NCAA*, *Martin Jenkins et al. v. National Collegiate Athletic Association*, Student Right to Know and Campus Security Act of 1990, and the Northwestern football team's attempt at unionization. Ed O'Bannon Jr challenged the logics of the NCAA who utilized the name and likeness of college athletes in videos games and failed to compensate said athletes for their names and likenesses. Although the Supreme Court failed to hear appeals from both sides in this case, the decision changed the legal definition of an amateur athlete. In *Martin Jenkins et al. v. National Collegiate Athletic Association*, the plaintiffs allege the NCAA engages in price fixing, an illegal activity, and suggest all athletes should be able to acquire fair market values for their services in a capitalistic society. Yet again, the values, beliefs, and logics of the NCAA were challenged by institutional entrepreneurs when the Northwestern football team attempted to create a union. Although the unionization efforts were curtailed, the movement by student-athletes demonstrated the challenge to existing NCAA institutional logics. Lastly, former NCAA athletes-turned state senators Tom McMillen (D-MD), Ed Downs (D-NY), and Bill Bradley (D-NJ), instilled the Student Right-to-Know and Campus Security Act of 1990 that mandated the release of graduation rates of college athletes, which the NCAA vehemently resisted (Ridpath, 2018). These specifics, among a multitude of other institutional entrepreneurial movements demonstrate the organizational change that has occurred within the interinstitutional system of college athletics.

Structural Overlap

A second component of organizational change directly linked to the institutional logics perspective is the idea of structural overlap which occurs when roles, structures, and functions that were previously distinct are forced into association (Thornton, 2004). Mergers and acquisitions may be considered a distinctive form of structural overlap when distinctive cultures, norms, and logics are forced to co-exist with a new, potentially competing logic. Stovel and Savage (2005) demonstrated how a structural overlap uncovered competing logics within the financial sector, and Thornton et al. (2005) inferred the presence of structural overlap among institutional logics that involved consultants and management – a situation that caused a significant amount of turmoil within an accounting firm. Lastly, Greenwood and Suddaby (2006) demonstrated that businesses may face structural overlap when attempting to bridge organizational fields. When considering the NCAA, scholars have suggested the presence of significant structural overlap between college athletics and academics. After the first organized collegiate football game between Princeton and Rutgers occurred, faculty canceled the following year's game because they feared an overemphasis on athletics as opposed to academics (Funk, 1991; Zimbalist, 1999). However, boosters raised significant funds, challenged the faculty's authority, and ultimately sport began to dictate university policy and develop into conflicts not previously imagined (Zimbalist, 1999). When evaluating these new structures, scholars have proposed competing values are present. Specifically, Weight et al. (2015) suggested the division between college athletics and the academic mission of the institution faces “clear current divide between athletics and academics. An ‘us versus them’ mentality” (p. 519). Sperber (1999) called for athletics departments to take on a larger role in assisting with the overall mission of the institution and not just an athletics idealist approach. Lastly, a 2017 headline from *The Atlantic*

entitled “Why sports and elite academics do not mix: The athletic programs at highly selective institutions are out of synch with the schools’ mission”, suggests the institutional logics and structural overlap between these entities is not consistent (Cole, 2017). These specific scholarly works examining the NCAA demonstrated how competing structures which were previously distinct are now in association with one another, and therefore develop logics within an interinstitutional system.

Event Sequencing

Event sequencing is defined as “the temporal and sequential unfolding of unique events that dislocate, rearticulate, and transform the meaning of cultural symbols and social and economic structures” (Sewell, 1996, p. 844). In other words, event sequencing could be changes in organizational culture, a shift of resources, or a change in power. Scholars have noted that structural changes in an organization such as the bottom-up or the top-down approach (Schneiberg & Clemens, 2006), or separation from established structures (Leca & Naccache, 2006), will cause a notable change in the multi-level analysis of established institutional logics. According to Thornton and Ocasio (2008), “competing logics can facilitate resistance to institutional change,” and thus the presence of competing logics can highlight the power struggles between competing logics. Scott (2000) noted the direct competition between the logics of a healthcare system and those of the state within which the hospital was located. Haveman and Rao (1997) reported that institutions operating within similar environments were more congruent with those operating inside their own industry than with those operating in another industry. Reay and Hinings (2005) observed that organizational fields are an area in which power struggles and logics are continually present. Each of these scholars has suggested that a competing logic may cause friction between the multi-faceted environment in which an

institution operates. Event sequencing has also played a significant role on NCAA athletics, and specifically student-athletes. The events discussed previously, (e.g., *Edward O'Bannon, Jr v. NCAA*, *Martin Jenkins et al. v. National Collegiate Athletic Association*, Student Right to Know and Campus Security Act of 1990, and the Northwestern football team's attempt at unionization) have all shaped the balance of power between student-athletes and the NCAA. Moreover, the California State law, Fair Pay to Play Act, signed into effect on September 30, 2019, will allow NCAA athletes to hire agents and accept endorsement deals (Kelly, 2019). In conclusion, the scholarly works listed above, legal challenges discussed, and institution of new law will force organizational change within the interinstitutional system of college athletics.

The Institutional Logics Perspective and Sport

As institutional logics are “the socially constructed, historical patterns of material practices, assumptions, values, beliefs, and rules by which individuals produce and reproduce their material substance, organize time and space, and provide meaning to their social reality” (Thornton & Ocasio, 1999, p. 804), the sport management field provides a unique environment to examine institutional logics. To date, sport management scholars have begun to explore institutional logics (Carlsson et al., 2016; Cousens & Slack, 2005; Gammelsater, 2010; Gammelsaeter & Solenes, 2013; Gilmore, 2013; Nagel, et al., 2015; Nite, 2017; Nite, Abiodun, & Washington, 2019; Nite, Hutchinson, & Bouchet, 2019; Nite & Nauright, 2019; Nite et al., 2013; Pedras et al., 2019; Skirstad & Chelladurai, 2011; Southall & Nagel, 2008; Stenling, 2015; Svensson, 2017; Washington & Patterson, 2011); however, a multitude of these studies have failed to examine institutional logics at an interinstitutional or cross-level analysis, as suggested by Thornton et al. (2012).

An extent review of the sport management literature indicated an undeveloped understanding of the institutional logics perspective. However, within these scholarly works, key principles of the institutional logics perspective have been shown to impact sport. New logics have been formed (Stenling, 2015; Svensson, 2017), competing logics have been realized (Nite et al., 2013; O'Brien & Slack, 2003), institutional work and entrepreneurship initiatives have been demonstrated (Nite, 2017; Nite, Hutchinson, & Bouchet, 2019), and directions for future research have been encouraged (Nite, Hutchinson, & Bouchet, 2019; Washington & Patterson, 2011). At the forefront of scholarly work examining the institutional logics perspective in the sport industry, scholars were able to demonstrate the presence of competing logics (O'Brien & Slack, 2003; Southall & Nagel, 2008; Southall et al., 2008). O'Brien and Slack (2003) demonstrated how strong institutional actors within English rugby were able to incorporate new logics for the league based on previous experiences. Southall and Nagel (2008) and Southall et al. (2008) indicated the presence of multiple competing logics (e.g., commercial logics and academic logics) in the NCAA Men's and Women's national basketball tournaments. Despite these studies advancing an understanding of the presence of logics, they failed to incorporate a multi-level or interinstitutional approach to understanding logics. However, these scholars did provide insight to future academics into the institutional logics perspective, specifically Carlsson et al. (2016), who examined the logics of a singular European soccer team, Atletico Madrid, and suggested the presence of both a sports logic and a business logic. Moreover, these scholars indicated that situation specific circumstances can be made to compromise between logics. Although this study advanced the sport management literature pertaining to institutional logics, much like the earlier research, these scholars failed to demonstrate how institutional logics permeates within and across levels a key concept to examining institutional logics. Subsequently,

utilizing a multitude of data collection methods, including interviews and content analysis, Cousens and Slack (2005) suggested professional sports organizations have developed logics by suggesting an interaction among the actors in the field, a growing awareness that they were engaged in a common enterprise, and the erosion of the coexisting logics of action prevalent in the field in the early 1970s. Furthering research on the institutional logics perspective, Gammelsaeter and Solenes (2013) focused their research on competing logics of commercialized sport clubs and athlete career preparation. Their results did provide evidence of multiple competing logics; however, their focus was on the governance and pluralism of competing logics.

Although there remains a shortage of academic literature pertaining to the institutional logics perspective in sport management, several scholars have recently provided significant advancements to the metatheoretical literature (Nite, 2017; Nite, Abiodun, & Washington, 2019; Nite, Hutchinson, & Bouchet, 2019; Nite & Nauright, 2019; Nite et al., 2013). Nite (2017) demonstrated how the NCAA utilized specific message framing to maintain their corporate message in resistance to organizational challenges. This study demonstrated how values, beliefs, and past experiences can shape specific messages of an organization. Although this study highlighted elements of institutional logics, the author did focus on one specific interinstitutional component the corporation (e.g., NCAA). Lacking from this scholarly endeavor was the cross-level examination and influence on the embedded agents of the NCAA membership institutions. A second seminal piece examining institutional logics in sport indicated the logics of a religious university institution do not always align with the logics of their respective athletics department (Nite et al., 2013). Within this article, the scholars demonstrate knowledge of an interinstitutional system. Athletic administrators and university administrators were interviewed, and the findings

revealed the presence of competing logics. Despite advancing an understanding of the interinstitutional system, this study failed to fully incorporate a multiple level of analysis, including all embedded agents at the institution. As logics are developed through previous experience, Nite, Abiodun, and Washington (2019) incorporated a content analysis of 7,000 pages of documents spanning more than 100 years to demonstrate how the NCAA evolved its methods for controlling institutional boundaries, practices, and cognitions as means for maintaining its dominance. Once again, these scholars advanced components of the institutional logics perspective. However, in this research, they only incorporated content analysis, which does not provide the whole content behind individuals who experience and perceive institutional logics.

In conclusion, the scholarly call for future studies pertaining to institutional logics (c.f. Nite, Abiodun, & Washington, 2019; Washington & Patterson, 2011) has demonstrated that the institutional logics perspective is an area suitable for future research within the sport industry. Washington and Patterson (2011) have suggested evaluating where logics develop or evaluating the institutional fields or factors that change institutional practices. Nite, Hutchinson, and Bouchet (2019) has encouraged researchers to evaluate the multi-level structures in which logics reside or examine the institutional and political contexts where behaviors are embedded. Herein lies the connection to this research proposal, which was intended to examine the multi-level structure of the NCAA and the metatheoretical perspective of institutional logics and the interinstitutional system.

The Interinstitutional System and the Institutional Logics Perspective

A key principle of the institutional logics perspective is understanding and examining logics across multiple levels of an organization. According to Thornton et al. (2012), logics are

experienced and perceived at multiple levels, including (a) macro-societal level, (b) micro- and meso-individual and organization level, (c) micro- and macro-individual and societal level, (d) meso- and macro-organization and institutional field level, and (e) meso- and macro-institutional field and societal levels.

Macro-Societal Level

At the macro-societal level, institutional logics are derived in part from socially constructed stimuli; thus, to understand these logics, it is imperative to understand how institutions shape interests independently of individuals and organizations (Thornton et al., 2012). At the macro-societal level, individuals' motivations and actions are based on cultural norms instilled by such actors as family members or corporations. Additionally, at the macro level, individuals develop ideal types that are systematically identified and defined over time. An ideal type conveys "what is essential about a phenomenon through an analytical exaggeration or some of its aspects" (Swedberg, 2005, p. 119). Thornton (2004) suggested logics at the societal level develop from lived symbols, meanings, experiences, and interactions with specific ideal types, including (a) family, (b) religion, (c) state, (d) market, (e) profession, and (f) corporation. Therefore, to understand the societal influence of logics, one must understand that individuals and organizations are in fact embedded within specific social structures and, consequently, construct institutions socially (Berger & Luckmann, 1967). Additionally, Thornton et al. (2012) asserted that within the interinstitutional system, each of these ideal types is built around a "cornerstone institution" that will represent the practices and cultural symbols to a recognized area of life (p. 54). Moreover, these ideal types act as a governance system and provide reference and meaning to an individual's sensemaking and choices (Thornton et al., 2012). When considering scholarly research pertaining to specific ideal types, Thornton et al. (2012) put forth

their six specific ideal types depicted in Table 2.1 below. However, as they suggested, these ideal types are “only abstract models used to gauge the relative distance of the observations from the pure form of the ideal type” (Thornton et al., 2012, p. 53). Therefore, these ideal types may not be all encompassing and deserve scholarly attention to testing the theoretical assertions that occurs at the macro-societal level.

Table 2.1 Interinstitutional System Ideal Types

Y-Axis	X-Axis: Institutional Orders					
Categories	Family	Religion	State	Market	Profession	Corporation
Root Metaphor	Family as Firm	Temple as Bank	Redistribution Mechanism	Transaction	Relational Network	Hierarchy Market
Sources of Legitimacy	Unconditional Loyalty	Sacredness in Society	Democratic Participation	Share Price	Personal Expertise	Position of Firm
Sources of Authority	Patriarchal Domination	Priesthood Charisma	Bureaucratic Domination	Shareholder Activism	Professional Association with Craft	Top Management
Sources of Identity	Family Reputation	Association with Deities	Social & Economic Class	Faceless	Personal Reputation	Bureaucratic Roles
Basis of Norms	Household Membership	Congregational Membership	Citizenship Membership	Self-interest	Associational Membership	Firm Employment
Basis of Attention	Status in Household	Relation to Supernatural	Status of Interest Group	Status in Market	Status in Profession	Status in Hierarchy
Basis of Strategy	Increase Family Honor	Increase Religious Symbolism of Natural Events	Increase Community Good	Increase Profit	Increase Personal Reputation	Increase Size of Firm
Informal Control Mechanisms	Family Politics	Worship of Calling	Backroom Politics	Industry Analysts	Celebrity Professionals	Organization Culture
Economic System	Family Capitalism	Occidental Capitalism	Welfare Capitalism	Market Capitalism	Personal Capitalism	Managerial Capitalism

Micro and Meso Individual and Organizational Levels

The micro-meso level of analysis also provides for an understanding of developing institutional logics. At this level of analysis, Friedland and Alford (1991) view individuals as being “nested” within organizations and institutions (p. 242). Moreover, scholars have asserted that human behavior becomes embedded in nature at the micro-meso level (Granovetter, 1985; Zukin & DiMaggio, 1990). According to Granovetter (1985), individual choices and actions are constrained by the networks within which they are embedded. Zukin and DiMaggio (1990) expand the idea of embeddedness by defining cognitive, cultural, and political embeddedness. They define cognitive embeddedness as “the ways in which the structured regularities of mental processes limit the exercise of economic reasoning”; cultural embeddedness is “the role of shared collective understandings in shaping economic strategies and goals”; and political embeddedness refers to “the manner in which economic institutions and decisions are shaped by a struggle for power that involves economic actors and nonmarket institutions” (Zukin & DiMaggio, 1990, p. 20). Individual-organizational interaction at the micro-meso levels of analysis provides a network of structures and symbols that guide an individual’s focus of attention (Thornton et al., 2012). In other words, the inter-institutional logics found at these levels provide the rationale for such actions and behaviors as decision-making, sensemaking, and mobilization. When evaluating the decision-making process, the interinstitutional logics system incorporates such key components as identification, role identification, and schemas (Ocasio, 1997). Furthermore, the decision-making process allows for an examination of actions and behaviors beyond an immediate social interaction (Thornton et al., 2012). Therefore, decision-making that occurs at the micro-meso level influences the actions of those embedded within the institution. Sensemaking is “the process by which social actors turn circumstances into situations

that are comprehended explicitly into words and serve as springboards for actions” (Weick et al., 2005, p. 409). In other words, sensemaking is the process through which actions are coordinated and constructed. Consequently, the logics which are verbalized at the micro-meso level become adapted by the embedded agents. Mobilization is “a process by which collective actors acquire symbolic and material resources and motivate people towards the accomplishment of group or collective goals” (Thornton et al., 2012, p. 97). In other words, at the micro-meso level, when embedded agents adhere to similar institutional logics, the group becomes motivated to move in a similar fashion. As decision-making, sensemaking, and mobilization are all considered significant to the interinstitutional system, Thornton et al. (2012) proposed the model below depicting the micro-meso level of analysis. Once again, these scholars besought future researchers to evaluate this design, which will be a component of this research.

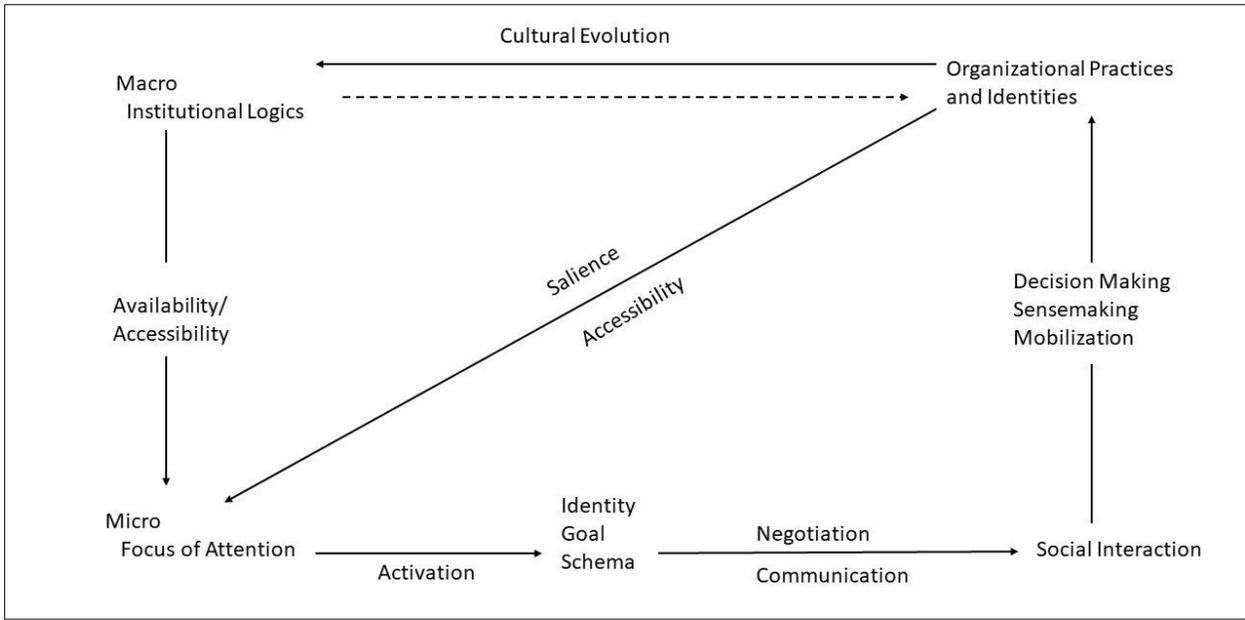


Figure 2.1. Cross Level Model of Institutional Logics Combining Macro-Micro and Micro-Macro

Micro and Macro Individual and Societal Level

Thornton et al. (2012) suggest that the individual and societal levels (e.g., micro-macro) significantly influence an individual's logics. At this level of analysis, scholars have asserted that historical contingency strongly influences an individual's logics (DiMaggio & Powell, 1983; Hughes, 1936; Meyer et al., 1997). Hughes (1936) proposes that inter-institutional systems are not static, but are instead adaptable and, according to DiMaggio and Powell (1983), institutions undergo evolutionary development. Meyer et al. (1997) assert that global modernization influences individuals and society. Additionally, the institutional logics perspective assume that each ideal type has a different age of origin and develops differently and independently over time (Thornton et al., 2012). When evaluating the interinstitutional system, it is imperative to understand that if one institutional ideal type becomes over-dominant, it may upset the stability of the entire organization (Thornton et al., 2012). Yet, when considering the influence of the micro and meso levels, the processes of loose coupling and decomposability become key factors. More specifically, when evaluating the micro macro level of the interinstitutional system, the availability and accessibility of logics is dependent upon the individual's location and specialization with the specific ideal types (Thornton et al., 2012). In other words, the logics experienced by an individual at this level are influenced by their position in the organization, and to fully understand the impact of the micro macro influence, a multi-level study may be deemed necessary.

At the micro-meso level of institutional logics, scholars have suggested that storytelling and narratives strongly influence the human emotional psyche where societal beliefs stimulate an individual's logics (Campbell, 2009). In other words, individuals with higher levels of inter-organizational mobility (e.g., family, religion, profession, etc.) who have consequently been

exposed to multiple organizational contexts, are less likely to take for granted the functioning of an organization to which they currently belong (Greenwood et al., 2002). Thus, institutions should understand that “building blocks for organizations come to be littered around the societal landscape” (Meyer & Rowan, 1977, p. 45). In conclusion, when considering the individual societal level of institutional logics, it is pertinent to understand that institutional logics are dependent upon cultural heterogeneity and that societal influences factor into one’s perception of an institution.

Meso and Macro Organizational and Institutional Level

The meso and macro levels of institutional logics focus on organizational and institutional fields, where a field is “a community of organizations that partakes of a common meaning system and whose participants interact more frequently and fatefully with one another than with actors outside the field” (Scott, 2001, p. 56). A key principle of the institutional logics perspective is that, within an institution, practices and identity are fundamentally interrelated (Thornton et al., 2012). Scholars have suggested that institutional logics and identities are loosely coupled (Binder, 2007; Hallett, 2010; Hallett & Ventresca, 2006). Therefore, as Hallett and Ventresca (2006) report, actors’ identities and practices can both enable and constrain behaviors within the cultural structure of the organization. Noteworthy of consideration when institutional logics are examined at the meso-macro level, Greenwood et al. (2010) suggest that an organization containing multiple institutional fields can create a heterodox environment, necessitating management of diverse institutional pressures and identities. As evidenced above, when examining the organizational and institutional fields of the institutional logics perspective, evaluating the identities of both the individual and the institution is relevant. When considering the logics of the meso and macro levels of institutions, Binder (2007) argues that “logics are not

purely top-down: real people, in real contexts, with consequential past experiences of their own, play with them, question them, combine them with institutional logics from other domains, take what they can from them, and make them fit their needs” (p. 568). Therefore, it is useful for institutions to properly understand the identities of those residing within the organizational and institutional field.

