

European framework to foster women's role in grassroots sports



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Introduction

Social justice and diversity inclusion

Sport provides space that offers a multitude of important functions. It contributes to the improvement of health, and wellbeing, learning basic techniques of working with a person's body and mind, and prevents civilization diseases. Also shaping the habit of physical activity expands the possibilities of contact with other people, provides entertainment and fulfills the role of a place where one can develop personally and professionally. The World Health Organisation recommends for adults a minimum level of two and a half hours of moderate-intensity aerobic physical activity per week. There is a general consensus on the positive effects physical activity has on health status and indirectly on public health costs. "Health in the European Union", which concerns health determinants in the EU, indicates that physical activity undeniably benefits health and functional capacity of the population.

Despite so many significant benefits of improving the quality of life, there are still few women in sports. Women still do not participate in sport to the same degree as men and boys, nor do they participate in the full range of physical activity, with many sports being considered typically masculine and therefore not appropriate for women.

Such attitudes can have a strong influence on the willingness of women to try something new or to continue with a sport activity they enjoy. Women also remain underrepresented in leadership positions throughout sport. The same representation gap in decision-making that emerges at the professional level in many areas and spheres of life is also visible in grassroots sport. Women hold very few managerial positions, they constitute a minority as coaches and usually do not train men. However, in contrast to widespread assumptions, women are highly interested in leadership positions.

This training toolkit is the result of research conducted on groups of people working and involved in sports organizations in Europe. The content is based on European research made during 2019, which identified barriers to women's leadership and the training paths for them within grassroots sports. Thus, this toolkit offers specifically what women need in order to continue their own leadership development. It is meant to give a collection of examples as potential inspiration for those wishing to promote and facilitate women's leadership in grassroots sport. We believe that the toolkit, based on practical examples, could be of an interest to a wide community.

The toolkit offers factual support for choosing the most appropriate methodology in practice. It suggests effective means for the design of tailored exercises for different training purposes and contexts of application. As far as possible, the suggested approaches have basis in research evidence, and it is grounded in sport values of respect for others and for ourselves. The toolkit collects all materials used during the training of women athletes and of trainers and managers of grassroots sport organizations. It is produced in electronic format, accessible as an online open source publishing.

CHAPTER 1 The Step Up Equality! Project

Chapter one presents the background and motivation for the Step Up Equality Project and sets the frame within which the project experiences should be considered. It offers readers who are unfamiliar with the women's leadership in the grassroots sport issues a short rationale for the need for institutional change.

I. About the mapping process

Sport lags behind when it comes to progress towards gender equality in Europe. Discrimination and unequal opportunities remain large challenges at all levels of grassroots and professional sports. The Step Up Equality initiative, launched in 2019 with the aim to support women seeking to become leaders in sport, had the objectives:

- to strengthen the specific skills of women active within grassroots sport organizations to navigate and challenge existing norms and structures and increase their visibility, influence and presence as trainers, coaches and managers;
- to increase awareness and mainstreaming of gender equality in sport, spreading examples of female leadership in sport and reducing gender stereotypes and other barriers that exclude women from leadership roles, this way exerting an impact and bringing about change from the grassroots level upwards;
- to promote an exchange of skills, experiences and inspiration between women in sport;
- to increase networking and cooperation between women in coaching and leadership positions.

The project Step Up Equality has aimed to help the grassroots sports sector benefit from women's leadership and team diversity in general. Thus the specific goals of the project were to get to know the environments related to women's grassroots sports and to get answers from them about discrimination based on gender and the barriers that it creates to women who want to apply for leadership positions.

One of the main objectives of the implemented mapping study was to address the lack of access to data and independent analyses of inequality and gender discrimination in grassroots sport. And also to discuss the state of research on women in grassroots sport leadership. It was geared to finding out from people involved whether discrimination is noticeable and if so, how it manifests itself and whether there are any countermeasures at various levels.

The study involved athletes, trainers and coaches, association members, people in

management positions etc., who were surveyed and interviewed by partner organizations in the Netherlands, Germany, Poland, Sweden and Italy. Project partners analyzed the existing data, collected data from online surveys through their networks, and conducted in-depth interviews with selected individuals.

II. Seeking out the barriers

The mapping process challenged existing preconceptions around the reasons for women's representation in sports. According to the respondents, the main factors lowering women's motivation for engaging in leadership activities are: a non supporting environment, restrictions related to gender roles, stereotypes and sexism, the lack of confidence associated with the lack of experience in these areas – both in sport and leadership resulting in the lack of a very important element – support networks. And above all – the lack of any formal mechanisms to support women who would like to play the role of trainers and managers in grassroots sports and sit on management boards of clubs and sports associations.

The most obvious explanation for the low percentage of women in leadership positions is not a low motivation of the women themselves, but their environment. Out of the 52 women in leadership positions surveyed, only 23 have not experienced challenges when obtaining their position. Both athletes and leaders thought most frequently that an unsupportive environment or lack of recognition are the main barriers for women to enter leadership in grassroots sport.

The barriers identified by our respondents compare to those that have been observed and described previously in numerous papers based on gender research. The state of affairs that slows the change is the result of objectively existing social, cultural, economic and political phenomena.

III. Framing the skills

Why does grassroots sport lack women leaders? First of all, interest in sport is still attributed mainly to men. Secondly, the small number of women leaders in sport is related to the fact that women actually play sport less often than men, and less often engage in a career in this area. Thirdly, women play sports less often, because there are factors that exclude them from it – early socialization without sport, a huge emphasis on the look and appearance of women, and other measures. Not only are they not encouraged, but they do not have many role models and coaches or trainers who could indicate to them the potential of personal development paths. There is also obvious discouragement and stereotyping, which at every stage of life contributes to the fact that women do not decide as much as men to play with friends in team games or organize grassroots sports activities for their entertainment. Moreover, sport is still a marginal occupation for women. Fourthly, institutional barriers, such as bureaucracy, and decision making at the top levels, simultaneously prevent change and decline the efficiency of the change process.

Strong interpersonal skills and resilience are needed to navigate a person's way in an unsupportive environment. The importance of social and soft skills in general, such as communication, confidence, mental strength or the ability to lead others can be found across all survey responses, especially, when the perspectives of women leaders are taken into account. However, experience and expertise are also among the most frequently given answers.

We suggest differentiating the area of developing leadership skills in two dimensions – focusing on personal skills with communicating and influencing others, and on instigating changes in the structures of grassroots sport. The variety of suggested abilities implies the wide range of tasks women leaders must fulfill to be successful.

The women participating in the survey considered sports knowledge and soft skills as key preconditions for success in leadership. The training should focus on social skills, but it should not omit the role of self-awareness and self-care, which qualities are considered the most important to succeed in a leadership position in a non supportive environment. Decision making processes and structures in sport are still dominated by masculine norms and sexist stereotypes. Unlike the male approach to development, which often requires women to fit into the dominant leadership style of the organization, investment in women requires building on skills and gender culture.

Barriers to advancement are alive and well, and sometimes the very people who are committed to removing the barriers are the ones who keep them in place. It is difficult to see the disparity between our attitudes and actions. It is the job for the toolkit to help people in grassroots sport see how they may be unintentionally keeping obstacles in place that stand in the way of moving talented women forward. In changing the sports environment for women to be successful leaders we want to show that promoting a gender-inclusive strategy must be articulated clearly by decision makers, and we are uniquely positioned to educate them on the difference between tolerance and inclusion.

Creating a culture that values and, more important, includes women's leadership requires a variety of approaches. Looking at the numbers, it is clear that facts are grim despite years of effort and investment. The numbers do not tell the whole story. The question is: What can you do inside your club/organization to advance women toward management roles and help them become good leaders.

IV. Who can be a facilitator

The Step Up Equality research has identified key barriers to women within grassroots sport and direct training paths for athletes and leaders. It aimed to identify specific training needs that would enable more women to achieve and retain leadership positions. The toolkit presents practical recommendations for changes that should be made. It also shows the use and perception of current reporting gender discrimination systems. The training sessions focus on skills and knowledge, which are considered the most important to succeed in a leadership position. On the other hand they address the problem of unsupportive environments, and as-

sistance women athletes and leaders should obtain to win out in such environments. Thus the training should be targeted at, apart from women athletes and leaders, also at their environment, in particular at people in decision-making positions inside the grassroots sport ecosystem. This guide is made available for use by trainers and organizations vastly interested in the project's widely pictured goals. This toolkit will be useful for you if you want to:

- empower existing women leaders
- boost networking opportunities for women
- offer an integrated approach focused on personal development, awareness of norms and structures within sport as well as practical leadership skills development
- implement a skills- and awareness-focused training for women leaders
- provide women with tools to combat discrimination experienced from the board room through to the playing field.

CHAPTER 2. Training modules

Chapter 2 describes the settings for training implementation and focuses on skills which are substantial in achieving change in grassroots sport. It provides a set of sessions and related activities together with an overall structure for their implementation in the form of training modules. As we intend to reach a wider audience, the toolkit presents relevant theory with a large number of examples and exercises with several technical details and publications referenced in every part of it.

How to use this toolkit

Topics

Undertake training in the thematic fields in which you feel comfortable. Remember that you should be convinced of the issues which you present and if questions, objections and doubts arise during anti-discrimination based sessions it is important that your attitude supports your point of view.

Goals

Remember of the goals of the session – a description of the result that you want to achieve, i.e. what the person participating in the training should know/be able to do afterwards.

There are 3 types of goals:

- Acquiring knowledge – the participants will know e.g. in what the stereotypes, prejudices, discrimination are manifested and what are the dependencies between these concepts;
- Acquiring skills – the participants can explain mechanisms of stereotyping in relation to conventional and oversimplified images concerning women and men;
- Change of attitudes – the participants understand the significance of stereotypes for the equal treatment of women and men.

Targets

They depend on the number of staff involved, the bigger the group the more operating persons/trainers/experts/chat providers should handle a webinar.

Session structure

Prepare a detailed session programme bearing in mind that session plans use active teaching with not too many exercises. Treat the programme flexibly, think before training, with which points you can give up if you run out of time. Also, prepare 1-2 additional exercises in case the group worked faster than you had expected.

All the sessions are guided by a powerpoint presentation which include pop quizzes, video links, quizzes with a personality test format, brainstorming activity, and an activity in breakout rooms.

The presentation includes some facts, figures, and data. Make sure to review those beforehand so you are not simply reading from the presentation.

The interactive quiz, word cloud and brainstorming activity should be set up beforehand if possible to ensure ease of facilitation during the presentation.

It is recommended that you watch the video beforehand, so you have an idea of the content to help you guide the group discussions.

Training evaluation

Prepare participant and facilitator forms to evaluate training experience. Ask the participants what their opinion is and use it to adjust and improve future training programs. Use a questionnaire and a round (“With what are you leaving?”, “What have you learned?”, “How are you going to put it into practice?”).

Shortly after conducting the activity take notes and reflect how it went and how engaged the participants were, what they found difficult, what amusing, what questions the participants raised, what needs more explanation, how much time you actually spent. Take time to describe its pros and cons as well, strong points and weak points which will be helpful during preparations of the programme and activities of the upcoming sessions.

Other tips

The sessions include self-reflection and group reflection activities. Remember that gender-based discrimination training is focused on very difficult subjects, often based on stereotypes and prejudices and some of the exercises would cause great emotions and talks about participants’ own experiences. Therefore, bear in mind that your time for discussion and comments should be taken into consideration and reasonably planned.



1. Self-awareness Module – Assist (Italy)

Session 1: Self-awareness

Overview:

Being self-aware means knowing one's weaknesses and strengths, understanding what is possible to improve about oneself and what one must accept in a constructive and critical manner. Those who possess self-awareness have a greater chance of finding personal fulfillment than those who do not cultivate it.

The topic of self-awareness opens up the possibility of recognising three different types of individuals in terms of their ability to interiorize it, ranging from the self-aware to the overwhelmed to the resigned. Self awareness is the perception we have of ourselves has a huge impact on how others consider us. It is fundamental to internalize the awareness that the basis of self-esteem resides in what we (just we) think about ourselves and not in the judgment of others.