Linkage Between Societal Logics and Field Logics

Lastly, Thornton et al. (2012) highlight the importance of linking societal logics with an institution’s field logics. Thornton and Ocasio (2008) report that institutional logics reside at multiple levels, giving rise to a need to fully examine the inter-institutional system as a whole. In an institutional field, actors take each other into account while carrying out taken-for-granted practices within and across organizations (McAdam & Scott, 2005). Furthermore, logics conjoin practices, principles, and symbols through use of language (Friedland, 2009; Searle, 1995). The practices, principles, and symbols experienced and perceived by actors operating within an institutional field may give rise to institutional logics such as frames, narratives, or vocabularies of practice, where frames are “schema[s] of interpretation that allow individuals to locate, perceive, identify, and label events within the life space and their world at large” (Goffman, 1974). Narratives are stories or accounts that organize events or human activity into a whole that confers individual actions or events with significance (Polkinghorne, 2007), and vocabularies of practice are “systems of labeled categories used by members of a social collective to make sense of and construct organizing practices” (Thornton et al., 2012). When considering the societal logics and field level logics that apply to a single institution, it is of significance to note that fields are not homogeneous, and multiple logics can coexist within an organization (Reay &

Hinings, 2009). Hence, scholars and practitioners must recognize, appreciate, and value multiple coexisting, and possibly competing, logics within an institution.

As evidenced by the scholarly works above, the interinstitutional system is a multi-level theoretical framework utilized to explore the embeddedness of actors within an institution. Thus far, sport management scholars have not attempted to evaluate the institutional logics perspective from an interinstitutional stance. As the NCAA is an organization composed of multiple levels (e.g., Division I, II, and III), multiple embedded agents (athletic administrators, mid-level athletics managers, coaches, student-athletes), and contains multiple agencies (athletics, academics, administration), this organization should be examined from the interinstitutional logics perspective. The logics of student-athletes, coaches, mid-level athletics managers, and athletics administrators contribute to the organizational culture of the institution, provide a baseline for perception and experience, and ultimately influence the entire institution. Thus far, scholars have suggested and demonstrated how logics are perceived and developed from a business perspective; however the interinstitutional and cross-level system and how logics develop and are perceived by actors of a sport setting have not been fully explored. It may be possible that logics for student-athletes, coaches, mid-level athletics managers, and athletics administrators develop and are maintained in unique fashion to those of the business sector as these embedded agents operate in a unique setting that is college athletics. Additionally, as logics are “the socially constructed, historical patterns of material practices, assumptions, values, beliefs, and rules by which individuals produce and reproduce their material substance, organize time and space, and provide meaning to their social reality” (Thornton & Ocasio, 1999, p. 804), sport managers need to understand how these logics develop, both socially and historically, to construct an organization that successfully incorporate these logics. It is plausible that student-

athletes, coaches, mid-level athletics managers, and administrators develop their respective logics similarly; however, thus far sport management literature has failed to examine institutional logics from an interinstitutional and cross-level viewpoint.

The purpose of this study is to evaluate the logics of student-athletes, coaches, mid-level athletics managers, and athletic administrators, across multiple levels of the NCAA (e.g., Division I, II, and III) in an effort to understand how logics develop within and across multiple levels of competition, relationships, and social groups; or in other words, how logics develop in an interinstitutional or cross-level setting. To investigate this phenomenon, the following research questions will guide the inquiry:

- Q1 How does the interinstitutional and cross-level systems in intercollegiate athletics influence the logics of multiple embedded agents, including student-athletes, coaches, mid-level athletics managers, and athletic administrators?
- Q2 What logics within the interinstitutional and cross-level system influence student-athletes, coaches, mid-level athletics managers, and athletics administrators within and across the NCAA divisions?
- Q3 How do logics vary across Division I, II, and III student athletes, coaches, mid-level athletics managers, and administrators?
- Q4 How do student athletes, coaches, mid-level athletics managers, and administrators view the importance of logics when operating in an interinstitutional and cross-level system?
- Q5 What relationships exists within the interinstitutional and cross-level system between student athletes, coaches, mid-level athletics managers, and administrators to support and develop the logics of the institution?

In summary, the preceding literature demonstrates the foundational development of the metatheoretical perspective of institutional logics. Furthermore, institutional logics have developed from the bedrocks of neo-institutionalism and have advanced into a multi-perspective theoretical movement. The literature herein illustrated how logics have advanced from a composite of singular theories (e.g., legitimacy, isomorphism, social identification,

organizational culture, organizational change) into an all-encompassing metatheoretical perspective. Moreover, the literature discussed herein demonstrates the importance of understanding institutional logics within and across an organization and through multiple levels of analysis. To date, scholars within the academe have focused on a singular analysis of the institutional logics perspective. Likewise, sport scholars have demonstrated the presence of logics and have detailed arenas where multiple logics are present. However, a dearth of literature exists examining the macro, meso, and micro levels of an organization where logics may develop and become sustained independently. In closing, scholarly research has provided the foundational pillars for the institutional logics perspective, and multiple seminal scholars, both within and outside of sport management, have called for further investigation into the metatheoretical perspective of the institutional logics system.

CHAPTER III

METHODOLOGY

To investigate the interinstitutional and cross-level systems perceived and experienced by actors within the NCAA (e.g., student-athletes, coaches, mid-level athletics administrators), the current research employed qualitative methods, specifically focusing the investigation with a collective case study method and interpretivist approach. A collective case study approach was utilized because “a number of cases may be studied concurrently or consecutively, in order to investigate a phenomenon” (Stake, 2005, p. 447). Additionally, a collective case study approach can be “extended to several cases that are chosen because the researcher believes that investigating them will lead to a better understanding, and perhaps better theorizing, about still a larger collection of cases” (Hodge & Sharp, 2017, p. 64). While conducting this collective case study, the researcher adhered to the interpretivist epistemology because under this specific epistemology, reality is socially constructed and there is no single observable reality (Merriam & Tisdell, 2016). Additionally, when conducting research utilizing interpretivist epistemology, Creswell suggested “individuals seek understanding of the world in which they live and work. They develop subjective meanings of their experiences...these meanings are varied and multiple, leading the researcher to look for the complexity of views” (Creswell, 2013, pp. 24-25). As student-athletes, coaches, mid-level athletics managers, and athletic administrators may be embedded in multiple levels of the interinstitutional system and perceive and experience institutional logics differently, it becomes imperative to examine a complex set of views and meanings experienced by these actors. Therefore, the researcher employed the epistemology of

interpretivism with the optimism of better understanding how the interinstitutional and cross-level logics influence and develop the logics of embedded agents, including student-athletes, coaches, mid-level athletics managers, and athletics administrators.

Researcher Positionality

When conducting qualitative research, it is essential to clarify the philosophical assumptions which directed the development of the research questions and ultimately leads to the framework of the study (Creswell & Poth, 2018). Furthermore, justification concerning the methodology and procedures undertaken in the research process has been deemed essential to establish the rigor expelled during the process (Crotty, 1998). The aforementioned interpretivist approach allowed for the participants to provide their specific experiences on the interinstitutional and cross-level system relating to socially constructed logics and then allowed the researcher to interpret those socially and historically subjective viewpoints to form meanings related to the components of the interinstitutional system. When considering the researcher positionality and the relationship to the research, scholars have suggested that shortcomings and biases in the research process are always present and should be accounted for in the research framework. Merriam and Tisdell (2016) suggested the human/researcher are the primary instrument for collecting and analyzing during the qualitative process and, therefore, the research must account for shortcoming and biases that may be present during the process. However, one's subjectivities can be virtuous, for it is the basis of the researchers making a distinctive contribution, one that results from the unique configuration of their personal qualities joined to the data they have collected" (Peshkin, 1988, p. 18). Based on the postulations of these scholars and considering my own subjectivities could influence the interpretivist approach, the researcher should declare their connection to the research subject. The researcher in the current study does

have ties to the intercollegiate sporting industry both as a student-athlete and an athletics administrator. As a student-athlete, the researcher competed at the Division III level for four seasons on a men's soccer roster. Additionally, the scholar held positions as a student-athlete on such leadership committees as the Student Athletic Advisory Council, Student Athlete Presidential Search Committee, and Student Community Engagement Council. Each of these positions held during the researcher's tenure at the Division III institution resulted in specific knowledge pertaining to the intercollegiate athletics process from multiple viewpoints, including student-athlete, coach, and administrator. Additionally, the researcher has held various administrative positions working in Division I intercollegiate athletics departments. As an athletics administrator, the researcher has specific knowledge of the innerworkings of a major Division I institution and the processes and procedures governing student-athletes, coaches, mid-level athletics managers, and athletics administrators. The researcher understands that these experiences and viewpoints may have implication for biases to occur; however, these experiences have shaped the researchers view that interinstitutional and cross-level logics of student-athletes, coaches, mid-level athletics managers, and administrators shape the organizational environment that is college athletics. In considering the reflexive methodological practices utilized for this study, scholars have indicated that a germane experience or understanding of the research environment can advance "critical representation of ourselves within our research (Misener & Doherty, 2009, p. 466). Furthermore, the author's personal voice and reflexive methodological practices adhered to in this research "further informs the credibility and trustworthiness of the data analysis" (Kerwin & Hoerber, 2015, p. 500). Lastly, the positionality of the researcher led to the identification and focus of the current research on how the interinstitutional and cross-level systems directly influence the embedded actors, including

student-athletes, coaches, mid-level athletics managers, and administrators and, therefore, is an area of research that has been deemed essential to examining institutional logics in a sport setting.

Participants

To fully investigate the interinstitutional system, a cross-level representation of embedded agents was deemed necessary. In the current study, the researcher interviewed actors nested within Division I, II, and III who operate as a student-athlete, coach, mid-level athletics managers, or athletics administrator. For purposes of the current research, a student-athlete was defined as a NCAA participant competing in a male or female NCAA varsity level intercollegiate sport. A coach was classified as either assistant, associate, or head coach of a male or female NCAA varsity level intercollegiate sport. A mid-level athletics manager was classified as a manager or director working within an athletics department who does not have administrative decision-making capabilities. Mid-level athletics manager positions may include, but are not limited to: (a) ticket manager, (b) director of ticket operations, (c) marketing manager, (d) equipment director or (e) communications manager. Lastly, an athletics administrator was defined as an individual operating within an NCAA intercollegiate department who is responsible for managing personnel, making operational decisions for their department, or making decisions for the institutions athletic department in its entirety. Athletics administrator positions may include, but are not limited to: (a) athletics directors, (b) associate athletics directors, (c) assistant athletics directors, and (d) departmental assistant athletics director (e.g. assistant athletic director of operations, assistant athletic director of ticket operations, assistant athletics director of equipment, etc.). To establish these four segmented groups of participants, the researcher utilized previous scholarly work (Kent & Chelladurai, 2001; Oja et al., 2015)

which indicated a clear division and hierarchal separation of duties, responsibilities, and job roles within NCAA athletics departments. Based on these previous studies, the researcher classified current participants as student-athlete, coach, mid-level athletics manager, or athletics administrator. The participants in this study were obtained by a combination of purposive sampling and snowball sampling. Purposive sampling methods endured the best opportunity to obtain rich and descriptive information on the topic (Jones, 2015). Specifically, the researcher employed typical purposeful sampling to “highlight what is typical, normal, or average” to ensure all participants in the study experience the phenomenon of interest (Patton, 2015, p. 268). For example, institutions who do not compete within the NCAA model were not selected for inclusion. Additionally, the researcher looked to generate participants from different conference affiliations in an effort to provide variation in participants responses. Furthermore, snowball sampling was employed as an additional form of purposive sampling. Snowball sampling allowed for a greater network of individuals who experience the phenomenon of interest. Specifically, snowball sampling refers individuals “by asking the number of people who else to talk with, as the snowball gets bigger and bigger you accumulate new information-rich cases” (Patton, 2015, p. 298). Although the researcher has predicted a set number of participants for each level of analysis, data collection occurred until a point of saturation was realized or “where any further data collection will not provide any different information from that you already have, that is you are not learning anything new” (Gratton & Jones, 2014, p. 153).

Procedures

Upon receiving Institutional Review Board approval, participants were identified who represented Division I, II, and III intercollegiate athletes, coaches, mid-level athletics managers, and administrators and solicited for participation via email. Upon their acceptance, participants

were emailed the IRB-approved consent form for participation in research. Additionally, upon agreement to participate in the study, an interview was scheduled for a Skype interview. Prior to the commencement of the interview, each participant verbally confirmed their acceptance to the IRB documentation. After which, the interviews lasted approximately one hour and consisted of semi-structured, audio recorded interviews pertaining to each respective participant's viewpoint and meaning of the interinstitutional and cross-level system logics perspective. The semi-structured nature of interviews allowed for clarification and elaboration in an effort to produce meaningful data on the phenomenon of interest (Kvale, 1996). From the participant's responses, the researcher then became the qualitative tool to analyze and interpret each participant's viewpoints with respect to the interinstitutional and cross-level processes of logics.

Instruments

Based on previous literature (Campbell, 2009; Chelladurai, 1987; Greenwood & Suddaby, 2006; Nite et al., 2013; Reay & Hinings, 2005; Thornton & Ocasio, 1999; Thornton et al., 2012; Trail & Chelladurai, 2000; Washington & Ventresca, 2008), the guidance from seminal scholars of institutional logics, and the knowledge of the researcher, semi-structured questions for the interviews were developed. These preliminary questions served as discussion development items for the semi-structured interviews.

Sample questions for NCAA student-athletes included: (a) Why did you decide to attend this specific institution? (b) How does your family influence your career as a student athlete? (c) What are your goals upon graduating from this institution and how do you think your coaches, faculty, and staff influence these goals? (d) If you were not a student-athlete, what do you think would have been the most significant factors in your decision to attend a university? (e) What would you consider the biggest factors to your success as a student athlete? (f) How do you

manage your commitments to multiple groups, and do you think your past experiences contribute to you managing these commitments? (g) What symbols or messages stand out to you at this institution and why do they mean something to you as a student athlete? (h) Who are the most influential people in your life who have shaped you as a student athlete and why are they important?

Sample questions for NCAA coaches included: (a) Why did you decide to become a college level coach? (b) What are the goals for your specific team and your student-athletes? (c) How important is family to you and do you consider the family of student-athletes in your everyday activities? (d) What types of things do you do to prepare student-athletes for success after college? (e) How do you prioritize your goals as a college coach? (f) How to you manage your multiple commitments to multiple groups and do you think your past experiences shaped how you manage these items?

Sample questions for mid-level athletics managers and athletics department administrators included: (a) What are the core concepts you look for in your student-athletes, coaches, and employees? (b) How do you prepare your organization for success? (c) Knowing the mission of the institution, how does your success align with the overall mission of the institution? (d) What are some of your key values that you instill in the coaches, employees, and student-athletes at this institution? (e) Why did you become an athletics department manager or administrator? (f) How have your past experiences shaped how you manage student-athletes and coaches at this institution? (g) How would you describe the overall culture of your department and the interaction with coaches and student-athletes?

Analysis

Upon collection of the interview data, each interview was transcribed and analyzed through the process of thematic development. Thematic analysis was utilized as it is a method to identify patterns associated with the phenomenon of interest (Braun & Clarke, 2006). Furthermore, thematic analysis allowed for the outlying of themes associated with the interinstitutional and cross-level analysis of institutional logics and provided for the inductive and deductive framework processes (Merriam & Tisdell, 2016). An important concept of qualitative research underlies that the qualitative process is inductive, where the researcher intends to “gather data to build concepts, hypothesis, or theories rather than deductively testing hypotheses” (Merriam & Tisdell, 2016). However, Merriam and Tisdell also indicated as data is collected, and analyzed, the researcher will shift to a deductive approach to gather more evidence in support of developed themes, and by the time saturation occurs, the researcher will have reached a “fully deductive mode” (Merriam & Tisdell, 2016, p. 210). When considering the inductive process of qualitative research leading to a fully deductive mode of analysis, Braun and Clarke have indicated the process of thematic analysis emphasizes the flexibility of the coding process and closely aligns with a deductive approach (Braun & Clarke, 2006). The deductive coding approach is most appropriately applied when the researcher intends to “code for a quite specific research question” (Braun & Clarke, 2006, p. 84). Given the specific nature of the research questions in the current study, the researcher has determined that a combination of inductive and deductive analysis was deemed appropriate for the current study.

According to Braun and Clarke (2006), the process of thematic analysis occurs through six strands, and these strands may overlap and should not necessarily be considered sequential in nature. In the first strand of the process, the researcher immersed himself in the data with

multiple readings of the transcriptions in an effort to familiarize himself with the data, an inductive process. Upon gaining familiarity with the data, the researcher subsequently began to develop an initial set of codes based on the data from the interviews and the knowledge pertaining to the interinstitutional and cross-level systems of institutional logics, an inductive process. In the third strand of the thematic analysis process, the researcher began to group the codes developed in the proceeding strand into an initial set of themes, resulting in a subtle transition from the inductive mode to deductive mode. These themes were not the final overarching themes; however, they began to formulate elements of the deductive process that lead to final thematic development. Following the development of initial themes, the researcher reviewed the theme development with colleagues in the academe to review their congruence with the data and overarching theory of institutional logics. In the subsequent strand, the researcher compared and contrasted the themes discussed with academe colleagues against the metatheoretical principles of institutional logics and the interinstitutional system. In the sixth and final strand in Braun and Clarke's deductive thematic analysis process, the researcher selected "vivid, compelling extract examples" (Braun & Clarke, 2006, p. 87) to accentuate the themes. Moreover, within the final strand of the analysis process, the author was able to ensure the consistency between the analysis, research question, and existing literature which will enhance the trustworthiness of the findings.

Trustworthiness

When conducting qualitative research, it is essential to establish trustworthiness and academic rigor to ensure the quality of the research. Guba (1981) proposed four specific criteria must be met to establish the trustworthiness of qualitative methods: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability.

Credibility

When considering the credibility of qualitative research, Merriam (1988) indicated the congruency of your findings need to properly align with the reality of the situation or phenomenon of the investigation. Moreover, the researcher must employ proper operational measures for the phenomenon of interest (Yin, 1984). To ensure the credibility of the current research, the researcher employed a multitude of credibility initiatives as outlined by Shenton (2004) such as: (a) the adoption of research methods were well established, (b) development of an early familiarity with the culture of participants, (c) triangulation, (d) tactics to ensure the honesty of participants, (e) frequent debriefing sessions, (f) peer scrutiny of the research, (g) background and qualifications of the researcher, (h) member checks, (i) thick description of the phenomenon of interest, and (j) examination of previous research findings. To ensure the adoption of research methods for the current study, the researcher investigated the methods adopted in previous research (Nite et al., 2013; Southall & Nagel, 2008; Southall et al., 2008). Each of these previous studies utilized qualitative analysis and questions derived in their research were considered for the methods employed in this study. Moreover, the researcher evaluated the methods of seminal scholars in the area of institutional logics (Thornton, 2004; Thornton & Ocasio, 1999; Thornton & Ocasio, 2008; Thornton et al., 2012) to certify the methods employed in this study conformed to the proper procedures of investigating institutional logics. To establish an early familiarity with the culture of participants, the researcher conducted two preliminary studies evaluating participants currently residing in the sampling frame of the current study. One study evaluated Division I student-athletes and the second set of research examined Division II student-athletes. A significant amount of data and knowledge was generated through this research and helped to establish the familiarity with the sampling frame moving forward. The

process of triangulation is essential to the credibility of the research and is “the necessity of obtaining a variety of perspectives in order to get a better, more stable view of reality” (Dervin, 1983, para. 2.) To achieve triangulation for the current research, the researcher gathered data from a wide range of informants (e.g., coaches, student-athletes, mid-level athletics managers, and athletic administrators) from different athletic conferences from across the country.

Additionally, triangulation was achieved as participants came from “several different organizations so as to reduce the effect on the study of particular local factors peculiar to one institution” (Shenton, 2004, p. 66). The honesty of informants was achieved by ensuring the participants were freely and willingly participating in this study and their identity remained confidential when the results were presented. Moreover, participants had the ability to withdraw from this study if they so desired. As the researcher was the instrument of data collection and analysis, there is potential for bias to enter into the results. Therefore, to safeguard the credibility of the findings, the researcher employed frequent debriefing sessions with members of the dissertation committee. Through these debriefing sessions “the vision of the investigator may be widened as others bring to bear their experiences and perceptions” (Shenton, 2004, p. 67).

Additionally, these debriefing sessions served as a sounding board to develop ideas, concepts, and allowed for a discussion about potential biases in the credibility of the research (Shenton, 2004). Peer scrutiny of the research is essential to protect the credibility of the research. The researcher has and will present previous studies relating to this phenomenon at scholarly conferences and incorporated feedback from that research into this study. Moreover, the researcher has developed a relationship with seminal scholars of institutional logics and these individuals have volunteered to assist with the dissertation process as needed. To safeguard the credibility of this research, the researcher has provided the semi-structured interview questions

for the study to these experts in the industry for their scrutiny and the researcher has revised the nature of questions per their guidance and the guidance of the committee members. Therefore, the procedures, data collection process, and analysis were scrutinized by multiple colleagues both within the sport industry and elsewhere. As discussed previously in the researcher positionality section, the human collecting the data acts as the instrument in qualitative research. Furthermore, Patton (1999) proposed the credibility of the researcher is important in the qualitative research process because they are the instrument of data collection and analysis. Based on the postulations of Patton (1999) and Peshkin (1988), the researcher formally announced the personal background, qualifications, and experiences in the researcher positionality of the paper to warrant the credibility of the research. Member checks are the single most important component of qualitative research to establish the credibility of the results (Lincoln & Guba, 1985). Therefore, all participants in the study were asked to review their transcription for accuracy and to make sure the words transcribed matched their intended responses. Thick description was employed in the results of the study to promote the credibility of the results. The thick description promoted the actual situation and experiences of participants have been portrayed (Kvale, 1996) and the contexts that surround institutional logics and the interinstitutional system are accurate. Lastly, to safeguard the credibility of the research, the researcher examined previous studies' research findings and compared and contrasted the results of the current study to those of previous scholars. Relating the results of this study to the results of previous research and existing literature is considered a key criterion when evaluating the credibility of qualitative research (Silverman, 2000). Based on the postulation by Silverman, the researcher evaluated previous findings when developing the results of the current study.

Transferability

Transferability relies on the fact that findings can be generalized or transferred to similar settings of similar groups (Lincoln & Guba, 1985). Additionally, the transferability of results relies upon the readers judgment if the findings can be transferred to similar context or settings (Graneheim & Lundman, 2004). In an effort to ensure the results of this study are transferable to similar sampling frames and contexts, the research outlined all the contexts of the study in the participant, procedure, and analysis section of the study. As Shenton indicated for proper transferability of results, the author presented: (a) the number of organizations taking part in the research and where they are based, (b) the restrictions on the people who contributed data, (c) the number of participants included in the research, (d) the data collection methods employed, (e) the number and length of the data collection sessions, and (f) the time period when data was collected (Shenton, 2004, p. 70). Although the author presented accurate experiences, actual contexts, and perceptions of participants, as Borgman (1986) and Pitts (1994) postulated, understanding a specific phenomenon does not occur through a singular study in isolation, rather understanding is gained gradually through a multitude of research pertaining to the topic. Therefore, the aim of this research was to provide a specific context in which the results could be transferred to similar populations in similar contexts, the overall goal of transferability as suggested by Lincoln and Guba (1985).

Dependability

To address the concerns of dependability, the researcher should discuss the processes of the study in detail, thereby enabling future researchers to conduct similar studies and achieve similar results (Shenton, 2004). Furthermore, Shenton suggested to address the dependability of findings, scholars must: (a) describe what was planned and executed in the research design and

implementation, (b) address the minutiae of what was done in the field for gathering data, and (c) evaluate the reflective process of the inquiry undertaken (Shenton, 2004, p. 71). To certify the results of this study are dependable, the researcher clearly articulated the procedures and processes undertaken in their research in the preceding methods section. Additionally, to allow future researchers to undertake similar studies, the researcher maintained a reflective journal detailing processes throughout the study. This journal provided reflective appraisal of the scholarly processes, detailed trials and tribulations of successes and failures, and could provide insight to future scholarly endeavors. All these measures were undertaken to ensure the dependability of the scholarly process.

Confirmability

Confirmability (neutrality in the findings) is considered essential in the presentation of qualitative research (Creswell & Poth, 2018). Likewise, Shenton suggested “steps must be taken to help ensure...that the work’s findings are the results of the informants, rather than the characteristics and preferences of the researcher” (Shenton, 2004, p. 72). As confirmability is essential, the researcher intended to utilize methods such as triangulation, reflective journaling, and an audit trail of the research process. Furthermore, the researcher outlined his own predispositions in the researcher positionality section of the paper. Each of these methods were employed to provide a ‘reflective commentary’ (Shenton, 2004, p. 72) of the processes and procedures employed throughout the research process. In conclusion, utilization of these processes established any biases that may exist within the research process so that they may be considered along with the analysis of the data (Creswell & Poth, 2018).

In summation, the current study employed qualitative collective case study methodology utilizing interpretivist epistemology. This allowed for “a number of cases may be studied

concurrently or consecutively, in order to investigate a phenomenon” (Stake, 2005, p. 447). Participants for the current study included athletics department administrators, athletics department middle managers, college coaches, and student athletes and were all recruited from NCAA Division I, II, and III institutions respectively. All participants in the current study were interviewed individually by the researcher and their responses were recorded and transcribed by the researcher. All responses were coded through a combination of inductive and deductive analysis and the researcher adhered to the thematic analysis process as outlined by Braun and Clarke (2006). To ensure academic rigor was achieved in this research, the researcher strictly adhered to the qualitative guidelines established by Guba (1981) including: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability. Furthermore, to establish trustworthiness in the data, and as the researcher was the primary instrument of data collection, the researcher provided evidence into the positionality of the scholar. In closing, the current study employed comprehensive qualitative methodologies which were supported through the workings and postulations of seminal qualitative researchers and should ensure the trustworthiness and academic rigor of the research.

CHAPTER IV

RESULTS

The purpose of the study was to examine the interinstitutional system at varying levels (macro, meso, and micro) of NCAA embedded agents (student-athletes, coaches, mid-level athletics managers, and athletics administrators) within Division I, II, and III to determine how logics are socially constructed and mapped. The analysis revealed the interinstitutional system and an individual's logics form and are mapped around specific ideal types as proposed by Thornton et al. (2012). Moreover, logics were found to be reinforced at the macro, meso, and micro levels. Additionally, logics formed similarly at the Division I, II, and III levels, although some differences were present. Below are the results by division starting with Division I, followed by Division II, and concluding with Division III. The outcomes relating to the macro, meso, and micro levels of interinstitutional logics are presented. From there, the results relating to thematic analysis are presented and specific themes are offered.

Division I

To examine the interinstitutional system and evaluate how logics form and are mapped at the Division I level, eight athletics administrators, five athletics department middle managers, eight coaches, and twelve student athletes were interviewed. Tables 4.1, 4.2, 4.3, and 4.4, respectively, depict the participants who were interviewed for this study. Participant's title and conference affiliation are listed for Division I athletics administrators and middle managers to ensure confidentiality of the participants. The title and sport for Division I coaches were utilized

to ensure the confidentiality of the participant. Lastly, the sport and conference affiliation were utilized for the student athletes to safeguard against the confidentiality of the information.

Table 4.1
Division I Athletics Administrators

Title	Conference
Assistant Director of Athletics Video Services	American Athletic Conference
Senior Associate Athletics Director Facilities & Operations	Big 12 Conference
Senior Associate Athletics Director Sport Administration	Atlantic 10 Conference
Associate Athletics Director Internal Operations & Chief Financial Officer	Big East Conference
Assistant Athletics Director Athletics Communications	Atlantic Coast Conference
Executive Associate Athletics Director	Big 10 Conference
Assistant Athletics Director of Special Projects	Pac-12 Conference
Associate Athletics Director and Senior Women's Administrator	Mountain West Conference

Table 4.2
Division I Athletics Middle Managers

Title	Conference
Assistant Building Coordinator	Big 10 Conference
Head Equipment Manager	Patriot League
Football Operations Manager	Southeastern Conference
Assistant Athletics Director Facilities & Events	Colonial Athletic Association
Manager of Procurement, Travel, & Logistics	West Coast Conference

Table 4.3
Division I Coaches

Title	Sport
Head Coach	Men's Basketball
Associate Head Coach	Swimming & Diving
Head Coach	Softball
Head Coach	Men's Tennis
Head Coach	Women's Tennis
Assistant Head Coach	Wrestling
Head Coach	Volleyball
Assistant Head Coach	Women's Basketball

Table 4.4
Division I Student Athletes

Sport	Conference
Baseball	Mid-American West Conference
Cross Country	Conference USA
Wrestling	Big 12 Conference
Baseball	Western Athletic Conference
Men's Basketball	Sunbelt Conference
Golf	Big 12 Conference
Football	Big 12 Conference
Football	Big 12 Conference
Football	Pac-12 Conference
Women's Tennis	Conference USA
Track & Field	American Athletic Conference
Women's Basketball	Big Sky Conference

Division I Macro Level of Logics

At the macro level of analysis, logics are formed through specific rules or tools that lead to an individual's structures and practices. Typically, these structures and practices are developed via specific ideal types, including: family, religion, state, market, profession, and corporation. Moreover, at the macro level of analysis, a cornerstone institution will influence these macro level logics. An examination of the interinstitutional system in Division I athletics and participant responses indicated at the macro level, ideal types and the cornerstone institution, and the NCAA influence the structures and practices of all embedded agents. The results listed below, as well as participant responses and this scholar's reflections, indicated an alignment with, an expansion of, and a contradiction to Thornton et al.'s (2012) hypothesized ideal types.

Family Ideal Type

Participant responses in this study resulted in the researcher drawing a conclusion that the family ideal type contributes significantly to an individual's logics. All participants from the athletics director level to student athlete indicated their current values and beliefs were instilled

upon them from direct family values and experiences. Participants at all levels spoke to the extent that their past family experiences provided a cornerstone institution for their values to be built upon. Specifically, athletics directors spoke to the extent that their personal family values were something that they tried to use to build culture among their department. Middle level athletics managers spoke about their career and how their family influenced their decision to pursue a career in college athletics. College coaches spoke to the extent that they recruit or do not recruit a specific student based upon the interaction with the potential student athlete's family. Lastly, student athletes indicated their family and their family values provided a foundation for them both as a student and as an athlete.

The participant responses led the researcher to infer that family logics contribute significantly to the interinstitutional logics system of NCAA athletics. Specifically, words such as "honesty", "integrity", "support", and "respect" were portrayed to the researcher regarding the influence of the family ideal type. Further, each of the embedded agents suggested their family and their family's logics remain an "integral aspect" of their lives. The researcher found that many of these agents "carry family values to their everyday lives as coaches or administrators" and their "family has been their rock over the years." Propositions set forth by all participants led the author to conclude family logics are the cornerstone of the interinstitutional logics system. Moreover, these family logics contribute expressively to the overall status of the interinstitutional system of college athletics. Table 4.5 illustrates participant responses demonstrating how the family ideal type contributes to logics at the macro level.

Table 4.5
Family Ideal Type

Participant	Responses
Associate Athletics Director Big East Conference	Your parents generally teach you what is right and wrong and you get opportunities, after you turn maybe 12, to just practice. Your parents really instill values into you at a young age. Those values tend to stick with you throughout college. You will continue to draw life lessons as you progress, but those foundations instilled by your parents at the young age really stick to you as an individual.
Senior Associate Athletics Director Atlantic 10 Conference	Integrity, honesty, humility, and loyalty. Those are some of the integral values my parents introduced to me as a child and those are the values I try to call upon every day in my role in college athletics. I played on many teams growing up, and my parents were always role models for me, and I want to be that role model every day for our coaches and student athletes.
Head Equipment Manager Patriot League	My family has been truly supportive of me over the years. They supported my choice in education, my career choice, and have really been my rock over the years. I hope to continue that tradition of support and belief with my kids and really get behind whatever they decide to do in life. I just tell them hard work, dedication, and commitment, and you can do whatever it is you want to do.
Assistant Athletics Director Colonial Athletic Association	In my role, I interact with players, coaches, and senior administrators, and I try to treat everyone with respect which is what my parents taught me. I think respect, well respect, and hard work are the two biggest values I bring with me to the job every day, and I credit my family for giving me those values.
Head Coach Men's Basketball	You really need to get to know the parents because sometimes it is both parents, sometimes the parents are split, and sometimes it is just mom or dad. When you do a home visit or a campus visit, you get to see how they interact as a family. And those family values will most likely carry over to the team setting. I try my best as a coach to instill values into a student athlete, but if the family values are not there, it is a real challenge to develop that young man.

Table 4.5, continued.

Participant	Responses
Associate Head Coach Swimming & Diving	Both of my parents were swimming and diving coaches, so I really grew up around the pool. They taught me how to be a leader for student athletes, and I don't think without the values they gave me I would be as successful as I have been. I look for similar values that my parents hold when I recruit student athletes.
Baseball Western Athletic Conference	As a kid, I played a ton of travel baseball and my parents were always there for me. I think the dedication they showed helped me to become a better teammate here. They always have valued baseball, but they also value school, so I have been taught that I need to value both in my life. I love playing baseball, but my parents have also told me that baseball won't be forever, so I need to have an education in my life as well. So, the lessons they have taught me is something I carry with me every day.
Football Big 12 Conference	I think the biggest influence my family has had on me is in the area of my work ethic. I wanted to pursue an engineering degree here and my coaches explained how hard that would be on my career as a football player. The values my family gave me in terms of hard work, time management, commitment, and determination have really paid off. Not only am I playing football here, but I have a 3.5 GPA.

Expanding upon Thornton et al.'s (2012) proposition of family as an ideal type, the author concluded that the family ideal type can be extended to the athletics department and team as well. Upon conducting interviews with participants, many agents indicated that they spend more time with their athletics family than with their immediate family at home. Specifically, the assistant athletic director of video services for the American Athletic Conference stated, "I spend time on the road with many of our teams. So, for me, it is almost like a second family."

Additionally, a wrestling student athlete from the Big 12 Conference suggested, "I currently live with my teammates, eat with them in the cafeteria, and spend countless hours with them. We have become so similar; I almost consider them my family." Furthermore, a softball head coach indicated, "We work so many hours, and all have similar goals that your fellow coaches start to

become your biggest allies and confidants, almost like your immediate family at home.” The suggestions by these participants, as well as others not listed above, suggest family ideal types can be extended beyond the traditional family and into an organizational family ideal type.

Religion Ideal Type

According to Thornton et al., (2012) religion can be considered an ideal type for an individual’s logics. Based on conversations with Division I embedded agents, the researcher concluded the religion ideal type influenced them individually; however, this ideal type does not necessarily impact their daily work environment. When asked about the religion ideal type, some participants indicated their religious beliefs and indicated they would not influence any individuals based on their beliefs. Furthermore, some individuals spoke to the extent that spirituality, not religion, could be considered part of their values.

The reflective analysis conducted by the author on behalf of all participants led to the conclusion of religion having an individualistic influence on embedded agents, however this religious ideal type may not play a significant role in the lives of all NCAA embedded agents. Specifically, the researcher found many participants viewed that religion is “fundamental in my life, but I don’t push religion on anyone” or “I am not religious, but I am spiritual in one way or another.” The indications put forth by participants and analyzed by the author led to the conclusion that the religion ideal type, although valued by some individuals, may not be all encompassing for NCAA embedded agents. Yet, participant responses drew the author to conclude an element of spirituality is present for many embedded agents operating within the NCAA. Table 4.6 below depicts the participants’ responses when discussing religion as a specific ideal type.

Table 4.6
Religion Ideal Type

Participant	Responses
Senior Associate Athletics Director Big 12 Conference	Our institution is one that faith is grounded in who we are. However, I have student athletes who do not believe fully in my specific religion and that is ok. I do encourage them to have faith in something, but it does not have to be in exactly what I believe in. I will not push my religious beliefs on anyone.
Manager Procurement, Travel, & Logistics West Coast Conference	Faith is fundamental in my life; however, I don't judge anyone else for what they believe in. They can be religious, spiritual, whatever. I just think they need something to be grounded in. It doesn't have to be religion, but there has to be something for them to connect with.
Cross Country Conference USA	I am definitely not religious, so I really don't think that religion has an impact on me. However, before races I do try to just go to a place or zone that is my own, so I guess that is kind of spiritual in some way or another. But traditional religion does not influence me one way or another.
Head Coach Women's Tennis	You have to be very careful with religion because we are at a public institution. I am a devote Christian, but some of my players are not. I think a great example is the great coach John Wooden who said, "you don't have to believe in what I believe in, but I want you to believe in something." I think that is a great quote in terms of religion. It doesn't have to be based in only faith, but has countless other options as long as you believe in something.

As evidenced by the participants' direct quotes above, the religion ideal type can instill logics for some individuals, while not significantly impacting others.

State and Market Ideal Type

When evaluating the interinstitutional system of college athletics, the ideal types of state and market do not seem to have a significant influence on embedded agents. State ideal types as suggested by Thornton et al. (2012) included an increase of community good, backroom politics, status of the interest group, and an increase of the community good. Moreover, the market ideal type pertains to transactions, share prices, status in the market, and increasing profit. Although

some athletics administrators referred to college athletics at the Division I level as a business, these ideal types did not seem to contribute to the institutional logics of embedded agents.

Profession Ideal Type

The profession ideal type seemed to contribute to the interinstitutional logics system, especially at the Division I level. According to Thornton et al., (2012) profession logics develop from relational networks, celebrity professionals, an increase in personal reputation, and association with the quality of the craft, among other items. Participants suggested to the researcher that their personal values and expectations were mostly developed by the guidance and mentorship of those in the industry. Additionally, student athletes and coaches spoke not only of perfecting their craft as an athlete, but also preparing for their career after college. Based on the suggestions of participants and the reflective process undertaken by the author, the profession ideal type did contribute to the logics system.

When asked about the influence of the profession ideal type, participants informed the researcher of such impacts as “leadership”, “mentorship” and “professionalism” at their institution. These postulations allowed the researcher to infer that the profession ideal type, and logics related to the profession ideal type, significantly contribute to the logics of the NCAA interinstitutional system. Moreover, agents embedded within the Division I setting make life and career choices based on the perceptions of the profession ideal type. Specifically, some agents accepted employment based on the logics associated with profession ideal types. Moreover, many Division I student athletes proposed the profession ideal type was crucial in their decision to matriculate at their respective institution. The propositions set forth by participants drew the author to conclude, profession ideal types are a significant influencer at the Division I level of

college athletics. Table 4.7 below illustrates how the profession ideal type influences the interinstitutional system on Division I college athletics.

Table 4.7
Profession Ideal Type

Participant	Responses
Assistant Athletic Director of Special Projects Pac-12 Conference	I was really happy in my last job, but I took this job because I heard such good things about the leadership here. I heard about the positive things happening on campus, how athletics was really involved in the campus experience, and I just knew based on the relationships there I had to take this opportunity.
Assistant Athletic Director American Athletic Conference	To be honest, the culture here has really gone downhill. We have had so many changes in leadership it is hard to stay motivated. It is hard to implement and have core values when the values are changing so much. We used to have solid leadership and really good mentors, but recently the values and goals have all become about money and the business side of things.
Football Operations Manager Southeastern Conference	I truly love what I do on a daily basis. I mean the coaches and staff and everyone I work with are really like my mentors. And yes, our head coach is a big name in college football, but he really does treat me like son. I have learned some many life lessons from them and their professionalism is second to none. I know I will take these items with me throughout my career.
Head Coach Women's Tennis	I have been lucky enough to work with great mentors over the years. At my previous school I got to work with one of the greatest tennis coaches of all time. Before that, I took an unpaid assistant coaching job just to be involved with the program. Utility, that unpaid experience got me to the experience with one of the all-time greats. From there, that experience took me to my first head coaching gig. It is all about mentoring and relationships.
Head Coach Softball	I was lucky enough to have a career in the Majors and yes that experience does plenty into some recruit's minds. But I try to remind them college softball is the end of the road for you, there are no professional leagues, so have fun, but you should really focus on your career and how to become a more well-rounded individual. I try to connect with them and mentor them, and every year when a senior graduates, I still cry with them because of the bond and relationship we formed, not only as an athlete, but as a more well-rounded person.

Table 4.7, continued.

Participant	Responses
Track & Field American Athletic Conference	What really sold me on coming to this school versus some other schools was the fact that the coaches made the athletes better not only on the track but in school as well. I had family who went there, became an All-American and graduated with a 4.0 GPA, so I knew the reputation the school had. So, the combination of highly competitive track and high education values is really what sold me.

As evidenced by the participants' responses above, the profession ideal type did have an impact on the values of NCAA embedded agents at the Division I level.

Corporation Ideal Type

As discussed previously, the interinstitutional system and ideal ideas form around a cornerstone institution. For purposes of the current study, the cornerstone institution is the NCAA as a formal institution. According to Thornton et al., (2012) the corporation ideal type will develop values from its hierarchy, market position, bureaucratic roles, organization culture, and managerial capitalism. Although the NCAA was the corporation at large for this research, a majority of participants did not feel the NCAA instilled value into their institution. In fact, a majority of participants insisted the NCAA was necessary, but they only valued rules, regulations, and enforcements, not the overall student athlete experience.

Although participants expressed the NCAA was in fact the cornerstone institution, many of the participants expressed the NCAA values "don't align", "don't affect our team", or even "has a tiny impact on what we do here". Participant responses allowed the author to conclude that although the NCAA was accepted as the cornerstone institution, many of the corporation values are not acknowledged within the interinstitutional system of college athletics. Further, the propositions of participants and the analysis of the author, led to the conclusion that corporation logics do not significantly influence embedded agents of the NCAA, other than as an

enforcement or regulative agency. Table 4.8 below illustrates the rift between the NCAA as a corporation instilling values and the perceptions of the embedded agents.

Table 4.8
Corporation Ideal Type

Participant	Responses
Senior Associate Athletics Director Big 12 Conference	The NCAA is not really the driving force behind what we are doing here. Yes, they control championships and ensure an equitable opportunity for everyone, but our institution and our administration and their goals and values really drive what we do here. The NCAA is really just an association and a product of the individual institutions.
Associate Athletics Director Mountain West Conference	The NCAA is obviously our governing body. I don't think their values impact us a great deal, unless it is looking at compliance. I think our department as a whole has more control over values for our student athletes and staff than the overarching NCAA.
Head Coach Men's Basketball	I mean the NCAA has a tiny impact on what we do. I mean there is a 300-page rule book that you have to follow or you will have violations. So, we really have to follow everything they say and do, for better or for worse.
Associate Head Coach Swimming & Diving	From the basis of limiting athletically-related activities to 20 hours a week and implementing recruiting times lines, there is some interaction with NCAA values. But besides the compliance side, I don't think NCAA values impact our team.
Football Big 12 Conference	As a student athlete, I really don't know the values of the NCAA, other than making sure we follow the rules. I guess they probably have other values for us as student athletes, but I really don't know what they are.

The corporation ideal type for determining the logics of an institution did not seem to have a significant impact on embedded agents of Division I.

Division I Meso Level of Logics

At the meso level of the interinstitutional logics system, Thornton et al. (2012) proposed that behaviors become embedded via cognitive, cultural, or political recognition. Furthermore, it is at the meso level in which embedded agents form their decision-making processes via these

embedded behaviors and formulate their individual and collective social identification. Lastly, in the meso level of analysis, formal rituals, philosophies, group norms, and symbols and metaphors begin to establish the rules of the game for the collective group. Participant responses below detail elements present at the meso level for Division I embedded agents.

Cognitive, Cultural, and Political Embeddedness

When analyzing the data related to cognitive, cultural, and political embeddedness, much of the meso level is influenced by the athletics directors and coaches. Middle managers really did not express much information relating to the meso level and student athletes expressed the values and embedded behaviors expected of them by their coaches. However, the researcher concluded that the logics of the meso level pertaining to cognitive, cultural, and political embeddedness are essential to the top-level managers in Division I.

The researcher found participants in the current study valued such meso level properties such as “experience”, “expectations”, or “an understanding”. Moreover, the researcher concluded that cognitive, cultural, and political embeddedness is “expected” at the Division I level. One conclusion drawn from participant responses is that these meso level properties significantly influence top level embedded agents (i.e., athletics administrators and coaches) but are not fully realized at the middle manager or student athlete levels. Specifically, participants suggested they are not “babysitters” and they expect each agent to “hold up your end of things”. The participant responses led the author to conclude that cognitive, cultural, and political embeddedness can be learned, but is expected at the higher levels of the NCAA interinstitutional system. Table 4.9 below illustrates participant responses.