Some examples in the daily life:

www.cutt.ly/3TASj6m



Lack of self-awareness might make us feel safe, but it hurts us more than it helps us.

Goals:

1. **Self:** have you self-awareness problems? how to recognize it myquestionlife.com/lack-self-awareness/
2. **In organizations:** What does it mean to take care of oneself within an organisation?
3. **Others: Leadership** – organisational skills

Targets, group sizes:

- young athletes
- female and male leaders in sport (coaches, managers)

Time: 90 minutes

Methods, materials/supplies/equipment:

Internet connection, paper and pen, slides, interactive tools

Resources:

www.youtube.com/watch?v=R9qVa4LoJx8

hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it

myquestionlife.com/examples-of-self-awareness-in-everyday-life/

livescience.com/220-scientists-read-minds.html

Time: 20 min.

Description

Intro

Moderator:

- present plan for the workshop
- give a very short overview about the idea of the module and its parts.

The topic of self-awareness opens up the possibility of recognising three different types of individuals in terms of their ability to interiorise it, ranging from the self-aware to the overwhelmed to the resigned. Being self-aware means knowing one's weaknesses and strengths, understanding what is possible to improve about oneself and what one must accept in a constructive and critical manner. Those who possess self-awareness have a greater chance of finding personal fulfilment than those who do not possess or cultivate it.

The 90% of people define themselves aware of themselves when only 10-15% actually are. Why the discrepancy? Our emotions, prejudices and cultural messages have a far more powerful impact than we think.

Method/tools/material

PPT presentation

Material (participants): paper and pens (different colors)

Internet connection

Survey

Slide

Welcome and background

Introduction to the Module

Agenda

Slide 23

Why do we need to explore the self awareness concept

Time: 40 min.

Description

- the relationship between thought and emotion, dialogue with oneself
- the quality of knowing how to listen to oneself and to the others
- liberating oneself from external, family, social and cultural influences
- self-analysis of one's strengths and weaknesses. Recognising one's own weaknesses is essential to have the knowledge to improve.

1. Why is the concept of self-awareness important? And how can sport be a positive tool to improve this quality (30')

2. Stories and examples from the teacher's life (Former athlete, winner of 2 Olympic medals) (20')
3. Reflection of the participants and writing or exposition of their own experiences in relation to the content of the course. (20')

Method/tools/material

youtube.com/watch?v=R9qVa4LoJx8
hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it

Slide

Slide 24
Slide 25

Time: 10 min.

Description

Goals of the session

- Self-awareness and self-management
- Self-awareness, empathy and the role of mirror neurons. Mirror neurons are a class of neurons that are selectively activated both when an action is performed and when it is observed to be performed by others (particularly conspecifics). The observer's neurons therefore 'mirror' what is happening in the mind of the observed subject, as if the observer himself were performing the action. (Rizzolatti et al, 1996).
- Self-awareness and personal fulfillment

Method/tools/material

Survey

Slide

Slide 26

Time: 10 min.

Description

Strong points

Inspiration: transmit the positive achievements that the concept of Self Care has contributed to reach in improving the personal skills.

Weak points

Continuity

Method/tools/material

Debriefing

Time: 10 min.

Description

Possible improvements

Difference between emotions and feelings. Emotional intelligence. Emotional intelligence is 'the ability to monitor one's own and others' emotions, to differentiate between them and to use this information to guide one's thinking and actions' (Salovey et Mayer, 1990); this definition was taken up by Daniel Goleman who, in 1995, popularised it with the following definition: 'It is the ability to recognise our own feelings and those of others, to motivate ourselves, and to manage our emotions positively, both internally and in social relationships'.

We can therefore say that emotional intelligence is a combination of empathy, motivation, self-control, logic, adaptability and the ability to manage one's emotions, which is useful for discovering and using the positive aspects of every situation one encounters. Goleman identifies two types of competences at the basis of emotional intelligence and attributes specific characteristics to each of them:

Personal Competence: the way we control ourselves;

- Self-awareness: the ability to recognise one's own emotions, to know one's limits and resources, and to be confident in one's abilities;
- Self-mastery, which requires the ability to master one's inner states, to be able to guide one's impulses and to be able to adapt and feel at ease in new situations;
- Motivation, which drives the individual to achieve his or her goals by seizing the opportunities presented to him or her, making a commitment and remaining constant despite possible adversity.
- Social Competence: the way in which we manage our relationships with the Other; this is referred to:
- Empathy, understood as the ability to recognise the perspectives and feelings of others, showing readiness to meet the needs of the Other, and to help them by trying to highlight their resources.

Social skills, i.e. all those skills that allow us to induce desirable responses in the Other: using efficient persuasion tactics, knowing how to communicate in a clear and convincing way, so as to be able to guide the group both in a possible change, to solve possible disagreements, to favour the establishment of bonds among the members of a group by creating a positive environment that allows them to work towards common goals.

Method/tools/material

Brainstorming

Slide

Slide 27



Session 2: Assertiveness and Mental Strength

Overview:

Assertiveness is the characteristic of those who affirm and realise themselves, manifesting their abilities and talents in the social and professional context.

Assertive behaviour has to do with the condition of being free, in the manifestation of a conscious and responsible choice.

A characteristic of human behaviour that consists of the ability to express one's emotions and opinions clearly and effectively without offending or attacking the other person. Mental strength is one of the most important preconditions for achieving and maintaining success (i.e. the ability to make what we want to achieve happen). Without mental strength, achieving satisfying results becomes very difficult in all areas of our lives: in the family, at work, in sport, in study.

Goals:

1. Self: Are you an assertive person? Do you consider yourself a mentally strong person?
2. In organisations: How to be assertive. What does it mean to take care of oneself in an organisation?
3. Others: Communication

Targets, group sizes:

- young athletes
- female and male leaders in sport (coaches, managers)

Time: 90 minutes

Methods, materials/supplies/equipment:

Internet connection, paper and pen, slides, interactive tools

Resources:

mindtools.com/pages/article/Assertiveness.htm

stateofmind.it/tag/assertivita

[youtube.com/watch?v=B2B94bBUB_I](https://www.youtube.com/watch?v=B2B94bBUB_I)

<https://www.forbes.com/sites/cherylsnappconner/2013/11/18/mentally-strong-people-the-13-things-they-avoid/?sh=afe5af86d756>

Time: 20 min.

Description

Into

Moderator:

- present plan for the workshop
- give a very short overview about the idea of the module and its different parts.

Getting started: Meaning of the concept of Assertiveness and Mental Strength
Assertiveness is the characteristic of those who affirm and realise themselves, manifesting their abilities and talents in the social and professional context.

Assertive behaviour has to do with the condition of being free, in the manifestation of a conscious and responsible choice.

A characteristic of human behaviour that consists of the ability to express one's emotions and opinions clearly and effectively without offending or attacking the other person. Mental strength is one of the most important preconditions for achieving and maintaining success (i.e. the ability to make what we want to achieve happen). Without mental strength, achieving satisfying results becomes very difficult in all areas of our lives: in the family, at work, in sport, in study.

Method/tools/material

PPT presentation

Material (participants): paper and pens (different colors)

Internet connection

Slide

Welcome and background

Slide 1

Introduction to the Module

Slide 2+3

Slide 4

Slide 5

Why do we need to explore the concept Assertiveness and Mental Strength

Slide 6

Time: 20 min.

Description

Activity step by step:

1. Assertive and non-assertive behaviour styles (30')
2. Stories and examples (20')
3. Reflection of the participants and writing or exposition of their own experiences in relation to the content of the workshop. (20')
4. It is possible to fall back into non-functional behaviour. This happens, above all, in an environment that is more inclined to look for errors and guilty parties. We need to become aware of this, and only then can we reshape our behaviour. We owe it to ourselves to be the protagonists of our existence, to live completely.
5. Stories and examples from the teacher's life
6. Reflection of the participants and writing or exposition of their own experiences in relation to the content of the course.

Time: 20 min.

Description

Programme:

- concept of locus of control or the extent to which life events are consequences of one's own behaviour or external events
- internal and external locus of control

The locus of control is the generalised expectation regarding the perceived cause-effect relationship between one's own behaviour and the consequences it generates (J.Rotter, 1954),

Those with an internal locus of control are convinced that results depend on the behaviour, that commitment, skills and competences lead to predetermined results, that a positive result is attributable to merit and a negative result is the responsibility of the person who implemented the behaviour.

This type of locus of control increases motivation and the probability of success. If, on the other hand, a person has an external locus of control, he will be convinced that his results depend on chance or on others, he will have no incentive to act and in the case of a positive result he will think that the merit is due to fate or to other people. If the result is negative she will be convinced that it is the fault of others or chance. This locus of control mode decreases motivation.

Examples:

- conceptual structure of assertiveness
- don't let anyone limit your happiness.
- don't limit the happiness of others
- knowing how to say no
- to forgive

Method/tools/material

Case History

Slide

Slide 7

Time: 10 min.

Description

Goals of session:

- How to recognise an assertive person?
- What is trust and how does it relate to assertiveness?
- Self-confidence and how self-confidence affects mental strength

- The value of failure and how to process failures in order to learn (the value of error)
- Divergent thinking: being able to see situations from different perspective

Method/tools/material

Survey

Slide

Slide 8

Time: 10 min.

Description

Strong points:

Inspiration: transmit the positive achievements that the concept of Assertiveness has contributed to reach in improving the personal skills

Inspiration: transmit the positive achievements that the concept of mental strength has contributed to reach in improving the personal skills

Weak points:

Difficulties in identifying different types of assertiveness

Method/tools/material

Debriefing

Slide

Slide 9

Time: 10 min.

Description

Possible improvements:

Difference between assertiveness and aggression, concept of well-being and concept of discipline.

Assertiveness training.

Deep reflection is the starting point for any success. (Lao Tse)

Method/tools/material

Brainstorming

Slide

Slide 10



Session 3: Resilience

Overview:

Resilience in psychology is defined as the ability of an individual to cope with and overcome a traumatic event or period of difficulty.

Resilience is a concept that has acquired an increasingly broader meaning over time and that has extended from overcoming a traumatic event to the improvement that such an event can bring: to positively reorganise their own lives in the presence of difficulties, to rebuild themselves while remaining sensitive to the positive opportunities that life offers, without alienating their own identity.

A famous aphorism says that life is not what happens to you but how you react to what happens to you. Resilient people are those who, in the presence of adverse situations, manage, in spite of everything and sometimes against all expectations, to cope effectively with adversities, to give new impulse to their lives and even to overturn them.

Goals:

1. **Self:** Have you overcome difficult moments in your life?
2. **In organizations:** How the concept of resilience is an added value when working in a team or within an organization?
3. Others Notions of difficulty, error, crisis.

Targets, group sizes:

- young athletes
- female and male leaders in sport (coaches, managers)

Time: 100 minutes

Methods, materials/supplies/equipment:

Internet connection, paper and pen, slides, interactive tools

Resources:

stockholmresilience.org/research/research-news/2015-02-19-what-is-resilience.html
[youtube.com/watch?v=XfqRCJieW30](https://www.youtube.com/watch?v=XfqRCJieW30)

poetry by Marianne Williamson from the book "Return to Love" (p. 165)

Time: 30 min.

Description

Intro

Moderator:

- Present plan for the workshop
- give a very short overview about the idea of the module and its different parts.

Getting started:

Meaning of the Resilience concept

Difference between resilience and strength

- Resilience and the ability to insight
The term Insight refers to a learning process that dissociates itself from the associative and 'trial and error' concept. The individual suddenly has a kind of enlightenment and connects hitherto scattered elements into a unified and innovative form, giving new meaning. Insight is a kind of sudden restructuring of the cognitive field. The new configuration leads to learning.
- Resilience and serendipity or how facing difficulties can open up unexpected paths. The word 'serendipity' is a neologism that dates back to 1754. In fact, the term 'serendipity' was coined by the English writer Horace Walpole, famous for his historical novel The Castle of Otranto. The author used it for the first time in a letter to indicate a chance discovery, not the result of research.