Table 4.9
Cognitive, Cultural, and Political Embeddedness

Participant	Responses
Executive Associate Athletics Director Big 10 Conference	College athletics is really an extension of the college experience and athletes must mentally accept that. I mean they are in class eight hours a day, have practice after that, have to complete their classwork, and there are a lot of extracurricular free choices they must navigate. This really teaches them to be citizens of the institution and if they can't accept this mentally, they will fail as a student athlete. So, they really need to buy into what is happening here.
Senior Associate Athletics Director Administration Atlantic 10 Conference	At Division I, there are expectations, and you are expected to win. And, I am not trying to devalue other parts of the experience, but if you're not successful enough, defined by wins and losses, you're going to have a hard time keeping your career.
Associate Athletics Director Mountain West Conference	When hiring coaches, someone may look good on paper, but they may not be a good fit for your institution. In terms of coaches we want someone who can deliver certain values that match our institution because those coaches are role models and mentors for our student athletes. They can also become the identity of the program, so their values really need to match our identify and who we are and what we are about.
Head Coach Softball	When I recruit a student athlete the first thing I usually look for is their talent level and then I immediately look at their GPA. I will pass on kids who don't have a good GPA because I am not here to babysit them in the classroom. I also tell the students who come to campus that on the first visit. We have high standards here, both on the field and in the classroom, and if students can't comprehend that, I will pass on them right away.
Football Big 12 Conference	Our coach really has some things that he wants us to understand every day. One thing is "One Team, One Goal." That means getting your work done in the classroom, on the field, and in life. If I don't hold my end up then I will hurt the whole team. Everyone really buys into that concept mentally and it has brought our team closer together.

Social Identification

According to Thornton et al., (2012) social identification and collective identification will occur at the meso level. The results of the current study revealed that identification does occur

for all embedded agents of Division I. Almost all of the participants identified with their respective collective group. In other words, athletics directors identified with fellow athletics administrators, coaches identified with other coaches, and student athletes identified with other student athletes, most often their team mates. The only participants to express more of a social identity complexity were athletics middle managers who identified with all other groups in the study. Participants in the current study suggested “time management” “similarities in job responsibilities” and “personalities” contributed immensely to their identification process. Yet, middle athletics managers proposed their need to act as a “liaison” or have “flexibility and understanding” as the cause for their identity complexity challenges. These propositions allowed the author to conclude, like seeks like for embedded agents of the NCAA. However, there can be challenges to embedded agent’s identification processes, as described by many of the middle managers of college athletics. Table 4.10 demonstrates how participants identified with their collective groups.

Table 4.10
Social Identification

Participant	Responses
Assistant Athletics Director American Athletic Conference	I want to say I identify with the student athletes and coaches because I did for so long, but since I have transitioned into this administrative role, I really identify more with the administration side of things. I have moved into that office area, so I really spend much of my time with those folks and I have transitioned into more of that role and identity.
Associate Athletics Director Big East Conference	Yes, it is administrators. I try to have a handle on the departments, so I really spend my time with the department heads and try to understand what is happening. So, I would say I try to identify with them so I can do my job better.
Assistant Athletics Director Facilities and Events Colonial Conference	Wow. Who do I identify with the most? That is challenging because I have to work with student athletes. I have to make sure all of the coaches are happy with the facilities and operational needs, and I have to respond to the senior staff as well. So, I really need to be flexible and understand everyone's needs. I don't know if I identify with just one group.
Assistant Building Coordinator Big 10	In my role, I have to schedule and plan and work with multiple different groups. It can be a challenge because the coaches want one thing and administration might want something else. I really have to be the liaison between these groups sometimes so I try not to pick one side over the other.
Head Coach Men's Tennis	I would say it is coaches. We all have offices in the same location, so I can always go to them for guidance or support. Plus, we are all in the same career, so they understand the challenges I might be facing. So, I 100% identify with and as a coach.
Head Coach Volleyball	I identify with fellow coaches. They have the same lifestyle, same pressure to win games, and have similar personalities. So, I really say that is who I identify with the most.
Golf Big 12 Conference	I would say I identify mostly with fellow student athletes. I mean we have the same schedules, we travel so much, and we share a lot of the same facilities, so I am just around them more. Not to say that I don't have friends who are not athletes, but a majority of who I associate with are athletes here at the university.

Table 4.10, continued.

Participant	Responses
Baseball Western Athletic Conference	I identify most with my teammates and then maybe the other student athletes. We all understand the challenges of being a student athlete and we all spend so much time together.

Symbols, Group Norms, and Philosophies

Symbols, group norms, and philosophies is considered to be an essential component to developing logics at the meso level. However, at the Division I level, there appears to be some challenges to developing these logics. Participants in this study firmly asserted that the university has one logo, but some teams had developed their own logos or imagery. Moreover, many coaches expressed that they do not use slogans, symbols, or meaning systems to motivate their student athletes. Student athlete participants suggested each team develops their own saying or slogan for the specific season or year. Participants proposed to the author that “things are all over the place right now” and “things could be a lot better”. Additionally, coaches spoke to the extent that “teams could choose their own messages” or “the team mantra changes from year to year”. These statements inferred to the researcher that symbols, group norms, and philosophies could become challenges for logic development within the interinstitutional system. Moreover, the author concluded despite each institution having symbolic elements to their institution, many embedded agents face challenges adhering to the specific symbols of their respective institutions. The postulations of embedded agents led this scholar to conclude that symbols, group norms, and philosophies could be a challenge at the Division I level. Consider the results presented in Table 4.11 below.

Table 4.11
Symbols, Group Norms, and Philosophies

Participant	Responses
Associate Athletics Director Big East Conference	We are going through a color and logo change now. When I came here logos and colors were all over the place. The new AD came in here and straightened that out. Everything is now streamlined, but for years we were all over the place.
Assistant Athletics Director American Athletic Conference	I think our messaging could be a little better. I mean we are kind of all over the place. Some coaches have been here a while and have had a lot of success, so they want to do it a certain way, but athletics wants to change how it is done. So, yes, we are a little all over the place in terms of our messaging and presentation.
Head Coach Men's Basketball	I don't really use any messages or symbol per se. The team kind of has their own sayings or hashtags, so I really let them do what they think is meaningful.
Head Coach Volleyball	I really let the girls determine their mantra from year to year. I think it allows them to draw meaning to that season and if I came up with something, it might not be as meaningful to them. So, every year is a little different in terms of signs and symbols.

Division I Micro Level of Logics

At the micro level of institutional logics, historical contingency, the evolutionary development of logics, the location and specialization, and the positions of individuals influence the logics system. The results of this study point toward the historical contingency and position of the individual to influence the institutional logics the most. This scholar concluded that coaches who have winning traditions influence the logics and operations of the institution the most. Additionally, senior staff in the administration office seemed to have the most influence, either positively or negatively, on the culture and logics of the institution. The micro level of analysis was the most challenging to analyze; however, multiple participants expressed components of the micro level processes. Specifically, “winning records”, “national

championships” and “history” were inferred by the author to contribute to the micro level processes. Table 4.12 illustrates results from the micro level.

Table 4.12
Micro Level

Participant	Responses
Assistant Athletics Director American Athletic Conference	Some of our coaches here have been at the top of the games for many years. Specifically, basketball, both men’s and women’s, soccer, and field hockey, so those coaches really have some clout when it comes to the decision-making process. They don’t always get what they want, but when you win national championships it is easier to throw your weight around a bit.
Associate Athletics Director Atlantic 10 Conference	I think we are starting to move in the right direction here. In the past we have had excellent winning records and our education is in the top 25 in the country. So, for me, I want to help establish our program as a national contender in college athletics and I want our students to get the best education possible. But it starts with looking at what we have done well historically and really getting back to that point.

Division II

To evaluate how logics form and are mapped at the NCAA Division II level, eight athletics administrators, three athletics middle managers, six coaches, and ten student athletes were interviewed. Aligning with the previous presentation of results for Division I, the title and conference affiliation of athletics administrators and middle managers operating at the NCAA Division II level were provided. The title and sport of the Division II coach were provided. Lastly, the sport and conference affiliation of the student athlete were provided, all in an effort to ensure the participants’ confidentiality. Participants for the study can be seen in Tables 4.13, 4.14, 4.15, and 4.16, respectively.

Table 4.13

Division II Athletics Administrators

Title	Conference
Athletics Director	Rocky Mountain Athletic Conference
Associate Athletics Director of Facilities & Operations	Central Atlantic Collegiate Conference
Athletics Director	Great Lakes Intercollegiate Conference
Athletics Director	Great Lakes Valley Conference
Associate Athletics Director Internal Operations	Northeast 10 Conference
Deputy Director of Athletics & Senior Woman Administrator	Sunshine State Conference
Assistant Athletic Director of Gameday Experience	Great Northwest Athletic Conference
Associate Athletics Director Communications	Rocky Mountain Athletic Conference

Table 4.14

Division II Athletics Middle Managers

Title	Conference
Marketing Services Specialist	Rocky Mountain Athletic Conference
Equipment Manager	Northeast 10 Conference
Assistant Athletics Director Gameday Operations	Mountain East Conference

Table 4.15

Division II Coaches

Title	Sport
Head Coach	Men's Soccer
Head Coach	Women's Lacrosse
Assistant Head Coach	Women's Basketball
Head Coach	Baseball
Assistant Head Coach	Men's Soccer
Associate Head Coach & Offensive Coordinator	Football

Table 4.16
Division II Student Athletes

Sport	Conference
Women's Volleyball	Peach Belt Conference
Men's Basketball	Mid-American Intercollegiate Athletic Association
Softball	Rocky Mountain Athletic Conference
Women's Soccer	Great Northwest Athletic Conference
Women's Lacrosse	Northern Sun Intercollegiate Conference
Baseball	Peach Belt Conference
Football	Central Intercollegiate Athletics Association
Men's Lacrosse	Central Atlantic Colligate Conference
Softball	Rocky Mountain Athletic Conference
Women's Basketball	Great Lakes Valley Conference

Division II Macro Level of Logics

After careful analysis, the results at the NCAA Division II level for embedded agents was mostly similar to the embedded agents at Division I. However, there were small differences which can be noted in the results below. Much of the differences can be noted in the profession ideal type due to the lower level of competition present in Division II athletics compared to Division I. The results for Division II are presented below in a similar fashion and order to Division I.

Family Ideal Type

Personal conversations between the researcher and participants pertaining to the family ideal type suggested family values, past experiences, and the need for family interactions were a significant component to the development of logics at the Division II level. Student athletes spoke to the extent that family values influenced their decision to attend a Division II school, rather than a Division I school further from home. Coaches spoke about the ability to recruit students who had strong family values and the ability to incorporate the family into the recruiting and athletic competition process. Middle managers in athletics spoke about their personal family

values and how these values influenced their career thus far. Lastly, athletics administrators spoke to the extent that they brought their personal family into the athletic family, coveted student athletes and coaches who wanted to become part of their athletics family, and tried to influence student athletes and coaches as a father/mother figure in both their athletic and academic careers.

Similarly, to Division I embedded agents, participants in the current study suggested “dedication, passion, and humility” were family logics valued at the Division II level. Further, the author concluded that a “family atmosphere”, as suggested by multiple participants, was crucial for embedded agents operating in their athletics environment. These postulations of all participants indicted the importance of family ideal type to the Division II interinstitutional logics system. Table 4.17 below details participant responses relating to the influence of the family ideal type.

Table 4.17
Family Ideal Type

Participant	Responses
Associate Athletics Director Rocky Mountain Athletic Conference	From a career standpoint, I don't think my family has influenced me a ton, but they have always told me to strive for the best in what I do. However, spiritually, they have been a huge influence on my life. My father has a Master's of Divinity and influenced my faith immensely, so that is why I have a personal relationship with Jesus. But in terms of a career, they have not influenced why I work in college athletics.
Athletics Director Rocky Mountain Athletic Conference	My immediate family has always provided me with the values of trustworthiness, hard work, passion, and determination. So, I use those values every day in what I do.
Assistant Athletic Director Gameday Operations Mountain East Conference	My immediate family has always supported me in everything I do. But, I think family can be extended to all of the mentors and leaders I have interacted with over the years. They have taught me so much in terms of humility, teamwork, dedication, and many other values I use both at work and in life.
Head Coach Women's Lacrosse	When a kid comes on a visit, I try to make sure Mom is happy and understand what her values are. The kid's values will most likely be similar to hers, so if Mom is happy, then the kid should be ok as well. In general, the parents are a good indication of how that kid will act within the team.
Assistant Head Coach Men's Soccer	When you recruit a student athlete, you are also recruiting their parents as well. So far, I have had really good kids and parents. The parents are involved with tailgating post games, interacting with all the players, and whatnot. So, if the family atmosphere is great, the overall experience will be better, and it makes our jobs a lot easier.
Women's Soccer Great Northwest Athletic Conference	So, I was accepted to the University of Kansas to play soccer, but when it came time to make a decision on where to go, I just wanted to be closer to home. My family is so important to me and having them be able to attend games and be a part of this experience with me made the option clear in the end.

Table 4.17, continued.

Participant	Responses
Women's Volleyball Peach Belt Conference	As a kid, my parents took me to this school to watch volleyball games. I was hooked from a young age. My parents told me I had to work hard both in school and in athletics if I wanted to play here because the school is very competitive. I always value what they say and I worked extremely hard to get here.

Religion Ideal Type

As previously discussed, the ideal type of religion is considered to be a component of the interinstitutional system at the macro level. For the current study, participants were selected from both religiously-affiliated institutions and non-religious institutions to examine religion as an ideal type. The results indicated, similar to Division I embedded agents, a sense of spirituality rather than religion. Religion does appear to be a significant element of some of the participants' life; however, religion does not contribute significantly to the overall institutional system of college athletics. Consider the participants' statements below in Table 4.18 pertaining to religion as an ideal type at the macro level.

Table 4.18
Religion Ideal Type

Participant	Responses
Deputy Director of Athletics Sunshine State Conference	The university here is a Catholic institution. We have specific values and virtues we hold with us as devote Christians, but we play schools who don't have the same beliefs as us, and that is ok. We want our student athletes to hold themselves accountable and do things the right way in honor of our savior Jesus Christ.
Associate Athletics Director Rocky Mountain Athletic Conference	I obviously work at a religious school, but there are times when religion doesn't impact me as an athletics administrator. If student athletes approach me to discuss religion, that is ok, but religion is not wrapped up in everything I do here.
Assistant Head Coach Women's Basketball	We really talk about having faith in yourself, but that does not mean you have to follow a specific religion to do this. I think spirituality is more of a good term for it than religion. I mean we have girls who go to church and are religious, but it is not something that I talk about with the team as a whole.
Head Coach Lacrosse	I have worked at institutions that were very religious, but this school is not one that is religiously affiliated. So religious wise, I think I am more spiritual. I don't bring God into what we do, but if that is part of their life that is ok with me too.
Men's Basketball Mid-American Intercollegiate Athletic Association	For me, religion is a big part of my life, but my school is not a religious institution. So, in terms of athletics, religion is not really brought into what we do on a daily basis. We have kids on the team who are religious, others who are spiritual, and others who are not religious and that is ok with me.

State and Market Ideal Type

When considering the results relating to state and market ideal types, there were elements of the state ideal type; however, the market ideal type was not present in the results. Unlike the Division I level, there appeared to be some element of the state ideal type in Division II athletics. Several coaches spoke about specific individuals who they target for recruiting based on their position at Division II within college athletics. Specifically, the Assistant Head Coach of Men's Soccer suggested, "We target recruits specifically from Europe and overseas because the best

American players will end up in Division I programs. We can't compete with those programs, so we have found our own demographic market." Furthermore, when discussing the market ideal type with athletic administrators, they suggested economic need in terms of scholarship was a big consideration. Three of the athletic directors discussed how full scholarships are not offered at the Division II level, so economic factors play into consideration for their coaches. Consider the statement, "We have to prioritize who needs the money in terms of recruiting these athletes. We can't give 100% to everyone like Division I, so we have to determine the best method to disperse the wealth," expressed by the athletics director at a Rocky Mountain Athletic Conference Institution. These examples demonstrate an element of the state ideal type influencing the interinstitutional system of Division II athletics.

Profession Ideal Type

The analysis of the data for Division II embedded agents produced a result that was in alignment and also in contradiction to the profession ideal type for Division I agents. The researcher found many athletics directors and head coaches in Division II were content with their positions and enjoyed the relational network of their institutions. Both of the assistant coaches and the associate head coach expressed an interest in perfecting their craft to increase their potential for growth in the future. Lastly, a majority of student athlete participants expressed the desire to pursue an excellence in their education; however, two expressed the possibility of a professional sport career after college. Specifically, athletics administrators indicated "amazing people and culture" influenced their logics at their respective institutions. Coaches expressed "the opportunity to learn and receive a future head coaching position" and "the opportunity for advancement" as key elements of their profession ideal type. Lastly, student athletes presented words such as "opportunity" or "experience" contributed to their logics within the

interinstitutional system. Table 4.19 depicts participant responses considering the influence of profession ideal type.

Table 4.19
Profession Ideal Type

Participant	Responses
Athletics Director Great Lakes Valley Conference	I have been in college athletics for a long time. I think this school has been the most exciting for me. The people here are great. I really like the coaching staff we have in place now. The student athletes are great individuals. I could see myself retiring from here because I am happy with where I am at now.
Associate Athletics Director Rocky Mountain Athletic Conference	I have worked for a few different colleges now. Some religious and some not. I am sure this is very cliché, but the people here are amazing, the culture is amazing, I would not change a thing. It was not this way at previous institutions and I value that every day I am here.
Assistant Head Coach Women's Basketball	I think this school is a great opportunity for me to learn. I played Division I basketball and our head coach played for one of the all-time great women's basketball coaches ever. I want to learn everything I can from her and her experiences so I can find my dream job as a head coach.
Men's Lacrosse Central Atlantic Collegiate Conference	I chose to come to this school because this area is a hotbed for lacrosse. I know my schooling is important, but I really hope that my experience here will allow me to make it to Major League Lacrosse someday.
Women's Soccer Great Northwest Athletic Conference	I played in the Olympic Development Program growing up and it was my dream to play college soccer. Now that I am doing that, I hope this experience might allow me to play professionally, either for the United States or in another professional female league. I know that is a long shot, but that is my overall goal right now.

Corporation Ideal Type

Participants at the Division II level expressed similar opinions when considering the cornerstone institution, the NCAA, when discussing the corporation ideal type. Most of the athletics directors discussed the NCAA as a compliance arm, student athletes discussed the

NCAA as the controlling aspect of college athletics, and coaches emphasized the rules and structures enforced by the NCAA. Only one athletics director indicated, “For us, the NCAA values align. Our former president sat on multiple NCAA committees, so I think many of our values and ideals come from his involvement with the NCAA committees.” However, despite the singular proposition by this athletics director, Table 4.20 illustrates the participants’ non-alignment with the corporation ideal type.

Table 4.20
Corporation Ideal Type

Participant	Responses
Associate Athletics Director Northeast 10 Conference	It is hard when you see the numbers in the billions and we are trying to scrape by with thousands. So, the business side is really hard to align with. We all want students to get degrees so that is in alignment. But look at the compliance side of things; can’t you just be human and look at things? You don’t have to deliver the bad news, we do.
Associate Head Coach Football	The biggest thing I think would be the rules in place. I am always concerned with those while recruiting, and practices, and student contact hours, and whatnot. Those would be the biggest things for me in terms of the NCAA values.
Assistant Head Coach Men’s Soccer	I think the NCAA does have some good values, but I don’t think they affect us on a daily basis. I mean they set eligibility rules and maximum time allotments, but I think more of responsibility for values falls on us as coaches and the individual school, not the NCAA.
Softball Rocky Mountain Athletic Conference	So, for me, I think the NCAA values do not align. I transferred from a school I hated to this one and the NCAA waiver process was a disaster. So, to me, it is like do they really care about the student athlete or do they just want to make their money?

The results discussed above regarding the macro level of interinstitutional logics at the Division II level show some alignment with the logics of Division I, but also shown differences in the mapping and formation of logics.

Division II Meso Level of Logics

Cognitive, Cultural, and Political Embeddedness

An analysis of the cognitive, cultural, and political embeddedness at the Division II level revealed similar results to the Division I agents. The researcher found that the highest-level individuals, athletic directors and coaches, utilize these logics the most when trying to influence their respective team or department. Specifically, these agents utilize message framing or motivational elements to bring their team or department closer and build the culture. The author found all participant utilized such words as “beliefs”, “understanding”, and “culture” to influence embedded agents of Division II athletics. Moreover, the author concluded that at the Division II level, “having a presence” in the lives of embedded agents significantly influences the interinstitutional logics system. These conclusions could be drawn as many of the participants suggested a “family” type atmosphere at the Division II level. Consider the examples in Table 4.21 which illustrate how these individuals viewed the cognitive, cultural, and political embeddedness of their institutions.

Table 4.21
Cognitive, Cultural, and Political Embeddedness

Participant	Responses
Athletics Director Rocky Mountain Athletic Conference	When you are trying to get people to believe in something, you need everyone involved to buy in. So, when we needed to rebrand our athletics department key values, I brought in fellow administrators, coaches, and student athletes to develop our key values which are: integrity, community, education, accountability, tradition, and excellence. Without all parties buying into this and having input, these are just words, not a standard to live by every day.
Head Coach Men's Soccer	I think the biggest thing that I try to get my team to understand is that we are committed to each other. We are one team united. That was the slogan the kids came up with and it meant things such as commitment, unity, hard work, dedication, and these were things the guys bought into since they developed the concept.
Head Coach Women's Lacrosse	For me, one of the most amazing things I have seen, although it was tragic, was when my entire team went to a teammate's funeral when her father passed suddenly and unexpectedly. They did not have to do this, but the bonds and culture we have formed is unbelievable. This was extremely sad for me, but I was so proud of my girls and their ability to come together and unify as one team for her in this time of need.
Assistant Athletics Director Gameday Operations Mountain East Conference	For me being in the middle management role, I always let student athletes know my door is open. I have had students confide in me because they did not want to go to their coach or athletic director. Having a presence here and knowing all of the athletes individually really has allowed them to feel comfortable with me. I think that open door policy, not only with me, but with everywhere here, really adds to the awesome culture we have.

Social Identification

According to the concept of social identification, like seeks like. This concept was apparent in the analysis of the data for Division II embedded agents. However, unlike Division I athletics, there did appear to be some overlap in some individual's social identification. At the Division II level, some of the athletics department administrators were former coaches. This previous career stint allowed them to identify dually with athletic administrators and coaches.

Coaching participants in the current study suggested that their identification is with other members of the coaching staff. Lastly, the student athletes identified with fellow student athletes and not the general student populations.

Participant responses drew the researcher to conclude that Division II embedded agents potentially experience an element of social identity complexity. An illustration of this conclusion occurred from participants who suggested “I identify with all groups” or “I try to associate with the coaches, but I also need to distance myself from them”. Despite an element of social identity complexity occurring at the upper levels, the researcher also concluded that student athletes have a strong identification with the fellow athletes. Specifically, athletes suggested “a lack of interaction” or “similar schedules” with their fellow athletes to lead to an assimilation of identity with their athletic colleagues. Table 4.22 below illustrates participant responses when asked about their social identification on campus.

Table 4.22
Social Identification

Participant	Responses
Associate Athletics Director Northeast 10 Conference	I want to say I can identify with all groups. I was a college athlete, I coached for years before I moved into administration, and now I am in the administration role here. So, I can identify with all groups, but nowadays, I really spend much of my time and effort working with my fellow administrators and the administrators in similar roles to mine across campus.
Assistant Athletic Director Gameday Experience Great Northwest Athletic Conference	I personally try to associate with our associate ADs and other assistant ADs. We have good relationships and discussions and I know I need to associate with the coaches as well, but I have tried to distance myself from hanging out with them just to keep things professional. I support the coaches, but I see myself really identifying the with athletic administration more.
Assistant Head Coach Women's Basketball	Definitely fellow coaches. I would say the staff to some extent as well, but us coaches really understand each other. We know the expectations on us to win and that is something that really brings us together as a group. Unless you are a coach, it is hard to understand the pressure we are under, the schedules for our lives, and all of the other crazy things we do. So, 100% my fellow coaches.
Associate Head Coach Football	For me, it is the other coaches, specifically my fellow football coaches. We spend countless hours on game film, preparing for games, in the weight room, on the practice field, recruiting athletes, and everywhere else, so it is a natural identification for me.
Softball Rocky Mountain Athletic Conference	I think I identify most with fellow student athletes. I really don't have too many friends outside of athletics. We are a non-traditional campus, so it is hard to interact with students who are not athletes. The athletes are all in the same building, so it is easier to associate with them than other non-athletes.
Men's Lacrosse Central Atlantic Collegiate Conference	I think I mostly identify with my lacrosse teammates. I live with four other teammates, so we spend a bunch of time together. I also hang out with other athletes who I meet at the training center or weight room. It is just easier to identify with athletes because we have the same schedules and are going through the same process.

Symbols, Group Norms, and Philosophies

At the meso level, symbols, group norms, and philosophies have been suggested to influence the logics of embedded agents. Direct discussions with Division II participants indicated that some institutions did not incorporate many of the meso level philosophies. In particular, many coaches and athletes suggested their locker rooms did not have meaningful symbols or slogans in them. Additionally, athletic administrators suggested they could do a better job incorporating more symbolic meaning into their facilities. All participants thought their school colors and logos were well represented, but additional philosophies, symbols, and norms were lacking. Specifically, participants indicated “no logos or symbols” on their fields of locker rooms. Moreover, participants highlighted the “changing messages and hashtags” as a factor contributing to a lack of symbols, group norms, and philosophies on their respective campus. These results led the author to conclude that Division II athletics does in fact face challenges to the meso level of logic development with respect to symbols, group norms, and philosophies. Table 4.23 below depicts some of the participants’ responses pertaining to symbolism, group norms, and philosophies.

Table 4.23
Symbols, Group Norms, and Philosophies

Participant	Responses
Athletics Director Rocky Mountain Athletic Conference	So funny story, we built a multi-million-dollar facility and when it was completed, the walls and locker rooms were not even our school colors. They were gray and orange. We had no artwork on the walls, no school logo on any fields or equipment, nothing that represented us as a school. We have begun changing that slowly, but you would think the logo or colors would have been an easy thing to figure out.
Athletics Director Great Lakes Valley Conference	Great question. Thinking about our walls, we have photos of former athletes and our school colors and logo, but that is about it. We do have some values for our department and maybe we should display those a bit more. We could also spruce up our locker rooms a bit because those are bare as well.
Assistant Head Coach Women's Basketball	We don't really have any long-lasting signs or symbols. Each year the team comes up with different hashtags or sayings. We really leave it up to the girls to decide what goes into the locker room and what their message that season is.
Head Coach Women's Lacrosse	I try to put motivational sayings on the white board in our locker room before games. The message always changes. It is just what I think is meaningful going into that game against that specific opponent.
Softball Rocky Mountain Athletic Conference	When I came into this program, we did not have any logos or school colors on our field. I thought that was really weird. It has changed since then and I think having those colors and logos it gives us more of a home field advantage. I felt like we were always at an away stadium before the athletic department starting making those updates.
Volleyball Peach Belt Conference	For me, I love wearing the school colors on my team gear. I am always in something volleyball-related, and it gives me pride to wear that around campus. So, I think logos and sayings are great for publicity and getting people interested in what we are doing here on campus.

Division II Micro Level of Logics

As discussed previously, the micro level of logics involves historical contingencies, evolutionary development, location and specialization, and position within the organization.

Much of the results for the current study indicated that for Division II agents, their logics are embedded within the macro and meso levels. However, some indications of micro logics were presented by participants. Specifically, one athletic director discussed the importance of building new sport facilities on campus. He stated, “If we want to compete at the highest level for Division II, we needed to invest in this facility. We must continue to invest in the future as well if we want to stay relevant.” Moreover, he indicated that the school and conference location has made them an ideal target to host future NCAA regional and national championships. Other than this specific example of evolutionary development of facilities to drive logics, there were not many prevalent examples of micro level logics.

Division III

In an effort to investigate how institutional logics form and are mapped at the NCAA Division III level, eight athletics administrators, four athletics middle managers, six coaches, and nine student athletes were interviewed. Tables 4.24, 4.25, 4.26, and 4.27, respectively, indicate the specific conferences, sports, and titles of participants. To secure the confidentiality of the participants, only titles and conference affiliations were provided for athletics administrators and middle managers, title and sport were provided for the NCAA Division III coaches, and sport and conference affiliations were provided for the student athlete participants.

Table 4.24
Division III Athletics Administrators

Title	Conference
Assistant Athletic Director Communications	Great Northeast Atlantic Conference
Associate Athletic Director and Senior Women's Administrator	Midwest Conference
Athletics Director	Commonwealth Coast Conference
Associate Athletics Director Operations & Gameday	State University of New York Athletic Conference
Athletics Director	New England Small College Athletic Conference
Assistant Athletics Director Internal Operations	Ohio Athletic Conference
Athletic Director	Little East Conference
Associate Athletics Director and Women's Sports Administrator	Skyline Conference

Table 4.25
Division III Athletics Middle Managers

Title	Conference
Operations Director of Facilities	Midwest Conference
Athletics Equipment & Game Operations Assistant	Commonwealth Coast Conference
Equipment Manager	New England Small College Athletic Conference
Operations and Gameday Manager	Little East Conference

Table 4.26
Division III Coaches

Title	Sport
Head Coach	Baseball
Head Coach	Men's Golf
Head Coach	Women's Soccer
Head Coach	Men's Soccer
Assistant Head Coach	Football
Associate Head Coach	Men's & Women's Swimming and Diving

Table 4.27
Division III Student Athletes

Sport	Conference
Football	New England Football Conference Minnesota Intercollegiate Athletic Conference
Swimming & Diving	Skyline Conference
Men's Lacrosse	Skyline Conference
Women's Lacrosse	New England Small College Athletic Conference
Men's Ice Hockey	Commonwealth Coast Conference
Women's Soccer	Mid Atlantic Conference
Wrestling	Great Northeast Athletic Conference
Equestrian	Great Northeast Athletic Conference
Women's Alpine Skiing	Great Northeast Athletic Conference

Division III Macro Level of Logics

The analysis of Division III embedded agents at the macro level revealed similar results to their counterpart agents operating at the Division I and II levels, however some differences were identified. Yet, as Thornton et al., (2012) indicted, much of the logics experienced by Division III embedded agents occurs at the macro level.

Family Ideal Type

Division III participants expressed that the family ideal type contributes significantly to an individual's logics. Much like coaches at Division I and II, the coaching participants highlighted the importance of potential student athletes' values in their program. Student athletes at the Division III level also indicated family was extremely important to them, more so than actually competing at a high level of competition. Lastly, athletics administrators spoke to the extent that they brought their own immediate family into the operations of athletics because Division III athletics seemed more like a family than a business. Overall, it appeared that family ideal types are a significant contributor to Division III logics. Specifically, participants indicated "family environments", "interactions with parents" and "family involvement" contributed to the specific logics of their institution. These postulations allowed the author to conclude that the

family ideal type contributes significantly to the Division III interinstitutional logics system.

Table 4.28 depicts the participants' viewpoints on family ideal type and logics.

Table 4.28
Family Ideal Type

Participant	Responses
Associate Athletics Director State University of New York Athletic Conference	For about ten years now our slogan has been one team, one family. And coaches, student athletes, administrators, parents of athletes, and people around the school have really bought into that concept. We treat everyone as family here and when people see this family values concept, they immediately want to be a part of it.
Athletics Director Commonwealth Coast Conference	So, before my role as athletics director, I was a coach here. I brought my kids with me to all of my games. The kids knew all of the coaches and the coaches knew my kids. Many of the alumni would come back and interact with my kids, so this whole campus really feels like family and I want to keep that tradition and importance of family alive and well here in my new role.
Equipment Manager New England Small College Athletic Conference	This school feels like home to me. I played here as an athlete, worked in the athletics department, and now I am lucky enough to be here in a full-time role. The people here just really value you as a person and make me feel welcomed to be a part of this family.
Head Coach Women's Soccer	You can really tell a lot about an athlete when you're not interacting with them directly, but you are watching them. I not only watch them, but I watch their parents, because you can tell a lot about their values from watching the family group.
Head Coach Golf	Ya know, golf is a unique game. Most of my players come from middle to upper level income homes. I interact with their parents quite a bit at tournaments and whatnot. I can really see the values of the parents in my student athletes. I am fortunate with the kids I have gotten thus far, but I have learned that the family values can have a major influence on the career of that student athlete.

Table 4.28, continued.

Participant	Responses
Assistant Head Coach Football	When a kid wants to come to campus, I try to have their parents come into the office with them. I can tell a lot about that kid by how they interact with the parents. For the most part, the apple doesn't fall far from the tree when you look at family values. I really like the DIII level because I have not only gotten to know my student athletes, but I have formed some great friendships with their parents over the years.
Football New England Football Conference	Family is extremely important to me. I wanted my parents to be able to come and watch me play football, so that was a major reason I stayed close to home and went to this school.
Equestrian Great Northeast Atlantic Conference	My family has always been involved with horses, and I picked up this passion as a kid. My family attends every horse show or competition I have competed in while at this school and that is very important to me. My family has always inspired me to get into equestrian at the college level and I don't think I would be this dedicated if it weren't for the values and hard work that they instilled in me as a kid.

Religion Ideal Type

The analysis of data for the Division III level indicated religion does not appear to influence the logics of embedded agents. This finding is similar to their counterparts at the Division I and II levels. However, there does appear to be an element of spirituality to their specific crafts. The researcher found participants expressed words such as “moral compass” and “spirituality” to have more of an influence on Division III embedded agents. Table 4.29 depicts participant responses regarding the religion ideal type.

Table 4.29
Religion Ideal Type

Participant	Responses
Associate Head Coach Swimming & Diving	Religion is not really a part of what I incorporate here. I do want athletes to have a moral compass and if religion is a part of that, great. If your moral compass comes from other places besides religion that is great as well. I am not religious so my beliefs do not come from the basis of religion.
Operations Director of Facilities Midwest Conference	So, I used to coach at a catholic institution and religion was important there. Here, we are not religious or religiously-affiliated, so I don't think it really is a part of my value or belief system here.
Men's Lacrosse Skyline Conference	I am not religious, but I am spiritual. I don't think you need to have religion in what we do, but you do have to get to a place where you are comfortable. That can be spiritually, emotional, or just something you do on your own.
Women's Lacrosse Skyline Conference	Before every game, I just go to a quiet place and focus. I usually get to the locker room early to do this. It is not a religious thing. I just want to mentally prepare myself for the challenge at hand. So, for me it is more of a mental preparation.

State and Market Ideal Type

An analysis of the data did not indicate any elements of state or market ideal types. Many of the student athletes came from regional communities and little was suggested of social status, economic status, politics, or bureaucratic systems. Based on the data, state and market ideal types have little to no impact on Division III embedded agents.

Profession Ideal Type

Results from the Division III participants indicated that at this level of logic development, the profession focus is more related to their experience as a student and not as an athlete. Furthermore, athletic administrators and coaches indicated their profession logics focused on student-centered initiatives such as excelling in the classroom as well as the field, and ensuring graduation for their student athletes. These results seemed to stand out from the profession

findings in Division I and II. Specifically, participants utilized terms such as “graduate” and “academic opportunity” to describe the influence of the professional ideal type. From these personal interactions, the author concluded that Division III embedded agents experience the profession ideal type differently than their counterparts at the Division I and II levels. Table 4.30 illustrates participant responses for the profession ideal type.

Table 4.30
Profession Ideal Type

Participant	Responses
Assistant Athletic Director Ohio Athletic Conference	My number one goal here is to make sure all of the student athletes graduate. I mean a winning culture is great to have in athletics, but I really want all of our athletes to succeed, on the field, but most importantly in the classroom.
Athletics Director Little East Conference	Being the AD at a small school, I am able to have my finger on the pulse of a lot of different things. I can interact with coaches, student athletes, professors, or anyone else on campus and find out if there are issues to address. I want the best for everyone in my department and being here at a small school allows me to focus on a multitude of professional issues.
Women’s Alpine Skiing Great Northeast Athletic Conference	I chose this school for two reasons. First, they had a skiing team which was important to me. Second, they had a sport management program and I really wanted to pursue a career in sport. So, for me it was best of both worlds.
Women’s Soccer Commonwealth Coast Conference	This school has a regionally accredited pharmacy school. I know that I want to be a pharmacist and this school provided me the best opportunity to do that. Plus, the coach here told me she was supportive of me pursuing this challenging program while I played on the soccer team as well. School was really my focus, but playing on the team was fun too.

Corporation Ideal Type

The cornerstone institution, the NCAA, seemed to have an influence on the logics of Division III embedded agents, at least to some extent. Athletic administrators spoke to the values of the student experience at Division III and indicated an alignment of logics at this level.

Specifically, one athletics administrator suggested the recent legislation to allow snacks to Division III athletes shows their commitment to the student athletes. Other athletic administrators suggested the NCAA values encourage both academics and athletics at the Division III level and that he feels these opportunities are well balanced at Division III. Coincidentally, student athletes also feel the values of the NCAA and student athletes are aligned. Student athletes indicated they were at the institution for an educational experience, and that athletics was an opportunity while pursuing a degree. Based on the indications of participants, the researcher determined that the cornerstone institution, the NCAA, and embedded agents appeared to be aligned when analyzing the corporation ideal type.

Division III Meso Level of Logics

Cognitive, Cultural, and Political Embeddedness

An analysis of the data revealed the meso level of institutional logics has a significant influence on embedded agents at the Division III level. This level of athletics appeared to have the most level of influence at the meso level. Political embeddedness was present due to internal promotions from coach to assistant athletic director to athletics director on multiple occasions and at multiple institutions. Moreover, at the Division III level, former student athletes of the institution were hired as head coaches. From a cultural level, there appeared to be more family values that were appreciated and incorporated into the logics of the institution. Lastly, from a cognitive level, many athletic directors spoke about their involvement with initiatives such as the Student Athletic Advisory Council (SAAC) or other student-based athletics initiatives which were not present at the Division I or II levels. The results from Division III embedded agents demonstrate the importance of logic development that occurs at the meso level. Table 4.31

depicts participant responses pertaining to the cognitive, cultural, and political embeddedness of Division III agents.

Table 4.31
Cognitive, Cultural, and Political Embeddedness

Participant	Responses
Athletics Director Commonwealth Coast Conference	I have been very fortunate here at this institution. I began my career here as a head coach. I was able to pursue a graduate degree here, which put me in line for a promotion to assistant athletic director. From that point, I was promoted to associate athletics director and recently I was hired as the department's athletic director. I don't think this happens at many schools outside of Division III and I am extremely grateful for this opportunity.
Associate Athletics Director Midwest Conference	One of the unique things about working at a Division III school is the ability for an associate athletic director to work directly with SAAC. The involvement allows me to hear the direct voice of the student athletes and allows me to communicate that message back to the athletics department. Many times, it is a middle manager who resides over this group, but here I do, and I think that allows for the free flow of ideas.
Head Coach Men's Soccer	One of the greatest things I get to do here is interact with alumni from the past. We have brought back alumni from the '70s, '80s, all the way through recent graduates, and it really improves the culture of our program. The current kids get to see what the classes ahead of them have done for the program. Don't get me wrong, it also helps with fundraising getting the older guys reconnected to the program, but I think it has changed the culture of not only our program but the entire department.
Head Coach Women's Soccer	I am extremely grateful to be the head coach here at this institution. I was lucky enough to play all four years here as an undergrad and then I was hired on as the assistant coach. I have my psychology degree and I always knew I wanted to work with people, so when the AD offered me the head coach position of my alma mater, I just had to say yes.
Football New England Football Conference	One of the things that our head coach and assistant coaches talk about is Brotherhood. That means always having their back, challenging them when times are hard, and going above and beyond for your family. He is always talking about Brotherhood and that is something that everyone has bought into on our team.

Social Identification

According to Thornton et al., (2012) social identification is a significant component of the meso level of logics development. However, one area that is left unexplored is social identity complexity. The results of the current study revealed a potential for social identity complexity to occur for Division III embedded agents. Specifically, the individuals who expressed a degree of identity complexity were athletic administrators, middle managers, and coaches. It appeared from the results that many of these individuals had an affinity with the previous role and that affinity could lead to challenges to identification. For example, participants suggested “their career as a coach influences their career as an athletic director” or “their experience as a student athlete influenced how they operate as a coach”. Despite the social identity complexity that occurred for athletic administrators, middle management, and coaches, it appeared that student athlete identification aligned with similar results as Division I and II athletes. Specifically, student athletes presented concepts such as “closeness” to be the contributing factor to their identity as a student athlete. Table 4.32 below depicts participant responses with regards to social identity and social identity complexity.

Table 4.32
Social Identification

Participant	Responses
Athletics Director Commonwealth Coast Conference	Although I am in administration now, I really identify with the coaches because I was a coach for 15 years. I understand what they go through, what their challenges are, and just have a passion for the coaching lifestyle. It is a challenge because now they see me in a different light even though they know I was a coach for so long.
Associate Athletics Director State University of New York Athletic Conference	One of the most challenging aspects for me is to identify with the coaches. I was a student athlete in college, but I never was a coach. It is hard when you don't fully understand their world and you have to make decisions that affect them one way or another. I wish I had a better understanding of that world, but it is hard when you have to answer to other administrators for your decisions.
Operations and Gameday Manager Little East Conference	So, for me being a relatively young and recent graduate who played sports here, it is easy to identify with the student athletes. I probably should be focusing more attention to the administration side of things because that is what I want to do. It is just hard because they knew me here as a student athlete.
Head Coach Women's Soccer	As a former student athlete here and now head coach, I think I can identify with pretty much everyone on all levels. I understand what my players are going through. I have seen the administration department change and adapt over the last ten years, and I have interacted with so many coaches, both old and new. So, I really identify with everyone, but if I had to pick one, I guess I would say the coaches.
Wrestling Mid Atlantic Conference	I think I identify more with the student athletes than the general student population. I even think it might be closer with the wrestling team guys because we train together, some of us live together, and we just spend so much time together.
Participant Swimming & Diving Minnesota Intercollegiate Athletic Conference	So, I have some friends outside of athletics, but my closest friends are on the team with me. We just spend so much time together that we can easily identify with each other rather than someone who is not an athlete.

Symbols, Group Norms, and Philosophies

At the meso level of logic development, symbols, group norms, and philosophies can have a significant influence on the institution. At the Division III level, symbols group, norms, and philosophies seemed to have a direct influence on the agents. According to student athletes, they “value” and “appreciate” the school logo and symbols. Coaches spoke to the extent that they used things like “message boards” or “mental prep sheets” to motivate their student athletes. Lastly, athletics department administrators spoke about the “tradition” and culture of their symbols and what it meant to their specific department. Table 4.33 below exemplifies some of the participant responses pertaining to symbols, group norms, and philosophies.

Table 4.33
Symbols, Group Norms, and Philosophies

Participant	Responses
Head Coach Men’s Soccer	For every game, I give my players a mental prep sheet whether we are on the bus for an away game or in our locker room at home. These sheets have quotes, concepts, pictures, or other items that symbolize who we are and what we are trying to accomplish. I don’t know if the players truly love these or not, but I think they are important pieces of imagery for them.
Head Coach Women’s Soccer	I stole the idea from another coach who used to work here and adapted it a bit for my team, but I use quotations on the board to symbolize the goals of our team. I don’t do it as well as he did, but I think they are good motivators for my team.
Men’s Ice Hockey New England Small College Athletic Conference	Our locker room is decorated with a bunch of things that are designed to motivate us. I mean we have slogans, signs, pictures of former players. So really, the tradition is there for us to build on.
Women’s Alpine Skiing Great Northeast Athletic Conference	For us, we really don’t have a locker room since we perform on mountains not owned by the schools. So, for me, I just enjoy the logos on my helmet and my racing gear that represent the school. I even wear this out from time to time when I am not skiing with the team.