The term serendipity means the opportunity to make happy discoveries by pure chance, and also the finding of an unsought and unexpected thing while looking for something else. The emotional state and personal capacities to be able to implement serendipity also include resilience, as well as the ability to think outside the box and perceive our surroundings in an open and non-rigid way.

- Resilience and self-confidence. How resilience can help us to know ourselves
- Resilience and the ability to recognise and manage emotions. Resilience in life outside the comfort zone means that we have to accept, recognise and manage emotions and their transition from negative to positive.
- Resilience and motivation. Resilience brings us to a different level of awareness which inevitably involves updating our motivations.

Method/tools/material

PPT presentation

Material (participants): paper and pens (different colors)

Internet connection

Survey

Slide

Welcome and background

Introduction to the Module

Agenda

Slide 11

Why do we need to explore the resilience concept

Slide 12

Time: 30 min.

Description

Programme

- Methods of managing emotions, tools for accepting the difficulty, understanding it, approaching it (e.g. autogenic training)

Autogenic training is based on the concept of autogenicity, i.e. it enables one to produce certain changes in the psyche/soma unit oneself. In fact, autogenic training is a method of self-relaxation which, through an attitude of passive concentration on one's own body, aims at limiting the control functions and activating the relaxation and regenerative processes.

Basic autogenic training consists of gradually learning a series of passive psychic concentration exercises that progressively allow the spontaneous modification of involuntary functions of the various organic systems: the muscles, the cardiovascular and neurovegetative systems, and the respiratory system.

- Difficulty as a stimulus to get out of the comfort zone. Analogy with the concept of supercompensation. Practical effects.

Supercompensation is a process of physiological reactions to training, which ultimately results in the achievement of a higher physical potential, in terms of strength and performance, than before the training or training period.

During and after training, the human body reaches a certain level of fatigue, caused by depletion of energy stores, accumulated lactic acid and psychological stress. Under these conditions, there is an alteration in homeostasis, i.e. the state of equilibrium in which the body is at rest. This leads to the appearance of fatigue and a reduction in the physical functional capacity to train.

After each training session and during rest, a compensation occurs, during which the energy reserves and the neuro-muscular potential are restored and the curve, which had previously fallen below the normal level, begins to rise again towards the condition of homeostasis. This phenomenon requires a number of hours depending on various factors such as intensity, volume and duration of training. If this rest time is 'guessed' or planned exactly, it gives the body a chance to recover all the energy stores lost and to acquire that 'something extra' that makes all the difference. This supply of energy brings the athlete into the so-called supercompensation state and gives him or her even greater strength to train more intensively.

- Resilience, a permanent characteristic or a coachable skill?
- Resilience and the experience of loneliness

stockholmaresilience.org/research/research-news/2015-02-19-what-is-resilience.html

1. Why is the concept of resilience important? Resilience and readiness to change, relationship with the concept of error (30')
2. Stories and examples from the teacher's life (Former athlete, winner of 2 Olympic medals) (20')
3. Reflection of the participants and writing or exposition of their own experiences in relation to the content of the course. (25')

Method/tools/material

Slide 13

Time: 10 min.

Description

Understand how much the participatory and discussion method can be used with the online version of the training. Create lessons by taking care of this point.

Method/tools/material

Brainstorming

Time: 10 min.

Description

Goals of session

1. Self: have you overcome difficult moments in your life?
2. In organisations: how the concept of resilience is an added value when working in a team or within an organisation.
3. Others Notions of difficulty, error, crisis.

Method/tools/material

Survey

Slide

Slide 14

Time: 10 min.

Description

Strong points

Inspiration: transmit the positive achievements that the concept of resilience has contributed to reach in improving the personal skills

Weak points

Little big difference between resilience and strength

Method/tools/material

Debriefing

Slide

Slide 15
Slide 16

Time: 10 min.

Description

Possible improvements.
To test the relationship between resilience and intrinsic and extrinsic motivation.



Session 4: Self-care

Overview:

Self-care is a real discipline to which we should dedicate ourselves on a regular basis. The reason why self-care is considered a discipline rather than just complacency is very simple: self-care means being responsible, it means doing the things that make us feel really good. Self-care may sound a bit boring, but that's what makes it a discipline: it takes discipline to take full and complete responsibility for your own well-being. Self-care is a great basis for the growth of all the qualities that are related to and necessary for the strengthening of the person, his development and the achievement of his ambitions.

Goals of the session:

1. **Self:** How do you take care of yourself?
2. **In organizations:** What does it mean to take care of oneself within an organisation?
3. **Others:** concept of well-being and concept of discipline

Targets, group sizes:

- young athletes
- male and female leaders in sport (coaches, managers...)

Time: 60 minutes

Methods, materials/support/equipment:

Internet connection, paper and pen, slides, interactive tools,

Facilitator:

- PPTX
- Zoom account or any other virtual meeting platform
- Interactive online tool to create wordclouds such as menti.com. If you don't have access to such tool, you can also use Zoom's whiteboard and ask participants to type their words there.

Resources:

www.pazienti.it/news-di-salute/self-care-09102013

useful survey:

www.huffpost.com/entry/get-serious-about-selfcare_b_9685794

Time: 20 min.

Description**Intro****Moderator:**

- Present plan for the workshop
- give a very short overview about the idea of the module and its different parts.

Getting started:

Meaning of the Self Care concept

Self care: discipline or quality?

Method/tools/material

PPT presentation

Material (participants): paper and pens (different colors)

Internet connection

Survey

Slide

Welcome and background

Slide 17

Introduction to the Module

Agenda

Why do we need to explore the self care concept

Slide 18

Time: 30 min.

Description**Developing the 5 Areas of Self Care The 5 areas of self-care:**

- Social area: socialisation as the essential dimension through self-care and relationship with others
- Mental area: How to free our mind from negative thoughts and from all that is harmful, disperses energies
- Attention to creativity and divergent thinking: looking for new ways of thinking in relation to models already used.
- Spiritual area: Spirituality understood as the connection between external and internal environment, to feel in harmony with oneself and with the goals we set.
- Emotional area: Ability to recognise and process emotions.

- Physical area: How to take care of oneself from a physical point of view focusing on nutrition, physical activity and recovery (10 min)

Method/tools/material

Online bibliography, link to projects and initiatives, videos
www.pazienti.it/news-di-salute/self-care-09102013

Slide

Slide 19

Time: 10 min.

Description

Examples showing the correlation between the importance of self care and enhanced empowerment and leadership skills.

Method/tools/material

Case History

Slide

Slide 20

Time: 10 min.

Description

Goals of session

1. What is and how to implement self-care in relationships with others;
2. Internalising discipline so that it becomes a way of life
3. Relation between self care and leadership

Method/tools/material

Brief follow up survey
Interviews with some participants as follow up

Slide

Slide 21

Time: 10 min.

Description

Strong points:

Inspiration: transmit the positive achievements that the concept of Self Care has contributed to reach in improving the personal skills

Weak points:

Continuity

Method/tools/material

Debriefing

Slide

Slide 22

Time: 10 min.

Description

Possible improvements.

Relation between self care and activism.

Method/tools/material

Brainstorming

2. Supportive Communication Module – democracy in sport association / AKS ZŁY (Poland)

Background

The Step Up Equality study showed that what stops women in sport leadership is lack of soft skills like self-motivation, the ability to make decisions, teamwork, time management and problem-solving etc. Soft skills also referred to as communicative skills are indispensable and have a high influence on the proper functioning of the leaders both in organizations and in interactions with their peers. What becomes increasingly essential is the ability to adapt and learn them throughout life. Soft skills are closely connected with personal attitudes which are intangible. This makes them more difficult to be quantified and developed. We can simply say that transferable skills are a set of skills that you're good at. You can build them up over time, through work, volunteering, education and life. To show how to facilitate training in soft and interpersonal skills to help women make better leaders we focus on communicative abilities and the skills needed to work within male-dominated sports environment.

According to this Supportive Communication Module consists of four sessions:

Session 1A: Communication Competence

Session 1B: How to Communicate as a Leader

Session 2: Conflict Resolution

Session 3: Stress management



Session 1 A: Communication Competence

Overview:

General definition of communication could be formulated as any contact of at least two people who are in any type of contact. To understand the process of communication properly, we must ask questions such as what was said, to whom, in what context, and how did they respond. And there is more – communication is not all about speaking. It involves non-verbal behaviour and listening techniques. To be a competent communicator one must make judgments about the consequences of their language, behaviour and the situation context and determine what kinds of relationships are appropriate and what kinds of communication means are effective in different circumstances. Much of the learning and assessment of communication skills in this session will take place in practice settings during encounters with the peers.

Goals:

- Acquiring knowledge – participants understand what blocks and what benefits effective communication; they recognize open conversations;
- Acquiring skills – participants learn to give and receive feedback and apply the techniques of active listening; they can use gender unbiased communication;
- Change of attitudes – participants are prepared to coach and counsel others; they provide supportive communication.

Topics related as:

- Prerequisites – Self-awareness;
- Covering topics – Understanding the change process;
- Expanding topics – Leadership, Supporting others.

Targets, group sizes:

All, flexible

Time: 90 min

Methods, materials/supplies/equipment:**Resources:**

oecd.org/skills

The OECD (2018) Learning Compass 2030

Joseph A. DeVito, Human Communication: The Basic Course, Pearson 2018.

Time: 5 min.

Description**Introduction****About the SUE project****Goals of the webinar**

To understand what blocks and what benefits effective communication

To give and receive feedback

To listen actively

To use gender unbiased communication

Time: 5 min.

Description**Warm up – A Round**

1. Do you know how to speak to be heard and be heard to be understood
2. What is your level of understanding what causes communication problems
3. Do you listen carefully
4. How do you reveal a difficult truth

Time: 2 min.

Description**Plan**

- I. Communication: models, functions, competency
- II. Verbal vs. non-verbal communication
- III. Gender based discrimination

IV. How to communicate effectively with others: Active listening. Feedback, Counseling vs. Coaching

Method/tools/material

Presentation

Slide

Slide 1: Introduction

Slide 2: Goals

Slide 3: Plan

Time: 15 min.

Description

What is communication?

It all began when two engineers in Bell Labs in the United States wanted to ensure that telephone cables and radio waves worked at maximum efficiency. They based their research on mathematical theory of communication and then The Shannon–Weaver model was established. Developed in 1949 is now referred to as a mother of all models of communication.

Others followed and up-today there have been created plenty of well accepted models for communication studies. W. Schramm described the communication as a process in which participants alternate positions as sender and receiver and generate meaning by sending messages and receiving feedback within physical and psychological contexts. His idea is called the Interaction Model of Communication which illustrates communication as a two-way process. This model incorporates feedback, which makes communication interactive. Another approach to the communication process described its complexity even better. Original model contained five elements: information source, transmitter, channel, receiver, and destination. The Transaction Model of communication defines communication as a process in which communicators generate social realities within social, relational, and cultural contexts. In this model, we don't just communicate to exchange messages but we also create relationships, shape self-concept, engage with others in dialogue to create communities.

Communication helps to construct our reality

In the 1950s Edward Sapir and Benjamin Lee Whorf developed the Sapir-Whorf hypothesis. This theory was based on a form of linguistic determinism, which means that language determines what we see in the world and how we think.

Language does more than make messages memorable or transfer information. Language plays another important role in our lives by helping us create our social worlds and by labeling the meanings we ascribe to people, issues, and events.

Slide

Slide 4: Models

Time: 10 min.

Description

Communication Competence

What is my level of communication competence? Am I curious about the meaning of words? Do I anticipate possible interpretations before you speak? Do I experiment with possible phrasings?

Do I pay attention to the vast number of nonverbal cues that surround each of us every day? How skillful am I in sending non-verbal messages?

Method/tools/material

Exercise

Slide

Slide 5: Exercise

Time: 15 min.

Description

Verbal vs. Non-Verbal

The task of organizing terminology related to the means of communication was undertaken by the American researcher E. Sapir, who distinguished between basic techniques and secondary techniques that facilitate the communication process. The primary ones included speech, gestures and behavior he called “social suggestion”. For the secondary speech transformations, symbolism adapted to given situations, and the creation of physical conditions facilitating the acts of communication.