Division III Micro Level of Logics

As discussed previously, the micro level of logics is influenced through historical contingency, evolutionary development, location and specialization, and the position in the organization. Much like the results of Division II, it does not appear that the micro level of institutional logics influences the embedded agents of Division III.

Thematic Analysis Results

The results presented above illustrate how logics form at the macro, meso, and micro levels. Moreover, participants in the current study indicated that these logics formed similarly at the Division I, II, and III levels. A significant portion of the results aligned with Thornton et al.'s (2012) suggestion of how the interinstitutional system could operate. However, the development of codes and the thematic analysis of participant responses in the current study expanded upon Thornton et al. (2012) assumptions and also offered differing suggestions. Figure 4.1 below depicts the progression from first order categories to second order themes to the final aggregated themes from the data.

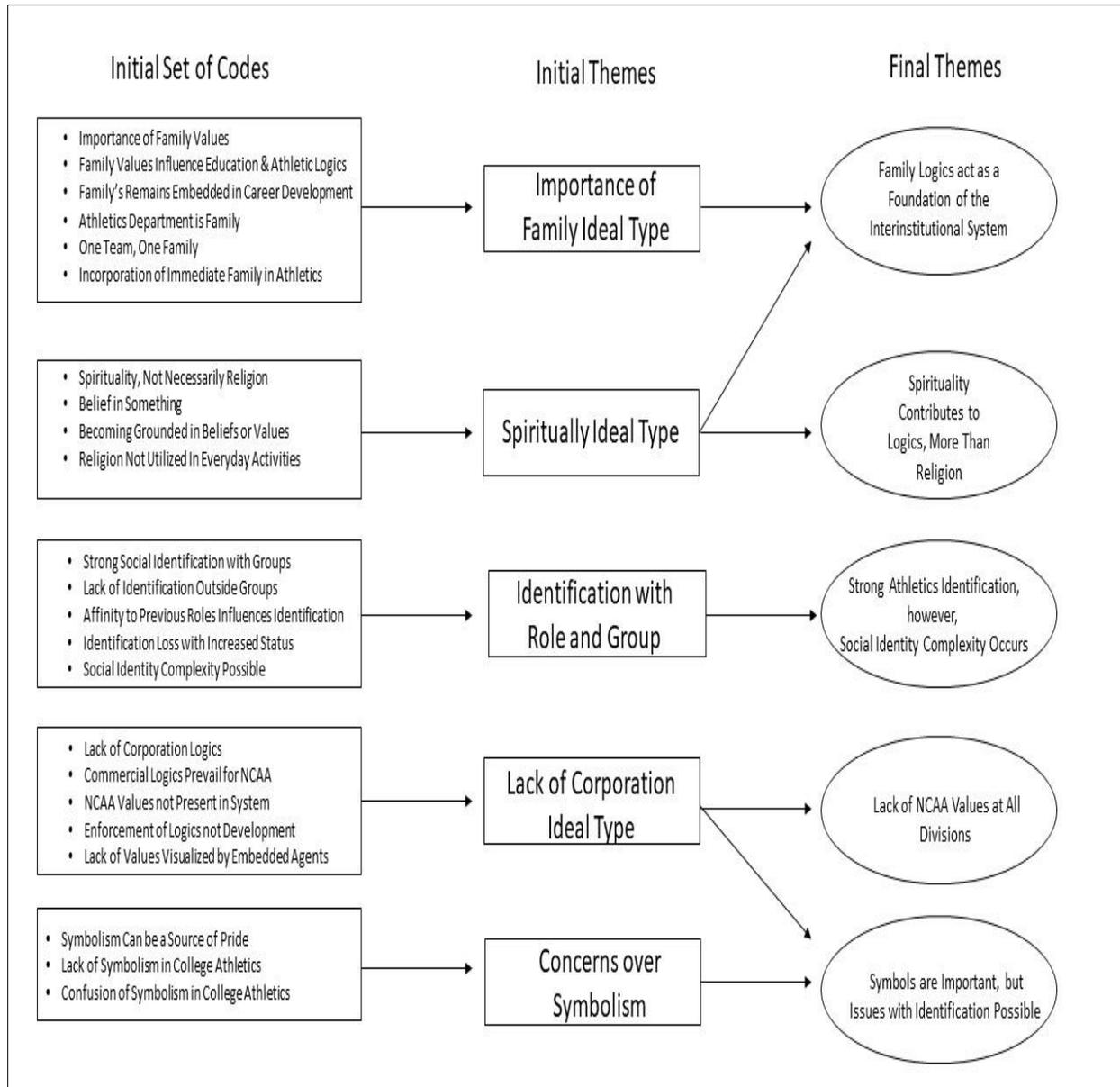


Figure 4.1. Data Structure

Summarizing the results, the purpose of this study was to examine the interinstitutional logics system at varying levels (macro, meso, and micro) of NCAA embedded agents (student-athletes, coaches, mid-level athletics managers, and athletics administrators) within Division I, II, and III to determine how logics are socially constructed and mapped. The results of the study revealed that institutional logics form and are mapped around the ideal types Thornton et al. (2012) proposed. Moreover, results illustrated how logics form similarly for embedded agents

within and across multiple levels of college athletics, although some differences did occur. At the Division I level, macro, meso, and micro level processes all have an influence on the logics of embedded agents and the interinstitutional system. At the Division II, and III levels, the macro and meso levels of logics are experienced and enforced; however, at the micro level, embedded agents do not perceive and develop as many logics as in the macro and meso levels. In closing, the results of this study illustrated the applicability of ideal types and expanded upon postulations set forth by Thornton et al. (2012). Furthermore, the results demonstrated a multi-level and cross-level analyses of institutional logics experienced by embedded agents (student-athletes, coaches, mid-level athletics managers, and athletics administrators) nested within and across Division I, II, and III NCAA athletics.

CHAPTER V

DISCUSSION

The following chapter details the theoretical and practical implications of the study. The results of Division I are indications that institutional logics form at the macro, meso, and micro levels. The researchers' analysis of the Division II results suggested that the logics of these embedded agents mostly form at the macro and meso levels. Lastly, participant responses from the Division III level specified that logics formed predominantly at the macro and meso levels. The results of the current study illustrated how core components of the interinstitutional logics system form, become embedded within, and are sustained by embedded agents of the NCAA system.

Thus far, sport scholars who have investigated the logics system in place in college athletics have done so from an overarching macro level approach. Despite the advancements of institutional theory in sport, scholars have not yet approached their analysis utilizing a full lens of macro, meso, and micro level properties. Previous scholars have indicated the presence of logics within the NCAA (Nite, 2017; Nite, Abiodun, & Washington, 2019; Nite & Nauright, 2019; Southall & Nagel, 2008; Southall et al., 2008); however, these scholars have not provided indications of how these logics form and become embedded. Understanding how logics are present in college athletics should be expanded upon to understand how the interinstitutional system of NCAA athletics gain legitimacy toward these logics, which was the intention of this study.

Macro Level Processes

At the macro level of analysis, logics are constructed from social stimuli and can shape organizations or institutions (Thornton et al., 2012). Moreover, scholars have suggested that individuals become embedded due to specific social structures, and their logics and ideal types form due to societal influences (Berger & Luckmann, 1967; Thornton, 2004). The results of the current study drew the researcher to conclude that embedded agents within the NCAA, operating at the Division I, II, and III levels, form their values, beliefs systems, and logics predominantly at the macro level. More specifically, these agents draw from macro level ideal types, including: family, religion, state, market, profession, and corporation, as suggested by Thornton et al. (2012). The results of the current study verified the importance of ideal types at the macro level in developing the logics of the interinstitutional system. The subsequent paragraphs discuss the influence, or lack of influence, that ideal types play at the macro level, the proposed revisions to Thornton et al.'s (2012) model, and why specific ideal types may not be experienced by NCAA embedded agents.

Influence of Ideal Types

Participant responses analyzed by the author proposed the family ideal type contributed most significantly to the logics development in college athletics. All participants spoke to the extent that their immediate family significantly influenced their values and logics. All participants utilized such words as honesty, integrity, hard work, commitment, respect, and dedication to describe values instilled upon them by their immediate family. Moreover, when asked how they would expect their colleagues, teammates, or fellow staff members to describe them as a person, similar core values were suggested. Participants also suggested that family ideal types are considered when recruiting student athletes or hiring coaches to their department.

Specifically, coaches indicated they would not recruit an athlete whose parent(s) seemed like a problem, and athletics administrators indicated they would not hire a coach who lacked similar values to those already in their immediate athletics family, which is an element of memetic isomorphism (c.f. DiMaggio & Powell, 1983). Additionally, student athletes spoke to the extent that their family and family values influenced their decision to attend a specific university. Based on the postulations of these participants, the researcher determined that all individuals operating in the NCAA interinstitutional system assess the organizations and make legitimacy assessments, as suggested by Ruef and Scott (1998), based on their family ideal types.

The family ideal type also influenced other ideal types of the logics system. When asked about religion, those participants who had religious viewpoints and traditions indicated their family instilled those religious values with them. Moreover, when asked about the profession ideal type, several participants indicated their parents were former coaches who encouraged them to pursue this career, or their parents were influential in determining which school and degree they should pursue as a student athlete. These conclusions presented by participants indicated that family ideal type is not a singular concept but could rather have a significant influence on other ideal types and could possibly influence not only the macro level, but meso and micro levels as well. As this study was an exploratory investigation into the macro level of processes, further investigation is needed to examine the influence of family ideal type in college athletics.

The results of this study demonstrated the influence of the family ideal type as suggested by Thornton et al. (2012). However, the focus of Thornton and her colleagues was on the immediate family and the immediate family's ideal types. A significant finding of the current research expanded upon the suggestion of immediate family and demonstrated the expanding influence of a corporate or work family. Many of the participants in the study indicated they

spend more time with their work colleagues than their immediate family. These individuals indicated that philosophies, espoused values, identities, and habits of thinking, all elements of culture as discussed by Schein and Schein (2017), developed specific individual and collective logics. Moreover, there did appear to be a degree of structural overlap that occurred between the immediate family ideal types and the organizational family ideal types. The combined influence of immediate family logics and work family logics shows an alignment with Greenwood and Suddaby (2006) who suggested structural overlap could occur to bridge differences in organizations' fields. The importance of a corporate or work family ideal type was shown to have as much impact on the embedded agents of the NCAA as did their immediate family's ideal types. Therefore, based on the results of this study, there are indications to expand the ideal type beyond an immediate family to a more encompassing family or possibly the addition of a community or communal ideal type.

The second ideal type as suggested by Thornton et al. (2012) was religion. In their works, these scholars suggested religion will form logics through such concepts as sacredness, symbolism, or worship. The researchers' findings indicated that religion was realized and appreciated by embedded agents of the NCAA; however, religion did not appear to have a direct influence on the logics of these agents. Several participants indicated their institution was a religiously-affiliated school; however, their day-to-day business experiences and values were not derived in religion. Adding to this, many participants in the study indicated a sense of spirituality rather than religion. Student athletes spoke to the extent that they try to get to a place of tranquility and reflect upon themselves and their performance. Coaches spoke toward the element of being grounded in something, although religion could be a grounding factor. Lastly, some coaches and athletics administrators spoke about the separation of church and state, and

being a public institution, religion could not have a significant influence on what occurs in their department. Based on the propositions put forth by participants, it was suggested as if religion, although present in some participants' lives, was not a shared experience among all embedded agents. Hatch and Schultz (2004) indicated that shared meanings of the culture may not materialize or may mean something different to individual members, and it appeared as if the ideal type of religion did not specifically form interinstitutional logics for these embedded agents of the NCAA.

Thornton et al. (2012) indicated that religious ideal types will form based on sacredness, symbolism, or worship. Despite the postulations put forth by these scholars, the results did not illustrate components of religion present in the formation of logics. However, there was a presence of spirituality expressed to the researcher by some participants. Based on the suggestions of participants, the ideal type of religion could be further researched and potentially revised to read as spirituality, which could encompass religion as a component of spirituality. Moreover, the ideal type of spirituality could incorporate many of the aspects of culture discussed by Schein and Schein (2017), including formal rituals, celebrations, shared meanings, and espoused values. Additionally, Burton and Peachey (2014) indicated organizational culture is a mediator between variables; therefore, spirituality could potentially be used as a mediator for future studies evaluating logics.

The third ideal type of the macro level presented by Thornton et al. (2012) was state ideal types. The state ideal type did not seem to influence all embedded agents similarly. At the Division I level, there was an element of bureaucratic domination where leadership could significantly influence the logics of associated members. Specifically, one participant spoke to the extent that multiple changes in leadership have forced a change in logics, and the overall

culture has shifted to a negative feeling. Additionally, some athletic directors at the Division I level suggested that as they have moved up in stature in the department, they have lost some association or involvement with the student athletes. Based on these assumptions, the event sequencing (e.g., changes in organizational culture, shift of resources, or changes in power) (Sewell, 1996) that occurs in NCAA Division I athletics could significantly change the state logics experiences by embedded agents.

At the Division II level, the state ideal type seemed to have an influence on the embedded agents' logics. Specifically, participants expressed student athletes came from varying economic and social classes, received inequitable scholarship opportunities, and matriculated at the institution from multiple countries outside of the United States. When considering the influence of the state ideal type at the Division II level, the author found a potential for the lacking of "oneness or belongingness to some human aggregate," as described by Ashforth and Mael (Ashforth & Mael, 1989, p. 21). Moreover, some student athletes spoke to the extent that they did not feel like a part of the campus community, which would account for a lack of citizen membership and democratic participation, which are contributing factors to the establishment of a state ideal type.

Lastly, at the Division III level, embedded agents did express elements of the market ideal type. Specifically, one athletic director spoke to the extent that he incorporated student athletes into monthly meetings to gauge the climate of student athletes. Another participant discussed their specific involvement with student organizations on campus to encourage the voice of the student athletes to be heard. The linkage between the agents at the Division III level appeared to allow for narratives (Polkinghorne, 2007), vocabularies of practice (Thornton et al.,

2012), and the coexistence of logics (Reay & Hinings, 2009) when evaluating the market ideal type.

Based on the assumptions of Thornton et al. (2012), the market ideal type does have a significant influence on embedded agents of the NCAA. However, the researcher determined that Division I, II, and III all develop interinstitutional logics differently when examining the market ideal type. Moreover, it became apparent that the market ideal type could significantly influence the embedded agents at the meso level, with specific linkage to social identification properties. Although the market ideal type was examined in detail for this exploratory study, further research could detail more specifics on how the market ideal type influences NCAA embedded agents.

According to the propositions put forth by Thornton et al. (2012), the market ideal type will influence individuals at the macro level via transactions, self-interest, increasing profits, and market capitalism. Although specific individuals in this research did not express specific examples of the market ideal types influencing them, scholars have illustrated the ability for the market ideal type to influence embedded agents. Specifically, Southall and Nagel (2008) and Southall et al. (2008) proposed that the NCAA operates with a singular dominant commercial logic in their NCAA Men's and Women's Basketball Tournaments. Nite and Nauright (2019) suggested that the commercial logics of NCAA institutions allow for perpetual abuses to go unpunished. Lastly, Nite (2017) illustrated how the NCAA utilizes message framing to maintain their dominance in a fragmented field of college athletics. These specific examples of scholarly work demonstrate how the market ideal type could operate with different values, goals, or expectations that conflict with one another as suggested by previous sport scholars (Chelladurai, 1987; Trail & Chelladurai, 2000; Washington & Ventresca, 2008).

When considering the market ideal type for the current research, it is also plausible that organizational change and institutional entrepreneurs may lead to a significant advancement with respect to the institutional logics pertaining to the market ideal type. Historically, as discussed by Ridpath (2018), the legal cases discussed previously in Chapter II (e.g., *Edward O'Bannon Jr. v. NCAA*, *Martin Jenkins et al. v. National Collegiate Athletic Association*, Student Right to Know and Campus Safety Act of 1990, and Northwestern Football Unionization filing with the SEC) have caused challenges to the market ideal type of the NCAA. Currently, the Fair Pay to Play Act signed into effect on September 30, 2019 allows for NCAA athletes to hire agents and accept endorsement deals (Kelly, 2019). Many of the participants in the current study indicated this act could significantly alter the influence of the market ideal type for embedded agents of NCAA sports. However, at the current moment, participants suggested the market ideal type does not significantly influence their activities as an NCAA embedded agent.

The fifth macro level ideal type that is influential to an individual's logics is profession ideal types. According to Thornton et al., (2012) logics relating to profession will develop due to values or experiences relating to relational networks, association with quality of the craft, status in the profession, or personal capitalism. The author found that the profession ideal type influences all embedded agents of the NCAA, and these ideal types form off of three levels of college athletics. According to many student athlete participants, the coach at their specific institution was an influential reason for selecting that school. Athletics middle managers proposed that they try to associate and have affinity for those senior administrators whom they deem mentors. Assistant coaches suggested they believe and follow in the footsteps of their head coaches who have years of experience at high levels of college athletics. Lastly, coaches spoke with regard to how they interact with fellow coaching colleagues, and that mentorship has played

a large role in their professional development. Furthermore, outside of the athletics department, student athletes spoke to the extent of pursuing majors not deemed appropriate by their coaches, but each has excelled in these pursuits. Coaches spoke of lifelong mentorships from colleagues not residing within their institution. Finally, athletic administrators spoke toward the bonds formed with other more senior athletic administrators from other institutions who act as a sounding board.

Based on the propositions of participants, the author concluded that the profession ideal type contributes significantly to all embedded agents of the NCAA. Specifically, the profession ideal type inspired student athletes to pursue specific degrees or focused elite athletes on a professional career track. Assistant coaches were inspired to form mentorship relationships with industry leaders. Coaches were able to secure recruits due to their status as an elite coach within their specific sport. Middle managers in the athletics department utilized this profession ideal type to instill personal capitalism to reach their future career goals. Finally, athletics administrators used their personal relationships and associational memberships to influence and guide their followers. These specific examples from the current study illustrate the importance of the profession ideal type for embedded agents of the NCAA at all levels of competition. Despite the advancement in an understanding of profession ideal types, there remains significant opportunity for research in this area. Specifically, previous scholars have indicated that the logics of academics and athletics do not align (Funk, 1991; Sperber, 1999; Weight et al., 2015; Zimbalist, 1999). Based on the results of this research, it is possible that a further understanding of the profession ideal type among embedded agents could shed light into causes of the perceived divide or establish a baseline for logic development as it relates to profession. The final ideal type suggested by Thornton et al. (2012) at the macro level was corporation.

According to their work, the corporation ideal types will develop from the following: top management, hierarchy, status in the hierarchy, size of the firm, or managerial capitalism. Moreover, Thornton and colleagues (2012) indicated a cornerstone institution will strongly influence their constituent's logics. In the case of the current study, the cornerstone institution should be the NCAA. However, participant responses and the researchers' analysis of those responses indicated that corporation ideal types did not significantly develop within embedded agents of the institution. This could be caused by the organizational culture, capitalistic nature, or bureaucratic role of the NCAA as indicated by responses from all participants.

Previous scholars have suggested the NCAA holds a significant position for managing the logics of their constituents. Nite (2017) illustrated how the NCAA utilized message framing to enforce their values and beliefs with all member institutions. Furthermore, Nite, Abiodun, and Washington (2019) demonstrated how the NCAA has evolved their belief systems for controlling boundaries, practices, and cognitions to maintain their dominance. Lastly, Southall and Nagel (2008) and Southall et al. (2008) proposed that the NCAA basketball tournaments operate with a singular dominant commercial and capitalist logic. Each of these previous studies demonstrated the power of the NCAA and highlighted the coercive isomorphism experienced by embedded agents. However, the legitimacy of these corporation ideal types was called into question by embedded agents of the NCAA at Division I, II, and III levels.

According to Ruef and Scott, sources of legitimacy develop from "internal and external audiences who observe organizations and make legitimacy assessments" (Ruef & Scott, 1998, p. 880). Additionally, Deephouse and Suchman (2008) indicated legitimacy comes from structures, and actions of ideas that are assessed. The author of this study concluded that the legitimacy of NCAA values can be called into question. Specifically, participants stated that the NCAA acted

more as an enforcement agency than an organization promoting their mission. According to NCAA.com, the mission of the NCAA is “to govern competition in a fair, safe, equitable and sportsmanlike manner, and to integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount” (NCAA.com/mission statement, 2020). Participants in the current study suggested the values of educational experience did not appear to be present. Moreover, participants at all levels spoke to the extent that they viewed the NCAA as a capitalist enterprise that did not value member institutions equally. Based on these assumptions, this scholar concluded that corporation ideal types of the cornerstone institution (e.g., NCAA) align with the neoinstitutional school of thought relating to the influence of power (Pfeffer & Salancik, 1978), rationalized myths (Meyer & Rowan, 1977), and coercive behaviors (DiMaggio & Powell, 1983). As this study was an exploratory investigation into the interinstitutional system and the profession ideal type has not received much scholarly attention, the influence on this specific ideal type at the macro level warrants further scholarly investigation.

Modeling Macro Level Ideal Types

As evidenced by the discussion above, embedded agents within the NCAA form and develop their logics from many of these six proposed ideal types. Results from the examination of the interinstitutional system and embedded agents also identified certain ideal types that provide more opportunity for logic development. In their suggestion of the interinstitutional logics system, Thornton et al. (2012) do not associate ranking or weighting to the impact level of these specific ideal types. However, the results of this study allowed the author to infer that the family ideal type contributed immensely to all embedded agents. Moreover, at the macro level, the results indicated the family ideal type could influence other ideal types, including religion,

state, profession, and corporation. It did not appear that the market ideal type was significantly influenced by the family ideal type; however, that could very well change if and when the Fair Pay to Play Act officially becomes legalized legislation. Based on the responses of participants, the analysis of the data, previous scholarly works, and the constructs set forth by Thornton et al. (2012), I propose Figure 5.1 below which illustrates the macro level ideal types and the contribution and significance of the family ideal type at the macro level of analysis.