Verbal communication

People have traditionally viewed language as important because it is our primary means for expressing thoughts and ideas. Thus many effective public speakers such as Maya Angelou devote attention to using vivid and poetic language that makes their points memorable and persuasive.



Each time a woman stands up for herself, without knowing it... she stands up for all women.

Maya Angelou



Language – nature, roles, rules, functions

Language is a system of symbols – signs or words used to define a person, idea, or object. In their classic model called the semantic triangle, Ogden and Richards suggest that human beings have thoughts, or what they call references, about the object they observe. They called the actual objects people perceive referents and viewed referents as having a direct relationship with thoughts.

Learning a language requires more than understanding the set of connections among symbols and referents. To be a competent language user one needs to understand the entire symbol system, which includes the set of relationships among symbols as well. French philosopher Jacques Derrida used the terms signifier for symbol and signified for referent.

People use constitutive rules to help sort out what certain words or phrases mean and regulative rules to determine what they should say next in an ongoing conversation.

Slide

Slide 6: Verbal/non-verbal

Language has 3 basic functions:

1. Making us notice things – organizes our perception of people, events, and issues and directs our attention to certain aspects of situation;
2. Creating opportunities and limitations for identities and relationships – plays in structuring our communication as well as in shaping our relationships and identities;
3. Facilitating social coordination – it can either enhance or hurt our ability to organize our actions and work with others.

Functions of non-verbal communication

People use nonverbal cues to accomplish many communication goals. Nonverbal cues substitute for and repeat words, complement and accent words, contradict words, regulate verbal interactions, and perhaps most important, define the social and emotional aspects of many interactions and relationships.

There are 5 functions:

Substituting for and repeating words
Complementing and accenting words
Contradicting words
Regulating interactions
Defining social and emotional relationships.

Slide

Slide 7: Language functions

Time: 10 min.

Description

Types of non-verbal communication

We send and receive nonverbal messages by making use of physical appearance, body communication (which includes movement, gestures, facial expression), touch, voice, and time and space, which are critical aspects of the context of communication process.

Physical Appearance and First Impressions

Based on this physical appearance, people quickly form a first impression about the person's education level, social status, economic background, trustworthiness, and moral character – how attractive the person is, the person's race and ethnicity, age, gender, height, weight, body shape, clothing, smell.

Body Communication

Body Movement and Posture

When appropriate, modify your body language to be sure you are sending the message you intend – how you stand, sit, walk, and take up space to make statements about relationships with others and about your own self-esteem.

Facial Expressions

Be aware of what your face is communicating, particularly in an emotional discussion. Avoid a deadpan expression in a situation of little interest.

Gestures

Gestures match your verbal message – gesture freely and naturally with both hands. Don't clasp your hands together nervously or leave them in your pockets while speaking. Don't allow another person's gestures to divert your attention from the message.

Eye Contact

In Western cultures direct eye contact communicates respect and indicates that the channels of communication are open. In Japan, people may look away from one another almost completely, and in China, Indonesia, and rural Mexico, the eyes can be lowered. Use eye contact to communicate interest and attention.

Touch

Touching behaviors and physical contact are considered essential to human social development and to encouraging communication. It is called haptics and it communicates support, power, and the intimacy level of a relationship.

Voice

It is called vocalics – the rate and the speed at which people talk, pitch, or the highness or lowness of your voice, the intensity and the volume. Most communication instructors agree that variety in the use of these elements is essential to being perceived as persuasive, competent, and dynamic.

Time and Space

The Clock

Chronemix – the way people use time in a society communicates messages about their valuation of time and valuation of each other. Chronemics is complicated because its use varies significantly from one culture to the others.

The Environment

Physical surroundings, in which communication occurs, affect how people feel and how they communicate.

Distance

Unspoken cultural norms and rules dictate the amount of space people need and how closely they interact, how to move around and use space to communicate. Proxemics includes personal space and territoriality, which describes how people stake out space for themselves.

Slide

Slide 9: Non-verbal types

Time: 10 min.

Description

Measure your bubble

Anthropologist Edward T. Hall thought that people prefer to maintain comfortable distances from others based on how they feel about them, the situation they're in, and their goal for communicating. Hall's concept:

Describe your own spaces in terms of intimate, personal, social, and finally public spaces.

Method/tools/material

Exercise

Slide

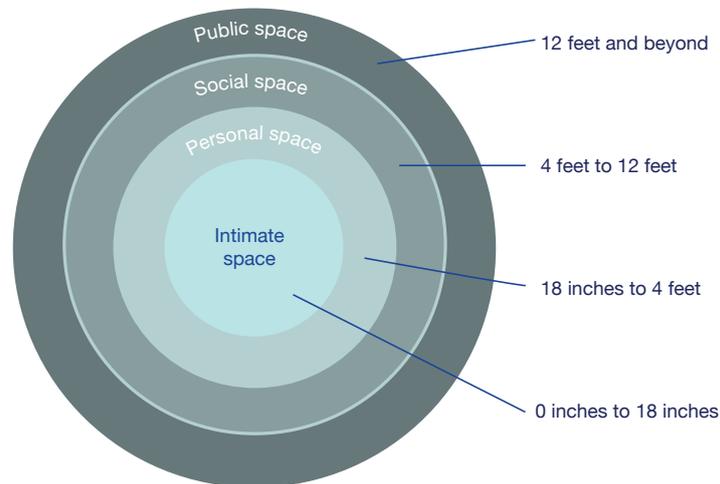
Slide 10: How big is your bubble

Time: 15 min.

Description

Effects of unskilled communication

Communication is a process and a set of tools, techniques and strategies. Some rules are likely to be fairly common regardless of the other person's culture, descent, environment, position and profession. Those regarding behaving politely, such as being



courteous, speaking the appropriate language, being considerate of the other, and listening to the other, are likely to be important. However, certain other rules may vary from one cultural interaction to another. Again some common rules that influence social contexts in leadership include being truthful during conversations, being patient and encouraging, demonstrating empathy, speaking clearly, making eye contact. Initial interactions with people tend to be more highly scripted and governed by established norms and rules. You communicate differently with someone you just met versus someone you've known for a long time. As a leader, you always engage in communication both in a professional manner and in a personal manner. You need skills to adapt to shifting contexts, and the best way to develop these skills is through practise and reflection.

How to destroy trust and relationships

These are the consequences of not delivering messages in an artful manner. We can categorize the response of the person receiving message in an unskillful way into two categories:

1. **Defensiveness** – when the feedback provided is delivered in an aggressive manner:

- an individual feels personally attacked,
- Acquiring knowledge – participants understand what blocks and what benefits may feel personally threatened,
- Acquiring knowledge – participants understand what blocks and what benefits may respond aggressively in order to protect themselves,
- Acquiring knowledge – participants understand what blocks and what benefits as a result may avoid communication.

2. **Disconfirmation** – when the feedback provided is evaluative in nature:

- Acquiring knowledge – participants understand what blocks and what benefits a person receiving the feedback feels insecure or inadequate,
- Acquiring knowledge – participants understand what blocks and what benefits defending themselves – people are going to act in ways to help reestablish their self worth.

How to overcome challenges?

Think of the impact of unskillful communication which is going to result in creating

a distant relationship, one where trust is potentially destroyed and damaging for the interpersonal relationships.

- be motivated to become more aware and mindful of nonverbal cues and messages
- be knowledgeable about how other people communicate nonverbally based on gender, individual, culture differences
- develop and practice skills for sending and receiving nonverbal messages, integrated with verbal messages

Slide

Slide 11: Effects of unskilled communication

Slide 12: Exercise



Session 1 B: How to Communicate as a Leader

Overview:

Communication is nuanced and complex, and it takes physical and psychological context into account and emotions are just one example of psychological influences that can affect communication. As leaders you will need to provide honest and accurate communication without discriminating against individuals and groups, help build trust and reinforce interpersonal relationships.

Goals:

- Acquiring knowledge – participants understand what blocks and what benefits effective communication; they recognize open conversations;
- Acquiring skills – participants learn to give and receive feedback and apply the techniques of active listening; they can use gender unbiased communication;
- Change of attitudes – participants are prepared to coach and counsel others; they provide supportive communication.

Topics related as:

- Prerequisites – Self-awareness;
- Covering topics – Understanding the change process;
- Expanding topics – Leadership, Supporting others.

Targets, group sizes:

All, flexible

Time: 90 min

Methods, materials/supplies/equipment:

Resources

Time: 15 min.

Description

How to Communicate as a Leader

Supportive communication

As a leader, you will need to provide honest and accurate feedback to your followers without damaging the interpersonal relationships.

3 rules for successful communication are:

- do not judge
- do not generalize
- try not to be a good adviser.

A technique that facilitates efficient communication:

I FEEL ->	WHEN YOU ->	BECAUSE ->	I WANT YOU TO
anger	do	positive	strengthen
sadness	make	negative	start/stop
satisfaction	behave	effects	improve
EMOTIONS	BEHAVIOR	CONSEQUENCES	PURPOSE

To do that consider supportive communication strategies.

Supportive Communication Strategies

Congruence	Not Incongruence	messages match thoughts and feelings
Descriptive	Not Evaluative	focus on describing factual information, consequences and action, not evaluating
Problem Oriented	Not People Oriented	focus on problems or issues that can be changed
Validating	Not Invalidating	messages communicate respect, flexibility, collaboration, areas of agreement
Specific	Not Global	focus on specific events or behaviors
Conjunctive	Not Disjunctive	messages flow from on another
Owned	Not Disowned	take responsibility for your words

Congruence. If the message that you're delivering is not consistent with the body language, the tone, and the attitude that you're projecting, then you will create confusion. So ensure that you give some consideration to the congruence of the situation.

Being descriptive, not evaluative in the way you provide the feedback will allow you to be much more objective.

Focusing on the problem as opposed to the person. When you focus on the person, you raise the risk of raising the emotional level and potentially crossing the other person's sensitive line. Focusing on the problem rather than the person will help prevent that from happening.

A validating way means that it is respectful of the other person, and an owned way means that you are responsible for your words.

Be specific. Without specific goals it's hard to understand when you've completed a task or achieved the goal. If it is not specific, it will not be actionable.

Conjunctive. Make sure that as you do so, the flow of that conversation flows logically from one step to the next. If you're disjunctive in nature, you run the potential of losing the follower in the course of the conversation and as a result send a confusing message.

Method/tools/material

Recapitulation of part I

Slide

Slide 13: How to communicate

Slide 14: Supportive communication

Time: 15 min.

Description

GBD (Gender Based Discrimination) in communication

The Sapir-Whorf hypothesis maintained that reality is already implanted in the structure of our language and this structure determines how we perceive the world. Being not a transparent means of communication language and its structure and social contexts reflects the values and ideologies of patriarchal worldview. On the other hand gender plays an influential role in the way people send and interpret nonverbal messages. All gender-based nonverbal differences related to body communication, touch, and voice represent challenges to communication.

As we are socialized we learn rules and norms for communicating. The dominant view connecting language and gender has been labeled the gender-as culture hypothesis or, more recently, the different-cultures thesis. The basic idea underlying the different-cultures thesis is that language shapes the way girls and boys perceive themselves as they are socialized into a feminine or masculine culture. Girls and boys receive subtle but different kinds of messages as they grow up, parents discuss emo-

tions more with girls than with boys and encourage girls to be more socially oriented, nurturing and obedient whilst boys are pressured to be independent and self-reliant.

An initial set of socializing experiences takes part in creating gender roles that move women and men toward certain communication patterns. Women and men are believed to use means of communication in stylistically different ways, and in order to gain approval – women – or to increase their status and establish independence – men. Women also use more indirect questions and hedges, more elaborative, intensifying emotions styles:

It seems to be; Kind of; Really, Actually.

Where men use more direct language styles, more concise, more certainty verbs:

Go there; Take this.

Researchers also have found that when women communicate, they engage in different nonverbal behaviors than men. They make more frequent and sustained eye contact and they smile and nod their heads in agreement more than men. They often lean toward the person talking and make positive sounds of agreement. All these nonverbal cues may suggest women are more concerned with relationships than men.

Biased

An example of unintentional bias:

In German, “key” is masculine, and when German speakers are asked to describe a key, they tend to use words such as “hard,” “heavy,” and “jagged.” In Spanish, “key” is feminine and Spanish speakers choose words such as “golden,” “intricate,” and “lovely” when describing a key. German and Spanish speakers see “keys” differently as a function of whether their language conceives it as a masculine or feminine phenomenon (after: N. Burney, Continental divide, 2002).

The biases which should be recognizable:

Using labels deprives people of their individuality and objectifies them. When we make statements about women, the handicapped, the elderly etc. the language labels them in terms of one characteristic they possess, not as individuals.

Take a look at the statements:

The comparison between lesbians and normal women... (Are lesbians not normal?)

Women are not as competitive as men... (Is being competitive a desired characteristic? For whom?)

All men are... (Which men exactly?).

Unbiased

We assume that language does create identity and we need to take seriously the notion that the words we use may preserve negative stereotypes and demeaning attitudes about certain people.

Groups of people may have preferences for what they prefer to be called, and these preferences change over time. When in doubt, ask people what terms they prefer.

When you portray one group as superior or normal and use this group as the standard to judge others, your language creates bias and justifies discrimination.

Strategies to counter the use of labels and avoid equating certain conditions with the persons include placing the descriptive adjective in front of a noun (handicapped people, elderly man, young woman) or put the person first and follow with a descriptive phrase (people with OCD).

The rules relevant to competence in gender unbiased communication:

asking for feedback,
listening actively,
avoiding stereotyping,
keeping criticism constructive,
speaking assertively without violating other person's rights,
being open-minded,
speaking directly to the point,
gaining information,
confirming each other's statements,
expressing appropriate goodwill or hostility,
feeling comfortable,
showing trust,
being appropriately empathic,
achieving personal goals,
being understood.

Slide

Slide 15: GBD in communication

Slide 16: Biased

Slide 17: Unbiased

Time: 10 min.

Description

Who am I discriminating against and how?

Do you use one group as a standard, against which others are judged?

Do you use statements that contain some level of judgment?

Do you label anybody?

Using words that emphasize difference as opposed to level of sophistication or progress (Women are different from men when it comes to...) or using a more neutral comparison (The comparison between lesbians and heterosexual women in terms of...) will help reduce this bias, which is based on idea that one group sets the standard for other groups.

Method/tools/material

Exercise

Slide

Slide 18: I discriminate against

Time: 10 min.

Description

Active Listening

Communication is not all about speaking. It involves listening techniques that help build trust and reinforce the relationships of those to whom you're providing feedback. As we think about active and supportive listening, these are ways that you can help build trust and confidence in the persons that you're providing feedback, and thereby improve the interpersonal relationships in your team and in your organization.

Active listening techniques:

These are techniques that you can use to demonstrate that you are engaged in the conversation and not distant and that you're paying attention to the messages that you're receiving – apart from making eye contact, listening and acknowledging using appropriate gestures and asking follow up questions:

Paraphrase – repeating what the interlocutor said in his own words,

Reflection – naming the partner's feelings,

Clarifying – you might use clarification questions if the message isn't clear, and you want a little more definition

Leading – explaining when the conversation is too chaotic.

You can paraphrase and restate. Paraphrasing statements may be used as a way of demonstrating that I understand the message that was sent.

You might want to ask elaboration questions and you might use clarification questions if the message isn't clear, and you want a little more definition.

A second kind of listening skill is the supportive listening techniques. The first may be the advising response. This is fairly direct in nature, where you're providing information or direction to the person receiving the feedback. Next may be the deflecting response, where from time to time, you may need to change the subject, particularly in those circumstances where the person receiving the feedback shifts, and you need to redirect back to the issue at hand. Probing response is similar to active listening – you may have to respond in ways to get more information. Or, you may simply use a reflecting response, in which you mirror the comments of the interlocutor.

Slide

Slide 20: Feedback

Time: 15 min.

Description

Feedback

Feedback makes cooperation easier – share conclusions, be specific and precise, talk about behaviors, not people, do not interpret, do not advise, focus on the benefits. Feedback is important in the process of developing and coaching the followers because appropriately encouraged followers are able to grow. Not only will they improve,

but you will be developing the future leaders that follow you. The most acknowledged model of feedback is called sandwich and contains two positives with one negative inbetween. But there are more useful models which we can take into account:

- The SBI or The Situation Behaviour Impact Feedback Tool Situation: you outline the situation you're referring to, so that the context is clear and specific. Behavior: you discuss the precise behavior that you want to address. Impact: finally, you highlight the impact of the person's behavior on you, the team and the organization.
- STAR Feedback Model
ST: Situation/Task – Explain the situation or task so others understand the context.
A: Action – Give details about what you or another person did to handle the situation.
R: Result – Describe what was achieved by the action and why it was effective.
- Pendleton Feedback Model
- CEDAR Feedback Model
- The IDEA Feedback Model
- DESC Feedback Model
- 360 Degree Feedback model

Time: 10 min.

Description

Counseling vs. Coaching

Coaching versus counseling – understanding that coaching is used for performance related issues, and counseling for behavior related ones.

What is counselling?

www.youtube.com/watch?v=obl5Mlmb_2w

www.youtube.com/watch?v=72QBrNuoH_g

There are examples of counseling explanations. Use your experience on coaching and/or being coached and compare the two methods. Answer the questions:

What are their main differences?

What are the similarities in the two methods?

What is the main distinguishing element of the method?

Which method do you prefer in building supportive communication and why?

Exercise

Ask participants to do a checklist that can help to decide when to use counseling or when to use coaching.

Decide whether the issue is a performance issue. If it's performance, you're going to use coaching.

If it's behavior, you'll be using counseling. But recognize that when formal coaching no longer works, it becomes a behavior issue, and counseling will be necessary.

If it's a first time occurrence, then you're going to be using an informal approach. Maybe verbal versus written. But as it becomes a chronic issue, more formality will be required to address the problem at hand.

Frequently here you'll be using a very formal approach with written outcomes recorded for purposes of use later on.

If it's a minor issue, informal counseling is very appropriate but as the severity increases, so does the need for more formality in the kind of feedback provided.

What's next:

- Conflict resolution
- Leadership

As you grow as a leader, your ability to manage conflict will distinguish you from other leaders.

Method/tools/material

Participants write down their examples

Slide

Slide 21

Slide 22



Session 2: Conflict Resolution

Overview:

Conflict has been studied in political sciences, in business administration, in economics, in sociology and in psychology for decades and there is much research available about the negative sides and its adverse impact. However, it is unquestionable that conflict can also have a positive impact, which is mainly related to the possibility to generate change.

Conflicts are part of our lives because as people we are unique and everyone has their own set of attitudes, views and feelings. It is worth remembering not to exclude conflicts from life, because this is the dynamic of processes taking place between people and conflicts, contrary to appearances, serve it well.

Goals in terms of:

- Acquiring knowledge – participants differentiate between the types of conflict, recognize and describe the sources of conflict, participants can explain the impact of conflict on the organization;
- Acquiring skills – participants focus on the types of conflict that can arise; Participants analyze different approaches to managing conflict;
- Change of attitudes – participants use a collaborative approach to resolving interpersonal conflict and devote considerable attention to a collaborative approach to structural conflict and are able to manage the given situation.

Topics referenced:

- Required – Self-awareness,
- Covering – Supportive communication,
- Expanding – Leadership, Changing structures.

Targets: All

Group sizes:

Depends on a number of staff involved, the bigger the group the more operating persons/trainers/experts/chat providers should handle a webinar.

Time: 120 min

Methods/materials/supplies/equipment:

Computers, internet, video conferencing app

Resources:

Moore, C. W. (2014): Mediation Process: Practical Strategies for Resolving Conflict, Somerset, John Wiley & Sons;

Deutsch, M. (1973): The resolution of conflict. New Haven, Yale University Press

Time: 2 min.

Description

About The Step Up Equality Project

Method/tools/material

Presentation

Slide

Slide 1: Opening

Time: 3 min.

Description

Introduction

A leader spends a considerable portion of time resolving conflicts. How well you manage conflict will in large part determine the long-term health of you, your team and your organization. The goal of the session is to learn how to prevent conflict situations from arising, eliminate their effects and solve them for the benefit of all parties.

Plan of the webinar

- Identifying barriers and sources of conflict, types of conflict according to sources
- Identifying effects of conflict in organisation
- Team roles and styles of managing conflict
- Resolution: stages of conflict, the resolving tool, the best style of resolving conflicts

Slide

Slide 1: Opening

Time: 10 min.

Description

Warm up

Create a list of at least 30 words. They can be words related to the topic or not. Project the list on the screen, give everyone 1 minute to remember as many words as they can. After 1 minute, hide the list on the screen and ask people to write down as many words as they remember. See who can remember the most. Next, ask people to share their list with one or two other people to come up with a master list.

They will quickly see they remembered more words when they collaborate. Debrief and discuss assumptions about working individually vs. collaborating.

Method/tools/material

Prepare rooms for participants

Time: 10 min.

Description

Goals:

1. Differentiate between the types of conflict
2. Describe the sources of conflict
3. Explain the impact of conflict on the organization
4. Analyze different approaches to managing conflict
5. Use a collaborative approach to resolving interpersonal conflict

Definition

Short:

Conflict (Latin: conflictus) – the clash

Descriptive:

1. When feelings, attitudes, views, concepts, ideas, beliefs, goals, values, needs, worldviews and ways of perceiving reality collide
2. And two interdependent sides:
 - cannot achieve their goal without the participation of the other party;
 - block the pursuit of their goals;
 - note that interests are irreconcilable.

Exercise 1

Take a moment to reflect on and describe a personal experience that you have had where you survived a significant conflict that was not resolved effectively.

Method/tools/material

Participants' own work

Slide

Slide 4: Definitions

Slide 5: Describe a background of a conflict

Time: 15 min.

Description

First and only barrier is communication

Barriers in communication according to Plato:

- you need to prove your own point,
- you do not listen,
- you're changing the subject.

Circle of conflict:

Christopher Moore identified five sources of conflict:

1. values,
2. relationships,
3. data,
4. interests
5. structure.

Types of conflicts according to the sources:

Interest conflicts – the source of this kinds of conflict is based on competing or conflicting interests, interests around the procedure for making a decision or negotiating an outcome or psychological interests (status, power, identity, autonomy etc.). In a disagreement, what one party wants is its position, and interests are the reasons behind that position. Identifying and addressing the underlying interests involved can often lead to a positive resolution.

Data conflicts – the source of this kind of conflict is the lack of information, misinformation, different view of relevance of the data, or interpretations of what the data means. This kind of conflict can often be avoided by making sure that all data is shared and discussed. Developing a consensus about the data's importance and how to interpret it early in a process is critical.

Relationship conflicts – source of conflict is interpersonal differences, miscommunication, strong emotions, lack of trust or interaction styles. Language can sometimes play into this. Start with a one-to-one conversation. A third party mediator or coach may be useful to reach an understanding in some situations.

Value conflicts – these conflicts are caused by differing world views or criteria for evaluating ideas. They also may be due to perceived disrespect or violation of a personally held value. Resolving this kind of conflict can often be done by naming the

value at stake and understanding its importance to the individual or partnering organization. Often a resolution can be found that honors the value in question while achieving the desired outcome.

Structural conflicts – the source of this kind of conflict is: unequal power, authority, influence/ voice, control of resources, or time constraints. Oftentimes structural conflicts have their roots in culture, history, or tradition and as such may be overlooked or not even considered. Deliberate conversation is needed to identify, explore, and collaboratively resolve the issue. It often takes facilitation, a willingness to share experiences or perspectives, and an openness to release or share assumed privileges, “rights” or power.

Quiz on conflict

1. In the right balance, improves team performance (True)
2. Should be avoided if possible (False)
3. Is always detrimental to a group accomplishment (False)
4. Has little to no impact on team performance (False)

Method/tools/material

Presentation

Slide

Slide 6: Sources of conflict

Slide 7: Moore’s circle

Slide 8: Online quiz

Time: 10 min.