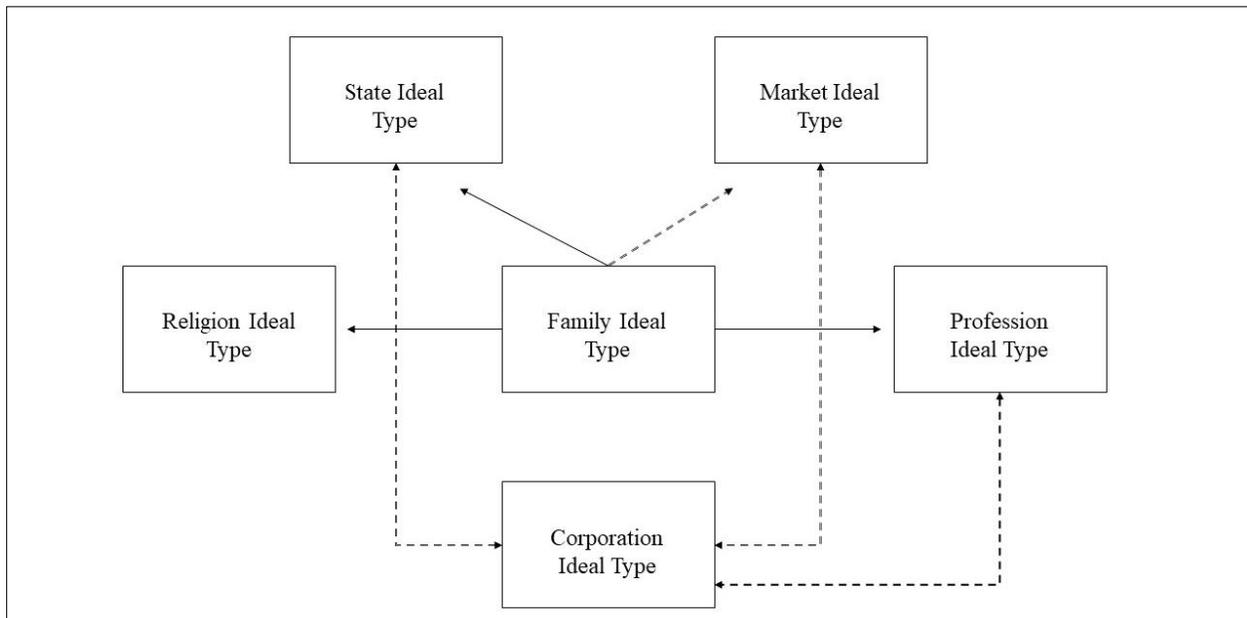


Figure 5.1 Macro Level Ideal Type Model

The figure above depicts a hypothesized model that demonstrates that influence of the six specific ideal types as suggested by Thornton et al. (2012). The proposed model illustrates the importance of the family ideal type in the development and sustainment of an individual's logics. Family ideal types seemed to have a direct and significant relationship with the profession and religion ideal types. Family values, experiences, and beliefs contributed to a feeling of ideology, religion, or a sense of spirituality. Moreover, family ideal types directly influenced the profession logics of student athletes, coaches, middle managers, and athletics administrators. It appeared from the results that family values and experiences also directly impacted the state ideal types

with regard to economic or social class status, democratic participation, and citizenship. The author also concluded a potential for family ideal types to influence the market ideal type, if and when the Fair Pay to Play Act becomes legal authority. Based on this assumption and the proposed California Regulations, I believe family logics is loosely associated with the market ideal type at this moment in time. Lastly, based on participant responses, family ideal type does not have any relationship associated with the corporation ideal type.

The proposed model above also depicts a loosely-coupled symbiotic association between corporation ideal types and profession ideal types, market ideal types, and state ideal types. The NCAA, the cornerstone institution in this study, is suggested to have an influence over these other specific ideal types. However, participants suggested the NCAA is more of a governance entity rather than an organization who holds their full mission statement to task. Moreover, as demonstrated by previous scholarly works (Nite, 2017; Nite, Abiodun, & Washington, 2019; Nite & Nauright, 2019; Nite et al., 2013; Southall & Nagel, 2008; Southall et al., 2008), the NCAA truly operates as a bureaucratic and capitalistic organization. However, based on participant responses, there is a relationship and potential opportunity for the NCAA to instill and sustain profession, state, and market logics within embedded agents of the NCAA.

Figure 5.1 above is a theorized model developed from participant responses and careful analysis of the data. The current study found the family ideal type to have the most significant influence on the logics of individuals residing within the NCAA interinstitutional system. The researcher acknowledges that this model may not align with industries outside of college athletics and encourages future researchers to examine these ideal types in varying settings. Moreover, the researcher acknowledges that this model was developed through an exploratory examination of the interinstitutional system and the ideal types proposed by Thornton et al.

(2012) and variations and expansions upon this preliminary analysis are encouraged and welcomed.

Meso Level Processes

According to Thornton et al. (2012), institutional logics form at the macro level and become enforced and embedded within agents at the meso level. At the meso level of analysis, logics become embedded through cognitive, cultural, and political behaviors and associations. Moreover, logics become embedded in actors through processes such as social identification, collective identification, and/or social identity complexity. Finally, Thornton and colleagues proposed that at the meso level of logic development symbolism, group norms, and philosophies are established, reinforced, and sustained. The analysis of the data for the current study revealed how logics become embedded at the meso level for Division I, II, and III embedded actors. Specifically, the results highlighted elements of cognition for these individuals, components associated with social identification, and the importance of symbolism in college athletics. The results also detailed alignment with previous scholarly works, an advancement upon those studies, and opportunities for future development of logic embeddedness at all three NCAA levels. The forthcoming paragraphs detail a significant discussion of the meso level properties of NCAA Division I, II, and III embedded agents.

Cognitive, Cultural, and Political Processes

At the meso level of analysis, individuals' ideal types will become embedded through cognitive, cultural, or political processes. Furthermore, the objective at the meso level of analysis is to gain legitimacy for the institution through these processes. Scott (1995) indicated that the level of legitimacy could be achieved through regulative, normative, or cognitive association with logics. The results of the study illustrated that all embedded agents internalized elements of

Scott's pillars of thought. First, regulative legitimacy was expressed by all agents due to the conformity with rules, regulations, and policies set forth by the NCAA. Participants discussed the importance of regulating contact hours with athletes, recruiting guidelines, eligibility requirements and other regulative impositions set forth by the NCAA. Participants in the study also indicated a sense of normative legitimacy as they were told of GPA expectations, travel guidelines, expectations of student athletes at their institution, and many other normative properties. Lastly, cognitive legitimacy was discussed because athletic directors and coaches suggested they would not recruit or keep an athlete present who could not commit to the time constraints, could not mentally handle the social requirement of a college student, or could not commit to be a valuable asset to the campus community. Many of the participant responses presented in Chapter IV demonstrated how embedded agents of the NCAA achieved legitimacy of their logics through regulative, normative, or cognitive legitimacy.

Participants in the current study also indicated that the culture of their organization was a contributing component to their specific logics. Sands (2002) indicated culture can be visualized or recognized by patterns of behaviors in certain groups of people. Discussion with participants suggested that culture was one of the most important elements of the meso level for logic development. Specifically, many of the athletic directors and coaches indicated they would not hire or recruit someone who did not align with the culture of the institution. The affinity and collective identification with individuals and the willingness for like to seek like adhered to the principles suggested by Thornton et al. (2012) when evaluating the meso level.

While analyzing the culture of the organizations, many of the participants expressed group philosophies such as "brotherhood" or "one team, one unit." It appeared that many of the participants did in fact feel these philosophies were ingrained within their team culture and

athletics department culture. The acceptance and development of group philosophies appeared to align with Jones et al. (1988) who indicated that behaviors become interactions, which then become patterns, which then become used in everyday interactions. Despite some of the embedded agents developing specific group philosophies, one piece of data did appear to be alarming when considering the embeddedness of NCAA actors. Many of the participants in the current study indicated that their team or group revised their philosophies each season. Additionally, some coaches and student athletes suggested their team does not have any specific rituals, customs, or philosophies. The finding of this result could warrant further research due to the fact that the individuals who expressed a lack of philosophies or rituals also expressed a distaste for the current culture of their institution, team, or department.

Political embeddedness can be a significant contributing factor to the logics development process at the meso level. For the current study, political embeddedness displayed group logics differently at each division of college athletics. At the Division I level, many of the participants indicated that the senior level administrators did not understand the day-to-day activities that occurred at the team or department level. Similarly, at the Division I level, participants proposed that as individuals moved up the bureaucratic hierarchy, there became separation from the established structure (Leca & Naccache, 2006) and the structural bottom up or top down approach was revised (Schneiberg & Clemens, 2006), which caused challenges with the logics of members who were lower in the hierarchy. At the Division II level, participants indicated their feeling of an open-door policy. Specifically, student athletes indicated a comfort level with interaction with athletic administrators and vice versa. Moreover, participants at the Division II level indicated less bureaucracy and more lateral decision making, which made participants more accepting of the current logics of the institution. Lastly, at the Division III level, many of the

participants spoke to the extent that they were former student athletes or former coaches at the institution, and they have had the opportunity to move up the chain of command due to their previous involvement. Although the internal growth and political embeddedness could be a good aspect for an institution, Stovel and Savage (2005) indicated that structural overlap between these logics could cause turmoil within an institution. A specific example was indicated by a coach at the Division III level who indicated her senior administrator was a coach for so long that she has had a hard time accepting the new thought process and values from him as the new athletics director. Based on this assumption, it is possible the political embeddedness, especially at the Division III level, could create challenges and unrest for the current logics of the institution. The results of political embeddedness demonstrate how logics can form based on the political associations of the institution. The political embeddedness in college athletics is an area of dearth research, and based on the results of this study there appears to be an opportunity to explore this area in greater detail. The results provide indications of a sense of political embeddedness at each level of college athletics, and this political embeddedness resulted in a variation of specific logics, a unique and fascinating concept.

Social Identification

Ashforth and Mael (1989) proposed that identification is the belongingness to a specific human aggregate. Furthermore, identification occurs when individuals link themselves to components within their social society (Cheney, 1983). At the meso level of analysis, an individual's social identification contributed to the embeddedness of their logics. The researchers' findings the current study illustrated that social identification and the cohesion of logics for specific groups occurs at all three levels of college athletics and across all levels of embedded agents. Moreover, participant responses indicated that student athletes identified with

other student athletes, coaches identified with other coaches, and athletics administrators identified with their fellow athletics administrators. While evaluating the athletics department middle managers, an element of social identity complexity was present, which Roccas and Brewer described as perceived overlap that occurs when a person is a member of multiple groups simultaneously (Roccas & Brewer, 2002). The analysis of the data confirmed previous research relating to student athletes and provided an advancement of knowledge regarding social identification for coaches, athletics administrators, and athletics department middle managers. The proceeding paragraphs detail and discuss the results of the study regarding social identification and the interinstitutional system of NCAA athletics.

To date, previous scholars examining student athletes (Barger & Seward, 2018; Houle et al., 2010; Yukhymenko-Lescroart, 2014) have concluded that student identification and athlete identification have significant influence on identity, sense of community, and socialization. Student athlete participants in the current study indicated many of these previous findings to be accurate across all levels of college athletics. Specifically, the researcher found multiple elements of cognitive and cultural awareness of belonging to a specific group. Moreover, participants expressed that factors such as similar schedules, similar beliefs, and other cognitive and cultural logics formed their student athlete identification. The results collected by the author indicated that student athletes at the Division I, II, and III levels socialize with each other, rather than identifying with the general student population. Taking the results of the student athletes further, student athletes form a collective identification, almost an “us versus them” mentality, when developing their identification on a college campus. This collective identification and “us versus them” mentality could have implications on a college campus, especially at the Division II and III levels. If student athletes do not identify as members of the student population but

rather identify solely as student athletes, a divide among the campus is possible. At the Division II and III levels, many campuses have a small community, and this rift between student athletes and general students could be magnified intensely. Based on this assumption, college administrators could develop processes to incorporate student athletes into the general population. However, this could also lead to an element of social identity complexity, a possible exploration for future lines of research. In summary, the results of the current study confirmed and expanded upon previous scholarly research pertaining to student athlete identification at the Division I, II, and III levels.

Thus far, a considerable portion of the social identification research in college athletics has focused on the student athlete. The intentions of this study were to expand upon the investigation of social identification across an interinstitutional system. Therefore, in an attempt to expand upon future research, college coaches at the Division I, II, and III levels were asked to speak about their social identification perspectives. According to the coaching participants in this research, coaches strongly identify with other coaches. Data analysis indicated that coaches have a sense of identification for other coaches due to the stress and demands of coaching, the overall goal of success to retain employment, and the specific and demanding lifestyle coaches adhere to, including travel, recruiting, training schedules, and game management. To date, sport scholars have demonstrated that social identification leads to such factors as job commitment and job satisfaction (Cunningham & Rivera, 2001; Swanson & Kent, 2015) and that sport employee identification is unique (Oja et al., 2015). Thus, this scholars' findings illustrated that social identification occurs in the coaching ranks at Division I, II, and III, similar to student athletes. The implications of this finding could be utilized by athletics administrators to create cohesion between the departments. Specifically, if coaches identify completely with other coaches, there

could be opportunities to incorporate coaches into administration committees to develop a more diverse sense of a unified institutional identity. In other words, if coaches expand their individualist identification to other groups, there could be opportunity to develop more symbiotic relationships with student athletes, middle managers, and athletics administrators. The results of the current study pertaining to social identification of coaches deems further research as the findings of this study were exploratory in nature.

Athletics department middle managers in this study demonstrated a unique and complex perception of their social identification. Participant responses indicated that middle managers must form identification with student athletes, coaches, and athletics administrators. Based on the assertions put forth by these sport employees, there was a potential for substantial overlap between groups in which the middle managers were simultaneously members, or an element of social identity complexity (Roccas & Brewer, 2002). Moreover, it appeared from participant responses that athletic department middle managers must identify differently when non-convergent group membership ideals are presented. Specifically, participants indicated their needs to identify with and support student athletes, with whom many of these middle managers interact on a daily basis. Furthermore, these middle managers were required to identify with coaches in terms of requests, scheduling, equipment management, and other practices. Lastly, middle managers were required to identify with the senior athletics administrators as these individuals carry out many of the day-to-day responsibilities set forth by administration. Additionally, many of these middle managers wanted to pursue careers as administrators; therefore, they tried to identify with these individuals as mentors. The results and analysis from the data indicated athletics department middle managers must embrace compartmentalization and merger qualities of social identity complexity theory. The results of this finding could have

significant implications to the sport industry. Previous scholars have indicated that identification leads to commitment and job satisfaction (Cunningham & Rivera, 2001; Swanson & Kent, 2015) and these middle managers appear to struggle with identification complexities which could lead to the high attrition rates experienced by athletics department middle managers. The results of this study illustrated that importance of social identification relating to athletics department middle managers. There remains a dearth of literature investigating athletics department middle managers, and this exploratory study could provide a building block for future scholars interested in the social identity complexity experienced by this specific population.

Senior level athletic administrators in the study indicated similar social identification perspectives as both student athletes and coaches. These participants proposed that they identify with their fellow administrators and administrators holding similar positions at other institutions. These results were similar for all administrators with the exception of those individuals who worked in middle management roles or held previous coaching positions. For these individuals, there did appear to be an element of social identity complexity. The results could also suggest an affinity or passion with their previous role, rather than a specific identification with those groups. Despite the athletics department administrators adamantly perceiving their social group to be fellow administrators, all participants at this level expressed an empathy or understanding to the identification experienced by other groups. One specific finding from this study that is worth discussing is the removal of identification with other groups as the individual moves up the corporate network. Many administrator participants discussed the lack of interaction with student athletes and middle managers as they entered the assistant or associate athletics director level. The proposition set forth by these participants could be the cause for strain on social identification with other groups. Based on this proposition, the results of this study could have

implications for senior level athletics administrators. Explicitly, if these athletics administrators became entrenched with their subordinate groups, there could become more of a collective identification among the department rather than multiple single social groups (e.g., student athletes, coaches) or groups who face social identity complexities (e.g., athletics department middle managers). The findings of the current research suggest social identification occurs at the senior level of college athletics administration. Future scholars are encouraged to explore this finding in greater detail as it could lead to theoretical developments regarding social identification and college athletics administrators.

Symbols, Group Norms, and Philosophies

A third component of the interinstitutional system at the meso level is the incorporation of symbols, group norms, and philosophies (Thornton et al., 2012). At first thought, it would be easy to think that college athletics would encompass many of these meso level properties. All schools have developed logos, mascots, merchandise, and other imagery to propagate their name, image, and likeness. However, the personal findings of the current study illustrated how these meso level practices are somewhat taken for granted within athletics departments. The paragraphs below incorporate results from the study and discussion about the influence of these elements.

Symbolism should be considered an essential aspect of the meso level logics development and embedding process. However, many participants at the Division I, II, and III levels discussed the challenges with symbolism on their campus. Some institutions had multiple logos or messages that created confusion among the population. Other institutions had no logos or symbolism on their athletic campuses. Furthermore, other individuals spoke to the extent that their logos were confusing and did not represent the school. Lastly, one participant expressed the

challenges associated with getting the campus community to support a new logo design that unified the institution. As evidenced by the results of the current study, there was an element of internal conflict within the athletics department when it came to symbolism. Of noteworthiness to the results of this study was the suggestion by many student athletes to the importance of symbolism within college athletics. Many student athlete participants expressed a feeling of pride and esteem while wearing their school colors and logos. Based on the suggestions by student athletes, symbolism appeared to be something that embeds logics during their careers and should be a valuable tool utilized by the athletics department. The results of this meso level analysis has significant implications to college athletics. Most importantly, the results should enforce the importance of symbolism for college athletes and demonstrate the importance of a unified and clear message. Second, the symbolism should be unified across the athletics department so that all agents adhere to similar symbolism. Lastly, specific unified symbolism could resonate with the surrounding communities and result in greater identification with the institution. The concept of misaligned or the multiplicity of messages through symbolism was a significant contribution from this research. This area offers opportunity for future research within college athletics.

Multiple participants in the current study indicated that group norms and philosophies contributed to the embeddedness of their professions. These indications aligned with the postulations of previous scholars who asserted that group norms and philosophies are an essential component of organizational culture (Schmidt & Rosenberg, 2014). Noteworthy to the results of this study was that group norms and philosophies were presented predominantly by student athletes and coaches. Most athletics administrators and middle managers did not discuss in depth the specific philosophies of their department. These individuals did have personal values

and logics, which were presented earlier, but the specificity of group norms was not heavily discussed.

Although group norms and philosophies were presented by student athletes and coaches, a notable discovery through data analysis was the changing of philosophies year over year. Coaches and student athletes discussed how their messages changed over time and no singular group norm or philosophy was adhered to for lengthy periods of time. This could have implications to an athletics department or team because the messages put forth are not concrete and may be a challenge to adhere to in future group settings. Moreover, Ashkanasy et al. (2000) proposed that the climate of a culture could be influenced by changing the physical layouts or interactions of members. Therefore, year to year variable group norms and philosophies have the potential to create turmoil within the group and/or institution. The results and influence on group norms and philosophies and the changing nature of these elements over time was a significant finding in the current study. The cultural impact to this meso level component of embeddedness deems further scholarly attention.

Modeling Meso Level Processes

The results of the meso level processes in the current study indicated the importance of cognitive, cultural, and political embeddedness. Moreover, the influence of social identification, symbols, group norms, and philosophies were presented. Each of these theoretical concepts was demonstrated to have a significant influence on NCAA embedded agents' logic development and sustainability. Based on the results and analysis of participant responses, Figure 5.2 below illustrates the meso level processes and the synergetic relationships between these factors.

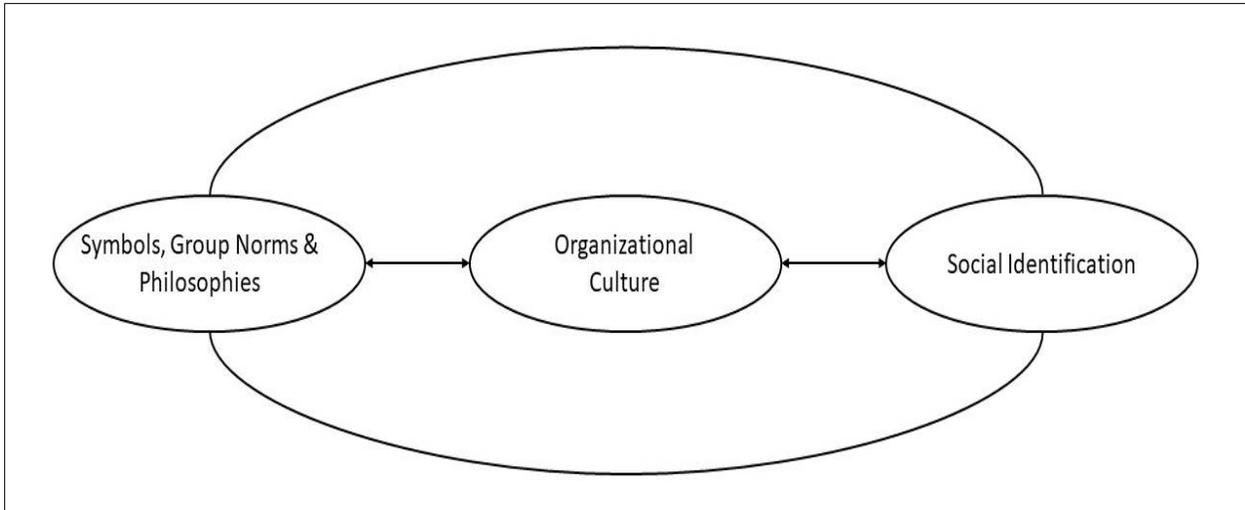


Figure 5.2 Meso Level Synergetic Relationships

When considering the model development for the meso level processes of the interinstitutional system, there is potential for all of these factors have a synergetic relationship. This relationship could be positive or negative depending on the processes an institution has in place and whether the specific relationships proposed above should be tested in future scholarly work.

Micro Level Processes

According to Thornton et al. (2012), at the micro level of analysis, factors such as historical contingency, evolutionary development, location and specialization, and position in the organization have a profound influence on the logics of an institution. Moreover, the micro level of analysis and the policies, schemas, goals, visions, and values that occur at this level could have a reactionary impact to the logics associated with the macro level (Thornton et al., 2012). A somewhat alarming result from this research is that many of the participants in the current study did not illustrate micro level processes in their explanation of the interinstitutional system. It appeared that many of the participants focused on the macro and meso levels of analysis and did

not account for the impact of micro level process. The forthcoming paragraphs detail the discussions pertaining to the micro level processes and the potential implications of the study.