Description

Team Roles

Conditions of chosen methods of communication – 9 roles of Meredith Belbin:

www.belbin.com/about/belbin-team-roles

It is an interesting idea to check out some tools which help individuals and teams communicate and work together with greater understanding.

Belbin Team Roles are used to identify behavioural strengths and weaknesses in the workplace. Thought-oriented team members (1-3) are critical thinkers, who present new ideas, weigh the pros and cons or have specialized knowledge or skills. Action-oriented team members (4-6) strive to get things done and can be counted on to complete a task, meet a deadline and see a challenge as an exciting opportunity. People-oriented team members (7-9) use networking and interpersonal skills to complete tasks and provide support to other team members.

1. The Monitor Evaluator (makes decisions based on facts and rational thinking as opposed to emotions; tend to be loner who prefers not to get involved in the lives of coworkers)
2. The Specialist (an expert in a specific field; find the idea of being in a team chal-

lenging, they become very engaging and helpful)

3. The Plant (free-thinker and creative person who produces original ideas, bring about growth and progress)
4. The Shaper (extroverts who tend to push themselves and others to achieve results; born leaders who tend to quickly move upward in organizations)
5. The Implementer (organizers who like to structure their environments and maintain order; usually are the backbones of organizations since they implement workable strategies)
6. The Completer/Finisher (introverted individuals who strive for perfection and expect the same from those around them)
7. The Coordinator (mature individuals who have excellent interpersonal and communication skills; calm and trusting individuals who are adept at delegating work)
8. The Team Worker (extroverts with mild and friendly dispositions; indispensable team members as they establish harmony within a team)
9. The Resource Investigator (positive people who have a talent for networking, good at making new business contacts and carrying out negotiations).

Team roles are functions of the different demands made on team members if the team is to become effective. Individuals respond to these demands in different ways. Although the manner of their expression depends on social customs the same basic types of team roles contribution have been identified in all cultures. While individuals will have a certain affinity for certain team roles and less for others, in all cases learning plays a part and some degree of adjustment is possible.

Method/tools/material

Discussion

Slide

Slide 9: Team roles

Time: 5 min.

Description

Strategies of Prevention

Due to the destructive potential, conflicts are seen as something to be dealt with as soon as possible, even before it manifests. To prevent them use:

- efficient communication techniques
- feedback – getting the information that you need so that you can reshape your goals and your actions so that you can become more effective.
- communication rules in a hierarchical structure: a sense of respect, security, trust, space for free expression.

Stages of Conflict

We become aware of conflicts in a wide variety of ways because conflict has predictable stages.

1. Latent stage – the participants are not yet aware of the conflict, but there may be hidden frustrations and they may surface at any time.
2. Perceived and felt stage – parties may go through this stage simultaneously or at different times. Once they are aware that a conflict exists, individuals begin to feel stress, anxiety and/or hostility.
3. An approach – these are based upon their conflict style choice and their own intention for handling the conflict (basic conflict styles of Compete, Avoid, Accommodate, Compromise, and Collaborate/Creative Problem Solve).
4. Stalemate or Negotiate – depending on what strategy is used the conflict will either move forward, negotiate toward an agreement or the dialogue will be shut down.
5. Aftermath – the resolution of the conflict from a positive to a relationship dissolution.

Exercise

Think back. How could you have handled that situation described before better? How would you recognize conflict-threatening situations?

Slide

Slide 10: Prevention

Slide 11: Stages

Slide 12: Exercise

Time: 10 min.

Description

Strategies of Conflict Management

Each of us develops our own approach to managing conflict and dealing with negotiations. It's formed early in life and grounded in our personality as well as in experiences that we develop over time dealing with conflicts that arise. There's no best way to deal with conflict and leaders must find what works for them best in certain situations as their personal conflict management style.

Discussion

Do you have a dominant style of conflict resolution? If so, how does that affect your approach to resolving conflict effectively? Are there tools that would be more useful in your work or personal setting?

Method/tools/material

Presentation

Slide

Slide 13: Discussion

Time: 10 min.

Description

Management styles are:

- avoiding,
- forcing,
- accommodating,
- compromising,
- collaborative.

CONFLICT MANAGEMENT	
5 Conflict Management Strategies	
Forcing	Using formal authority other power you posses to satisfy your concerns without regard to the concerns of the party that you are in conflict with.
Accommodating	allowing the other party to satisfy their concerns while neglecting your own.
Avoiding	not paying attention to the conflict and not taking any action to resolve it.
Compromising	attempting to resolve a conflict by identifying a solution that is partially satisfactory to both parties, but completely satisfactory to neither.
Collaborating	cooperating with the other party to understand their concerns and expressing your own concerns in an effort to find a mutually and completely satisfactory solutions.

Avoiding conflict style – the lose-lose solution

The parties to the conflict may choose to not engage. Low assertiveness, low cooperativeness, doesn't require the active participation of either party.

Forcing style – the lose-win solution

The person with the greater power enforces a decision on others around him to resolve the conflict.

Accommodating style – the win-lose solution

This is giving into a decision maker in resolving the conflict.

Compromise – the half win-half win solution

Each party to the conflict gets something out of it, but not fully satisfied. These are situations where both parties are intensely interested in coming up with a solution that's acceptable to both.

Collaboration – the win-win solution

This would be a style that is most appropriate when the issue is extremely important to both parties. When preserving relationships is extremely important the collaborating style is going to be the preferred method of resolving conflict.

Slide

Slide 14: Strategies

Time: 5 min.

Description

Quiz

1. An Avoiding Conflict Management approach can also be described as a “lose/lose” strategy. True
2. Conflict management is important to teams because it helps to build emotional intelligence. True
3. In any situation, there is always one best conflict management style. False

Method/tools/material

Online knowledge quiz

Slide

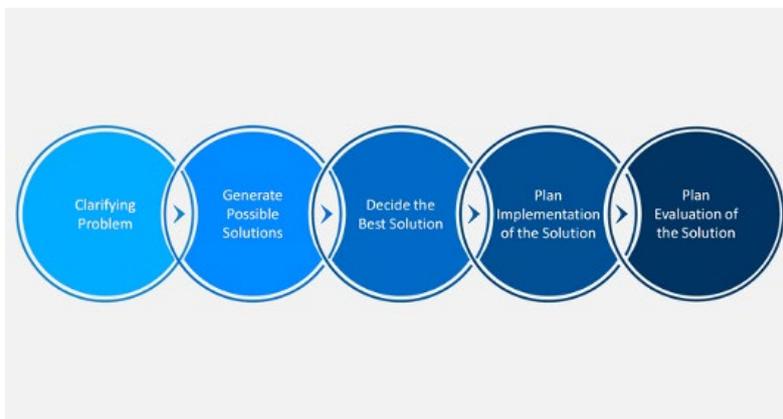
Slide 15: Quiz

Time: 15 min.

Description

Collaborative Problem Solving

Process of conflict resolution:



We begin with the problem **identification**, here it is helpful to focus on the facts involved as opposed to evaluations or positions. It’s going to be very helpful here as well to share common goals, what does each party expect to gain out of this collaborative approach. It also helps if we try to maintain a neutral power difference between the parties involved in the resolution.

In any dispute, it is helpful to start by defining the common **goals** that the two parties have. We can establish something that both parties agree to.

We’d like to make sure that we identify interests as opposed to positions. A position is a demand. An interest is what are the reasons behind the demands that a person might make. By focusing on the **interests**, we can get away from those demands and

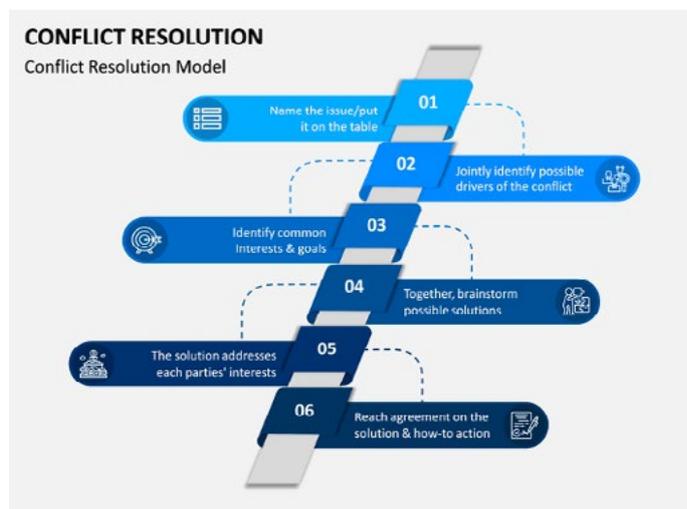
set the stage for generating more options as solutions.

We then want to **create** those options. This will involve a brainstorming approach to generating multiple options that might satisfy both parties in a dispute. We would like to **evaluate** those options. Here we're really searching for those solutions that satisfy both parties in the conflict. Also we want to make sure we have a clear picture about what constitutes success. We want to make sure also that we focus on the real gains, as opposed to any perceived losses that might be a result of the solutions chosen.

Once a resolution is determined, having a well-established action plan that can be measured and followed up upon will be very important. And here is where we'd ensure that there's agreement from both parties and where we establish the fact that a win-win solution has indeed been achieved.

When the problem is complex or big, you may need to divide it into smaller pieces that can be addressed one at a time to ensure you're making effective progress.

We then do the implementation and follow-up of the agreed upon plans, periodically we may need to recheck with the parties involved to make sure that we did indeed arrive at a solution.



The Ladder of Inference

It is a tool that can be used in conflict management situations, where you recognize that conflict exists, and you need to take steps to reduce the emotional content of that conflict, and arrive at a mutually acceptable solution.

It is a hierarchy of actions that an individual goes through to move from data and facts that are pertinent to a particular situation to action. When this occurs between two individuals that view the situation differently, those individuals can both climb this ladder and arrive, taking action in a situation that results in conflict.

How do we resolve a conflict?

One of the best ways is to figure out steps to move down the Ladder of Inference to places on the ladder you can test mutual understanding.

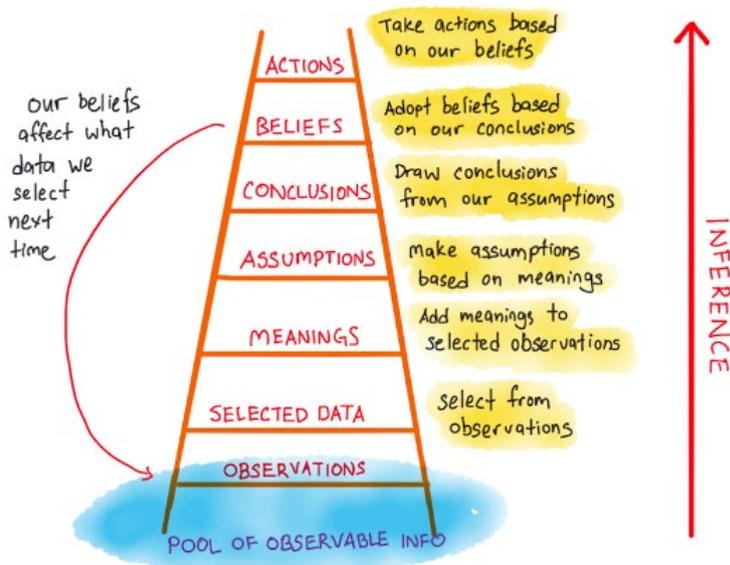
Frequently, this is at the data level itself, where we can test mutual understanding of the facts involved in the particular situation. We use tools such as reflection, advocacy, and inquiry to test the veracity of those facts. The skills of each individual and using those techniques will help determine the effectiveness of resolving the conflict.

You can do this individually, without the other person being particularly skilled in mov-

ing down the Ladder of Inference, and in doing so, you can be proactive in helping to manage the conflict. If we examine this from the perspective of two people climbing the ladder, using different sets of lenses for interpretation, arriving at conclusions, and arriving at different beliefs, it's easy to see where they might arrive at taking action in a situation that results in conflict. When both individuals are skilled in moving down the ladder of inference, the use of advocacy and inquiry skills helps clarify information so that mutual understanding is achieved.

As I said earlier, you may have to move to that data level to make sure that you're looking at the same facts in the same way, and then proceed to generate mutually agreeable interpretations and assumptions and, ultimately, to arrive at mutually acceptable actions.

If you can apply the lessons of moving down the Ladder of Inference effectively in resolving conflict, this could actually form a first step to moving to a much more rigorous collaborative problem solving process that will more effectively eliminate conflict situations in your environment.



Discussion

In future situations, what specific practices can you learn to better manage this?

The Three Perspectives of applying collaborative style to solving conflict:

the initiator,
the responder,
the mediator.

Slide

Slide 17: Ladder

Time: 5 min.

Description

Frequently in these situations we will have an initiator of a complaint or problem or have the responder. And we may actually have a third party who acts as a mediator to ensure that the process is followed closely.

Time: 10 min.

Description

The initiator should be using „I statements” to take ownership of the actions in the dispute, describing consequences as specifically and objectively as they can. Making sure that they focus on issues as opposed to personalities and that they are willing to explore options with the responder. That it's their problem and they are looking for a solution. Make sure they again, try to use facts, not opinions or unestablished position. Avoid evaluations, again focusing on the facts, this is a time consuming process. So patience and persistence are going to be necessary to drive this whole process to completion.

From the initiator's perspective still, as we look at solutions, try to find common goals, common interests, where the parties can readily agree before you move on to the more difficult challenges of implementing changes that the initiator might require.

The responder's the one that must be asked the elaborating questions to clarify issues. A responder should try to find some common points of agreement so that they can build on that and ensure future success. The responder should try to establish a climate whether open to communication, whether willing to listen. And not be evaluative in their judgements of what they're hearing from the initiator.

When it comes to generating solutions from the responder's perspective, the responder may want to ask the initiator for some suggestions as to how they think that issue might be resolved. Again, the responder may need to ask clarifying and probing questions to make sure that they fully understand what the initiator is asking.

The mediator is a person, who might help to force the process to stay on track. In those cases where there is a mediator, the mediator really needs to focus on the process that's being used by the two parties to the conflict, the initiator and the responder. They need to acknowledge the conflict and acknowledge the interests of both parties. They should ensure that both parties stay focused on facts.

They should try to remain neutral and not take a side. They can destroy their effectiveness if they take a particular side and favor one party over the other. That's all part of ensuring fairness in this negotiation. When it comes to generating solutions from the mediator's perspective, they should ensure that as many options as possible are explored, as many alternatives are generated.

When they do arrive at some solutions, ensure the both parties achieve mutual understanding. We don't want to leave this negotiation with one party feeling they didn't get their issues or their concerns addressed. The mediator also must be sure there is a process in place for following up to make sure that in fact this conflict has been resolved.

New Skills

Discussion:

When conflict serves as a stimulus for new thinking, enables change, encourages creativity and problem solving?

Slide

Slide 18: 3 perspectives

Time: 10 min.

Description

In order to reach a positive outcome of a conflict, it is important to have a cognitive approach to it. Using a conflict map might help in this.

Negotiation, mediation and arbitration are the most established formal ways of dealing with manifested conflicts. They allow an amicable and conciliatory solution and result in an action plan mandatory for the involved conflict parties.

Using a psychological, organizational behaviour, communications or game-theoretical perspective, it can be proven when, how and why conflict in groups and organizations becomes productive, and thus enhances than decreases performance of individuals and groups of people.

There is much research available about the negative side of conflict and its adverse impact on organization. However it is unquestionable that conflict can also have a positive impact, which is mainly related to the possibility to generate learning for the individuals and the organisations. Understanding all aspects related to conflict and the ways it might affect people and an organisation, will help in defining a positive way to treat it, to make use of its potential and to extract knowledge and learn out of it.



Slide

Slide 21: Emotionally Intelligent Approach



Session 3: Strategies for Effective Stress Management

Overview:

In today's everyday life we are subjected to a lot of change in a very short span of time. Less control of our lives and more uncertainty, being threatened and overwhelmed in a constant state of flux characterizes our functioning. Data indicates that there is a very strong relationship between stress and leadership. Leaders are accountable for the behavior of others and many times that is outside their range of control.

High levels of stress can lead to failure if you don't have the proper tools and techniques to help you cope and deal with stressful situations. Training requires the inculcation of stress management techniques and in areas such as time management that could potentially enhance competence and efficacy. The role of stress-reducing lifestyle couldn't be overestimated therefore the programme of the session has a sharper focus on the importance of self-care and self-compassion.

Goals in terms of:

- Acquiring knowledge – participants know what stress is and how it can affect us mentally, physically and emotionally; participants know what level of stress one might experience;
- Acquiring skills – participants recognize the quick and practical ways of reducing stress and those which need more experimenting over a longer period of time; participants develop strategies for limiting or leveraging stress to improve their leadership style;
- Change of attitudes – participants are prepared to react in a given situation of stress and practise stress management every day.

Topics related as:

- Required – Self-awareness
- Covering – Leadership, Assertiveness, Conflicts management
- Expanding – Self-care

Targets: All

Group sizes:

Depends on a number of staff involved, the bigger the group the more operating persons/trainers/experts/chat providers should handle a webinar.

Time: 120 minutes

Methods/materials/supplies/equipment:

Computers, internet, video conferencing app

Resources:

International Journal of Stress Management

apa.org/pubs/journals/str/index

elsevier.com/journals/neurobiology-of-stress/2352-2895/open-access-journal

ncbi.nlm.nih.gov/pmc/articles/PMC3181802/

Kenneth B. Matheny, Ph.D., ABPP and Christopher J. McCarthy, Ph.D., Write Your Own Prescription for Stress, 2000

Time: 15 min.

Description

Introduction

Plan:

Recognizing things that cause stress in our environment.

Good stress and the stress which is affecting our health.

Understanding how that stress affects us as we try to accomplish our tasks.

Understanding where the stress is coming from, physical and psychological one and how the body reacts to it.

Knowing everyone's level of stress, stress-symptom scale and measure one's stress.

Stress model: stressing situation – perception – stress.

Dealing with stress and channel it and deal with it to improve your effectiveness as a leader.

Getting organized.

Managing stressors, thoughts and responses to stress.

Making managing stress a habit.

Goals:

- Recognize sources of stress
- Interpret impact of stress
- Employ stress management strategies

Warm up – get to know each other and check out the stressing points:

1. Can you control your emotions?
2. Do you see symptoms of stress quickly?
3. Do you know what it comes from?
4. Do you recognize the parts of the body which are prone to stress?
5. Do you know how to relax?
6. Do you consistently take care of your well-being?

Before we start: good and bad stress

There is a difference between stress and pressure. We all experience pressure on a daily basis, and need it to motivate us and enable us to perform at our best. It's when we experience too much pressure without the opportunity to recover that we start to experience stress.

Stress isn't always a bad thing and it can be handy for a burst of extra energy. And focus when you're playing a competitive sport or have to speak in public.

Psychologist Kelly McGonigal used to warn patients that stress can increase the risk of serious health problems. Research changed her mind when she found out that stress may only have negative health consequences if you believe that it will. In her book she reveals studies that show how stress can do your mind and body good. All these studies are about moderate stress that is short-lived and related to something specific.

1. **Stress correlates to a lower risk of death.** A sample of about 29000 showed that survey respondents who reported a lot of stress and a perception that stress has a big impact on health had an increased hazard ratio — which converted to a 43% increased risk of premature death. However, survey respondents who reported a lot of stress but little to no perception that stress impacted health had the lowest hazard ratio of any group in the survey, even those who felt almost no stress.
2. **Stress boosts the production of neurons that may improve performance.** Scientist Daniela Kaufer from the University of California in Berkeley says: Some amounts of stress are good to push you just to the level of optimal alertness, behavioral and cognitive performance. I think intermittent stressful events are probably what keeps the brain more alert, and you perform better when you are alert.
3. **Bursts of stress may strengthen the immune system.**
4. **Stress can make you more social.**
5. **Stress can improve learning.**
6. **Stress may improve memory.**
7. **Stress may help you connect with your instincts.**

More on this in the book Kelly McGonigal, *The Upside of Stress*, 2015.

Method/tools/material

Presentation

Chat answers – participants are asked to send:

- stressing points number
- a number of a stressor via chat
- window

Read *The Upside of Stress* excerpt

TED talk: The positive effects of stress
[youtube.com/watch?v=nsc83N-Q1q4](https://www.youtube.com/watch?v=nsc83N-Q1q4)

Slide

Slide 1: Opening

Slide 2: Plan of the webinar

Slide 3: Goals of the webinar

Slide 4: TED talk

Time: 10 min.

Description

Where does all the stress come from?

Contrary to everyone's expectations, we have less leisure time than we did 50 years ago. Worrying about money is a major source of stress. Having a job may mean avoiding stress that comes from unemployment, but for many people jobs and careers are the biggest sources of stress. Also life at home has become more pressured and demanding. Apart from major stresses like death, divorce, illness, even house renovation (sic!), we face everyday hassles that go unnoticed but easily add up: crowd, noise, traffic, long waits, rudeness and so on, and on.

In spite of all the innovations that could make our lives easier, we still need about the same amount of time doing things that must be done at home. For example food preparations fell but the time for shopping increased. Some activities became more time consuming like taking care of children.

We feel that we have less control over our lives, and live with more uncertainty.

Women's levels of stress

But if you are a woman you experience even more stress. Women still face limitations in the workplace, are sexually harassed, paid less and promoted less frequently. Women who belong to a minority may experience even more stress.

It is becoming increasingly clear that men and women have different sources of stress and trauma in their lives and respond to stressful and traumatic events differently. Women often suffer from stress and trauma because of their relationships. Starting in childhood, girls and boys are vulnerable to abuse and neglect from primary caregivers. They are vulnerable to peer-group victimization and dating violence. Although each of these can affect boys, girls are often overrepresented among victim groups.

Women's sources of stress are also often relationally based. Being a caregiver is a source of stress at various stages of women's lives.

Women's time has been interrupted and fragmented throughout history, the rhythms of their days circumscribed by the tasks of housework, childcare and keeping family and community ties. Today, around the globe, with so many women in the paid labor force, women still spend at least twice as much time as men doing housework and childcare. And in mapping the daily lives the sociologists find that the work days of the female professionals are much longer than their male colleagues, once you factored in all their unpaid labor at home. Even so the men and women spend about the same amount of time at their paid work.

Women have twice the lifetime rate of depression compared to men. Women also appear to be more vulnerable to posttraumatic stress disorder (PTSD) after exposure to traumatic events. There also appears to be a relationship between trauma and chronic pain, which disproportionately affects women.

Many possible explanations for this have been offered: genetic differences between males and females; or biological factors, such as fluctuations in female sex hormones. Others point out that sexism and violence

against women are to blame. No doubt, there is truth in each of these suppositions.

Even when affirmative actions are provided women often experience the stress of feeling that others may see this unfairly legislated than legitimately deserved. Researchers have also found that many women don't feel that they deserve long stretches of time to themselves, the way men do. They feel they have to earn it.

Method/tools/material

Participants work on their own

Slide

Slide 5: Major stress, everyday hassles, what's specific about my organization

Time: 5 min.

Description

What can affect the improvement of stress management skills in leadership in sport:

- Type of the stressor – self (biology, personality, self-care)
- Type of stressors: physical (noise, light, too much to do)
- Type of stressors: social (assertiveness, leadership skills, decision making)
- Type of stressors: organizational (time management, human resources strategy).