A careful examination and analysis of the results of Division I agents revealed that micro level processes do have impactful influence on the logics of the institution. Specifically, participants indicated factors such as a winning tradition, historical figures, and prominent influential individuals who have provided them with significant opportunities to influence the overall logics. In other words, Division I institutions who have won national championships, who have elite level coaches, and/or have achieved national prominence, utilize these micro logics to enforce the macro level logics of family, profession, or state. Coaches use these historical contingencies to recruit elite athletes, athletics administrators use these contingencies to solicit donations from alumni and other constituents, and student athletes matriculate into that institution based on success or the potential for success. These micro logics seem to be significant and influential to the recirculation of logics development in the interinstitutional system.

Furthermore, Division I institutions also spoke toward the evolutionary development of their specific logics. Athletic directors highlighted the advancements in infrastructure development in an effort to enhance the image and identification of their institution. Some participants spoke about the importance of operating in a Power-5 conference versus a non-Power-5 conference, and their desire to reaffiliate their institution. Lastly, some individuals spoke about the advancement of the Fair Pay to Play Act and how that could influence their logics in the future once the legislation becomes formalized. Based on these discussions, the evolution of logics at the micro level does appear to have an influence at the Division I level.

Lastly, analysis of the micro level logics concerning location, specialization, and position of the organization did not reveal micro level logics of the interinstitutional system at the Division I level. However, this is an area where future scholars could pursue the specialization of the institution to determine the influence toward their specific logics. Moreover, scholars could investigate if the commercial logics of Division have a correlation with the direct influence on micro level logics.

An examination of the results demonstrated that micro level logics processes have a direct ability to influence the interinstitutional system of Division I athletics. However, the same results do not appear to hold true at the Division II and III levels. At these levels, participants expressed they do not have an extensive allotment of money as seen in Division I and, therefore, they must make due with what they have available. Furthermore, only one of the participants from Division II and III spoke with regard to the historical impact of alumni and the alumni networks. Herein lies a disconnect with historical contingency present in Division II and III athletics. Lastly, when considering the position in the organization, Division II and III participants indicated they are on the bottom of the hierarchy, so the NCAA logics do not truly influence them as much as their Division I counterparts. After careful analysis, this scholar concluded that Division II and III institutions do not rely on the micro level process as much as the macro and meso levels.

As discussed above, the micro level processes of an institution could have a noteworthy reactionary impact of the macro and meso level processes. However, the results of this study indicated that only Division I athletics utilize micro properties to their noticeable advantage. An implication for these results could be for Division I, II, and III institutions to conduct a full analysis of their strengths, weaknesses, opportunities, and threats to fully understand and

incorporate these micro level processes. The Division I micro level processes could be applied to Division II and III and could ultimately lead to a reactionary impact of the macro and meso level logics as suggested by Thornton and colleagues.

Modeling Micro Level Processes

To illustrate how micro level processes could have an impact on the interinstitutional logics system, Figure 5.3 depicts potential relationships between historical contingencies, evolutionary development, location and specialization, and position in the organization.

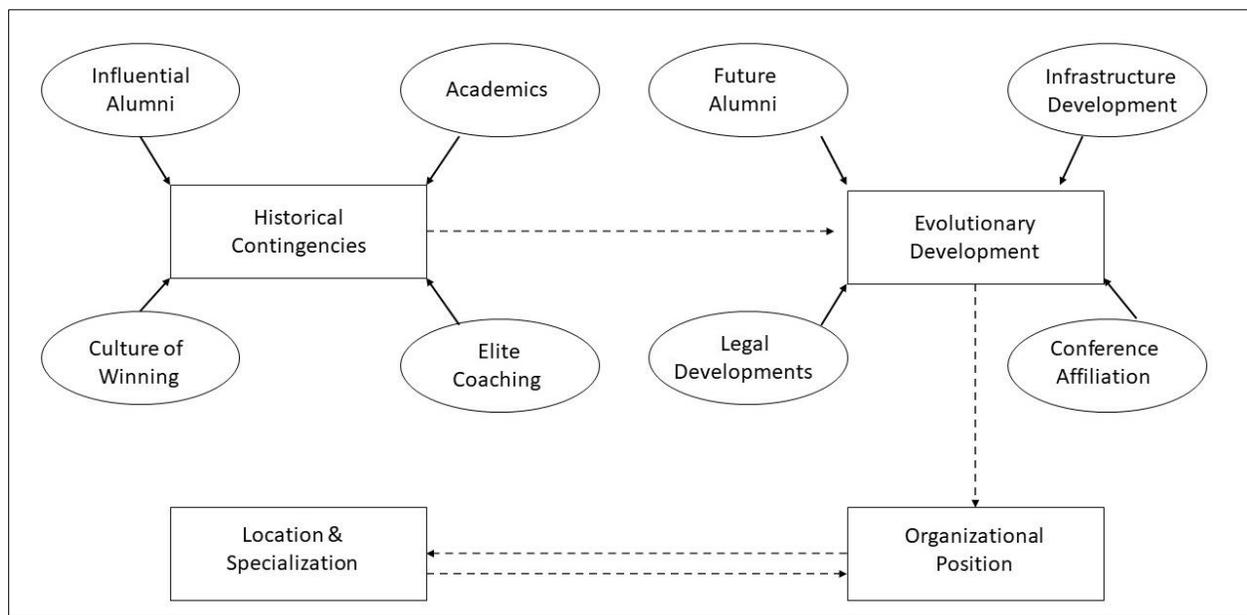


Figure 5.3 Micro Level Processes

The hypothesized figure above illustrates an example of how the micro level of processes could interact in the interinstitutional system. According to this proposed model, each of the micro foundational factors in this study could be related to the overarching factor as proposed by Thornton et al. (2012). Moreover, the author has suggested that specific components of the micro system could have an indirect effect on each other. For example, the historical contingency of influential alumni could indirectly lead to the evolutionary development of new infrastructure. Further expanding upon this hypothetical model, the new infrastructure could lead to a new

organization position (i.e., move from Group of 5 Conference to Power 5 Conference), which could, in turn, move indirectly to a specialization. The author understands that this model is exploratory in nature and may not be generalizable to all sport industries and organizations. Based on this assumption, future research is deemed necessary to test this hypothesized model.

Modeling the Interinstitutional Logics System in National Collegiate Athletic Association Athletics

According to Thornton et al. (2012), institutional logics are formed, embedded, and sustained at the macro, meso, and micro levels of societies and organizations. Participant responses and the analysis of the researcher demonstrated how these logics develop within and across all levels of the NCAA and within embedded agents of college athletics. The analysis of data indicated that ideal types such as family, religion, state, market, profession, and corporation have a profound influence on individuals' logics at the macro level. At the micro level, the results of the study illustrated the influence of culture, social identification, symbols, group norms, and philosophies on the process of embedding logics from the macro level. Lastly, the results of the micro level depicted how logics are sustained, further developed, and reaffirmed for embedded agents. In an effort to illustrate the interinstitutional logics system for NCAA athletics and embedded agents of Division I, II, and III, Figure 5.4 depicts a proposed model of the logics system.

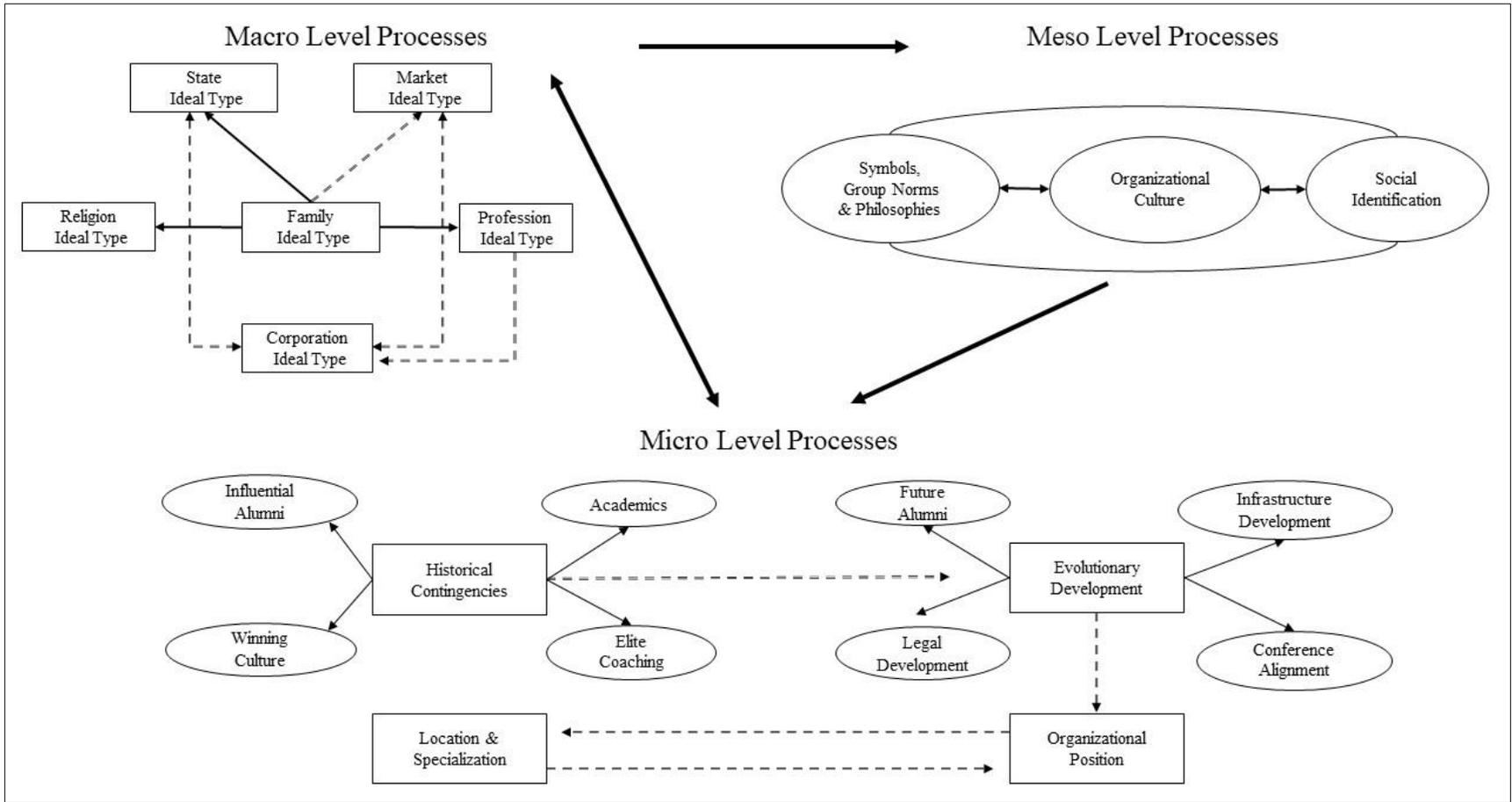


Figure 5.4 Interinstitutional Logics System of National Collegiate Athletic Association Embedded Agents

Participants in the current study discussed the influence of ideal types at the macro level. Overwhelmingly, embedded agents of the NCAA at all levels indicated these ideal types have influenced who they are as a person, and have impactful meanings on the career as a student athlete, coach, athletics department middle manager, or athletics department administrator. When considering the logics embedding processes as the meso level, participants indicated the ideal types in their lives do in fact contribute to their organizational culture, social identification, and to the symbols, group norms, and philosophies established within their respective departments. Lastly, at the meso level of analysis, participants indicated how the macro and meso level processes influenced their logics at the meso level. As evidenced by the results of the study, the interinstitutional logics system does contribute to the logics development, embeddedness, and sustainability of all embedded agents of the NCAA.

As the interinstitutional system is a fluid and dynamic metatheoretical model, the results demonstrated the fluidity of the process. This researcher concluded from the results of the study that the macro level process has a direct relationship with the embeddedness of logics at the macro level. Participants indicated the desire to associate with those individuals who had similar macro level ideal types. Moreover, participants indicated that their meso level properties were heavily influenced by the decisions, actions, and experiences that occurred at the macro level. Based on these assumptions, the macro level processes have a direct relationship with meso level processes, as depicted in Figure 5.4. Moreover, participant postulations indicated that embedded agents' logics may not become embedded at the meso level if macro level alignment does not occur. Therefore, it does not appear that meso level embeddedness can occur without the presence of macro logics. In other words, macro level processes lead to meso level embeddedness, but it does not work in the other direction.

Figure 5.4 illustrates the meso level processes having a direct relationship with micro level processes. The data indicated that those individuals who become embedded through macro and then meso level processes have a greater potential to impact micro level processes of the institution. For instance, a student athlete who possesses an institution's ideal types at the macro level could potentially become embedded within the culture at the meso level, and may become an influential alumnus at the micro level; as a result, that individual has influenced all three levels of the interinstitutional system. The example of the student athlete demonstrates one way a specific embedded agent could move through the process. However, an important contribution from the current study is that actors can move from the meso level processes to the micro level processes, but not in the other direction. In other words, the actors must have a cognitive recognition of the culture, identification, and symbolism of the institution to move to the micro level processes.

Thornton et al. (2012) proposed that it is possible for an agent to move between the macro level and micro level processes and encouraged scholars to test this proposition. The results of the study indicated that agents can move between these two processes; however, these logics will be viewed from an external standpoint of the interinstitutional system. For example, a coach or athletics manager who is interviewing for a position may possess specific ideal types of that institution and may be able to externally view the historical contingencies or evolutionary development; however, they will not be able to achieve meso level properties until the embedding process occurs. This hypothetical situation could also work for student athletes or athletics department middle managers who were evaluated for the current study. Based on the suggestions of participants, it does appear that agents of the NCAA can work between the macro level and micro level processes of an interinstitutional system. However, of significance to this

research is the understanding that only embedded agents of the system truly understand the logics of that network and external agents can only perceive these logics, not fully incorporate them into their own logics systems.

Figure 5.4 illustrates a proposed model of the interinstitutional logics system perceived and experienced by embedded agents of the NCAA at the Division I, II, and III levels. The author acknowledges that this model is an exploratory hypothesized model and encourages future scholars to further test this model in greater detail. Moreover, this model may not be an all-encompassing model and future scholarly work could add to, revise, or further explain the interinstitutional logics system experience by NCAA embedded agents.

Practical Implications

The preceding research could have significant practical implications to the field of sport management and other scholarly fields. To the author's knowledge, this is the first practical examination of the interinstitutional logics system and, therefore, the results of this research could greatly enhance the literature relating to institutional logics. Moreover, the results of the current study illustrated the complexity of NCAA athletics when examining logics formation, the embedding process, and the sustainability of institutional logics. Below are the practical implications associated with this research.

First, the results of this study provided for a model of college athletics that should be further researched and expanded upon. Thus far, no model for the interinstitutional logics system has been proposed and this study provided the foundational groundwork for exploring the interinstitutional logics system in great depth. Furthermore, the results of the study and the proposed model illustrated the importance of examining logics from a multi-level analysis. To date, scholarly attention has been provided at the macro level, meso level, and micro level, but to

fully understand the logics of embedded actors, a more thorough analysis was deemed necessary. Therefore, a significant contribution of this research was to establish a baseline for examining the interinstitutional logics system of the sport industry.

Second, the importance of the family ideal type should be considered a significant implication from this scholarly work. The findings of this scholarly project demonstrated the value and importance of family ideal types for all embedded agents in the study. Participants in this study suggested family ideal types, both immediate family and their institutional family, carried with them throughout their careers. Moreover, these ideal types resulted in the values, goals, decision making, and schemas of all participants. Thus far, no specific indication has been provided to the value of a specific ideal type and the implication of this study indicated that family ideal types contribute extensionally to the logics system.

A third practical implication of this research is the demonstration of macro level processes having a direct relationship with meso level processes, meso level processes having a direct relationship with micro level processes, and the implication that both internal and external agents can move between macro level processes and micro level processes. Thornton et al. (2012) proposed this movement may be possible within an interinstitutional logics system and this exploratory study investigated their postulation, confirmed their hypotheses, and expanded upon their metatheoretical propositions.

Fourth, this authors' findings illustrated the perceptions of embedded agents with logics development, embeddedness, or sustainability within the interinstitutional system. Specifically, participants stressed the importance of understanding macro level processes in their decision-making progressions. Thornton et al.'s (2012) proposed model discussed earlier (Figure 2.1) suggested a cross-level model, but did not have empirical evidence to support this model. This

study from an overarching angle demonstrated how the cross-level processes are influenced predominantly by macro level processes.

Fifth, the exploratory nature of this study allowed for an understanding of how logics are perceived, developed, and sustained at multiple levels of a hierarchical system. Results demonstrated how student athletes, coaches, athletics department middle managers, and athletics directors perceived and managed their specific logics. Previous scholars have provided this information with a singular population or via a singular theoretical lens. The implications of this study demonstrated the logics development and challenges to logics development at each level of the interinstitutional system.

Lastly, this research has practical implications for the advancement of sport management. The results of this study illustrated how an interinstitutional system could operate, the influence of the system on embedded agents, and the perceptions of logics experienced by embedded agents. The methodology of this research could be applied to similar settings within the field of sport management to provide for a better understanding of the inner workings to an interinstitutional logics system.

Limitations

This exploratory examination of the interinstitutional logics system of NCAA athletics and embedded agents is not without limitations. First, the results of this study may not represent the entire population of college athletics. The qualitative nature of the research only examined the perceptions of a limited number of embedded agents and the results of the data may not be generalizable to the entire population. Second, the perceptions from every sport, coaching staff, and athletics department manager position were not captured. There may be a variance in results based upon specific positions in an organization or based upon the sports that were analyzed.

Third, the limited research evaluating the metatheoretical perspective of an interinstitutional logics system created challenges for associating results of this study to previous research, although multiple scholars in the field were contacted to discuss the procedures of the researcher. Fourth, as the institutional logics perspective is a metatheoretical proposition containing a magnitude of individual theories, the results may not fully capture the intent of each individual theory to its fullest extent. Lastly, the data collection for this research occurred during an international pandemic. This may have had an impact on the results of the research; however, the scholar feels the trustworthiness of data to be valid and reliable.

Future Research Directions

The purpose of this research was to provide an exploratory investigation of the interinstitutional logics system in college athletics and to examine the influence on the embedded agents of the NCAA. Therefore, there are a multitude of avenues for future research when examining the metatheoretical framework of institutional logics. Future scholars are encouraged to test the models proposed in the current study at the macro, meso, micro, and interinstitutional levels for different industries and organizations. Furthermore, future scholars could examine the micro level processes that occur in Division I, II, and III, with a specific focus on Division II and III. The researcher also implores future scholars to examine specific positions within the interinstitutional system to determine where challenges to logic embeddedness may be present. Finally, as the interinstitutional logics system has received minimal scholarly attention in any field, the researcher encourages sport scholars to examine whether this metatheoretical perspective as values, experiences, interactions, motivations, and other societal perceptions contribute immensely to scholarly research in the field of sport management.

In summation, results of the current study, combined with seminal scholars' work pertaining to the metatheoretical perspective of institutional logics and the interinstitutional logics system, allowed the researcher to develop and propose specific models for the macro, meso, and micro level of analysis. Moreover, as the interinstitutional logics system is comprised of a multi-level analysis, results allowed for the development of a proposed model of the interinstitutional logics system of NCAA athletics. Furthermore, the researcher proposed a theoretical model of how logics can and do develop from the macro level to the meso level and the meso level to the micro level. Additionally, it is possible for agents outside of the institution to experience macro level and micro level logics, however, logics become reinforced through the meso level process. In conclusion, this study was the first known research to evaluate the interinstitutional logics system within and across multiple levels of an organization. Additionally, this research proposes new theoretical models and relationships within college athletics and implores future researchers to further examine the findings of this study within sport. Lastly, the researcher acknowledges that this study is not without limitations, however the academic rigor undertaken in this study supports the researcher's literature review, methods, results, discussion, and conclusions.

Conclusion

The current study offers an advancement to the understanding of the institutional logics perspective, with a specific advancement on the interinstitutional logics system. First and foremost, this exploratory research was the first study undertaken in the field of sport management, and the results demonstrated how logics are developed, become embedded, and are sustained within and across multiple levels of an agency. Moreover, this study illustrated how logics interact within a system where multiple agents operate simultaneously. The results of the

study demonstrated the importance of examining logics at the macro, meso, and micro levels. Additionally, this research provided a foundational groundwork for future scholars to explore this theoretical perspective in greater detail.

The purpose of this study was to examine how the interinstitutional logics system was perceived by embedded agents of the NCAA and to determine variations occurred by the Division. Overall, the results of the study illustrated that many of the logics within embedded agents formed similarly within and across divisions; however, differences can and do occur. Additionally, the intention of the study was to model the development of logics within and across NCAA athletics. Although this study was exploratory in nature, the researcher is confident that these models will provide a pathway to future studies.

In summary, the logics of individuals develop, become embedded, and are sustained within and across an interinstitutional system. The results of this study highlighted the influence of logics at the macro, meso, and micro levels, and also demonstrated the importance of evaluating logics at a multi-level of analysis. Thus far, scholarly attention has been provided to singular theoretical concepts, and the institutional logics perspective provides for a unique framework that can analyze the interrelationships among institutions, individuals, and organizations within a social system. As all organizations operate in a pluralistic environment where divergent goals, values, and experiences may exist, the institutional logics perspective and the interinstitutional logics system may provide a valuable opportunity for scholarly advancement. In closing, Chalip (2006) indicated scholars in the field of sport management should provide sport-specific theory, and the institutional logics perspective and interinstitutional logics system offer an opportunity to fulfill a scholarly dearth in literature across all fields of the academy, not just sport management.

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APPENDIX A
INSTITUTIONAL REVIEW BOARD APPROVAL



Institutional Review Board

DATE: December 13, 2019
TO: Jay Martyn
FROM: University of Northern Colorado (UNCO) IRB

PROJECT TITLE: [1527787-1] Forming Institutional Values: An Exploratory Investigation of the Interinstitutional Logics System and NCAA Embedded Agents
SUBMISSION TYPE: New Project

ACTION: APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE: December 13, 2019
EXPIRATION DATE: December 13, 2023

Thank you for your submission of New Project materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

We will retain a copy of this correspondence within our records for a duration of 4 years. If you have any questions, please contact Nicole Morse at 970-351-1910 or nicole.morse@unco.edu.

Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.