Identify stress factors in and around your organisation:

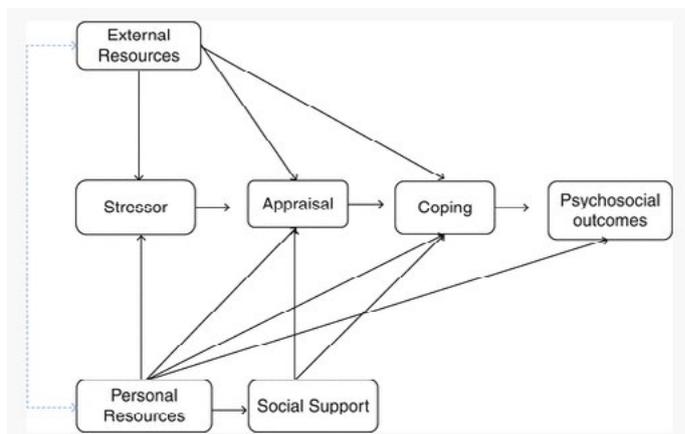
The stress test:

- Change to a different line of work
- Change in responsibilities
- Outstanding achievement
- Change in work conditions

Kurt Lewin's model of stress

Lewin, American social psychologist, is well known for his field theory of behavior, which holds that human behavior is a function of an individual's psychological environment. He introduced the concept of the force field as a way of describing stress. It includes driving forces, restraining forces, and resiliency as a way of describing the interaction of all the forces related to stress.

Taylor & Aspinwall (1996) explained stress and its effects on health and psychological well-being as a multileveled model:



Stress assessment processes, coping styles and strategies, and vulnerability to stress all have their source in more distant social and personality resources.

Method/tools/material

Participants work on their own

Slide

Slide 5: Major stress, everyday hassles, what's specific about my organization

Time: 10 min.

Description

Symptoms of Stress

My stress scale:

- uncomfortable meeting strangers
- uncomfortable speaking before group
- too much to do
- too little time
- Feeling angry
- Sleep difficulties
- Stomach discomfort
- Forgetfulness
- Nail biting
- Racing or intrusive thoughts
- Twitches or tics
- Feeling Restless
- Difficulty swallowing or dry mouth
- Difficulty concentrating
- etc.

Understanding symptoms

Typically, we go through two stages. The first is what we call the alarm stage. And this is where you feel anxiety, respiration rate increases, heart rate increases, the typical physiological responses to stress. If the stress persists, we then move into a response phase, a resistance stage where we may use certain defense mechanisms.

Physics and chemistry of stress

Continuous stress begins to change one's brain.

But chronic stress, like being overworked or having arguments, can affect the brain's size, its structure, and how it functions right down to the genes.

Stress begins with something called

hypothalamus pituitary adrenal axis (HPA). It is a series of interactions between endocrine glands in the brain and on the kidney, which controls body reactions to stress. When your brain detects a stressful situation your HPA axis is constantly activated and releases a hormone called cortisol. It primes your body to instant action.

But high levels of cortisol over a long period of time wreak havoc activating the brain fear center and also affects the part of it associated with learning, memories, concentration, decision making, social interaction. And primarily it affects stress control.

Scientists used to think that after childhood our brain is pretty much locked in place, but now we have better imaging technology and we can see how the brain is changing depending on how we use it. Structural changes are possible and occur in the brain throughout life. There is good evidence that changing how we think can change the structure of the brain and the type of chemicals it's pumping out. What is remarkable is that the changes in the adult brain are influenced by the behaviors an individual engages in, as well as their environment which regulate brain structure and its function. Therefore, apart from personality and biological conditions, there are methods and strategies of coping with stress, to live more effective lives and perhaps protect from, or repair, brain damage and brain disease.

Recognizing body reactions

- How human body reacts
- How your body reacts
- PSS-10
- Working on a scale based on PSS-10 or other scales and inventories facilitation

The PSS-10 is a self-report instrument consisting of 10 items purported to assess “how unpredictable, uncontrollable, and overloaded respondents find their lives”. Each of the items on the PSS-10 are rated on a 5-point Likert scale, ranging from 0 (never) to 4 (very often).

Method/tools/material

Online survey: made anonymously, the trainer shows the results, the participants take notes on their stressors

or

Working on scale e.g.

The Anxiety and Phobia Workbook by Edmund J. Bourne, Ph.D. (attached)

More on physics and chemistry of stress on numerous Youtube videos

[youtube.com/watch?v=WuyPuH9ojCE](https://www.youtube.com/watch?v=WuyPuH9ojCE)

Participants work with scale

Slide

Slide 6: Identifying one’s level of stress

Identifying one’s reactions

Time: 10 min.

Description

Responses to stress

Aggression. You might actually attack the source of the stress or throw and break things.

Regression. This would be resorting to a behavior that has worked for you in the past, in helping to deal with stress. You might repress your feelings about the stress and ignore it and suppress those within yourself.

Withdrawal. E.g. an outside activity to divert your attention from a stressful situation.

You may experience a fixation response, where you continue to repeat the behavior in an attempt to eliminate the stress. The example is repeatedly dialing the phone number when you’re not getting a response at the other end.

Exhaustion. This is the most dangerous phase of your response to stress if stress persists for a long period of time and any of these defense mechanisms do not work successfully in reducing the stress. It can result in both physiological and emotional long-term effects and damage. Anxiety, heart rate, perspiration and some potential long-term effects leading to illness and sickness, that can be the result of sustained stress.

Discussion

Reflecting on ways that we can develop strategies for reducing stress:

1. What stress management techniques have worked for you in your personal life?
2. What techniques have worked for you in your work life?
3. What stress management techniques have not worked at all?

Method/tools/material

Presentation and discussion

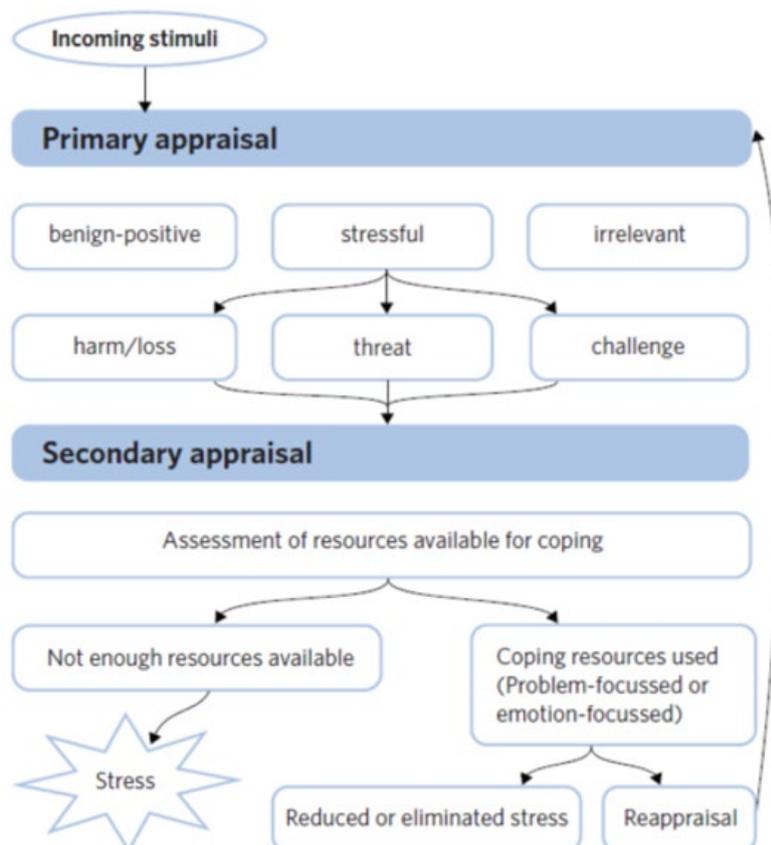
Slide

Slide 7: Responses

Time: 15 min.

Description

Model of stress management



Lazarus and Folkman's interpretation of stress focuses on the transaction between people and their external environment (known as the Transactional Model or the Dichotomy of Coping). The model conceptualizes stress as a result of how a stressor is appraised and how a person appraises their resources to cope with the stressor.

Stress Reducing

Strategies and techniques to deal with stress:

1. Organisational
Ability to handle stressful working conditions e.g. overwork.
2. Social
3. Physical
4. Self – feelings and behavior changes

If the stressor is hard to change there is a solution in changing responses and thoughts. If eliminating a stressor and viewing the situation is not possible to change – one can master other skills learning how to relax the body and mind. Basic level – stress-reducing lifestyle (healthy eating, exercising, getting enough sleep), breathing, quieting mind and relaxing muscles.

Time Management

One of the greatest struggles that people have is how they allocate their time appropriately. If you can do this effectively, it is one of the keys to eliminating stressors in life. In this session devoted to how to manage stress one of the key themes is how to handle budgeting our time.

What one can manage is behavior. Everyone manages behavior to fit the time available. As time cannot be managed, not even Einstein could manage time.

I. Check off the list and think which of the items describe you:

- waste time
- procrastinate often
- have difficulty saying no to others who make demands on my time
- frequently miss deadlines
- constantly rushing
- don't have enough time to do the things I enjoy
- don't have enough time for my family, and/or my friends
- rarely delegate tasks and responsibilities
- never work with to-do list

One or two items on this list suggests that your time management requires corrections, but checking off more than four suggests that your time-management skills may be in need of examination and a major repair.

II. To start, make a comprehensive to-do list which starts your time management plan. Figure out where the time goes, what you want more time for and what you want to spend less time doing.

III. Use one of the simple tools, which help to prioritize the tasks on the basis of their urgency. Remember that we tend to run into three problems when we think about our priorities:

1. we have too many priorities;
2. we do not or cannot differentiate the truly important priorities;
3. we let other less-important things get in the way of focusing on what really matters.

The Eisenhower Matrix

It is reportedly based on ideas from president Dwight D. Eisenhower and made popular by author Stephen Covey, who wrote about it in “The 7 Habits of Highly Effective People”. It’s a two-by-two matrix that plots importance versus urgency. Use this framework that you can use to see how you are spending your time. And once you have done that, figure out how to create more time to accomplish higher importance tasks. It basically categorizes them into 4 parts according to what you need to do at a particular time during your day. It helps to determine the activities which are important and the ones which do not deserve your attention at all.

They are 4 quadrants/fields: **Do, Decide, Delegate, Eliminate**. This approach should significantly save you time and improve your efficiency.

The **Do** consists of your most important tasks with a deadline approaching or the ones that cannot be delayed. Those activities that we call high urgency, high priority, these typically are crises in our lives. Those things that need attention right now and they are really important. These could be family matters. They could be professional or otherwise. You don’t have much of an option on whether or not to devote time to this. This is non-discretionary time.

To the second category fall in of the tasks which are important, but not urgent. The **Decide** could include professional emails, follow-ups, to more personal appointments and commitments. Next are those activities that, while they’re still important, don’t have to be done right now. In this box put things like your development activities. Planning activities also tend to fall in this box. If you don’t do them effectively you will create that crisis later on down the road.

The third one **Delegate** refers to the tasks which are not important, but urgent. You need to decide whether you need to reschedule or delegate it. In the high urgency, low importance box, email, text messages, phone calls, all tend to fall in here. They may or may not be extremely important, but they typically demand attention and there’s an expectation that you’ll respond fairly quickly.

In the fourth box these are the escapes, the category consists of tasks that are essentially productivity killers and do not contribute at all towards your goals. Perhaps social networking or other activities that are great diversions, but don’t necessarily affect our performance. Identify these activities and **Eliminate** them to reduce your level of stress and to give your productivity an increase.



The Jar of Rocks/Pickles

In his experiment the time available for a person is a jar. In that jar, we have to put those things in our life, whether they are very important, medium importance, or low

importance. The big rocks would be the important things, your family, your friends, maybe your job. The pebbles, the medium important stuff in our lives and the sand – the less important stuff.

The point is that in order to make all of these things fit in the time available, they had to be placed in the jar in the correct order. The lesson here is that unless you put the big rocks in first, you won't have space for all of the other things in your lives.

The Big Rocks Approach:



Parkinson's Law, created by British naval historian and author Cyril Northcote Parkinson, states that "work expands so as to fill the time available for its completion." And there's plenty of proof that's true. For example, at Microsoft Japan, cutting back to a four-day workweek and limiting meetings to 30 minutes boosted productivity by 40%.

Discussion

Share how you use free time management apps. There are examples to encourage digital tools usage:

Trello – famous for its simplicity and flexibility that helps with project planning, allows you to create boards with lists and cards that keep track of your tasks and to collaborate with colleagues.

Evernote – note-taking app that allows you to write down the ideas, tasks, save images and more plus the option to record and save sound. Everything can be shared with teammates.

Any.do – offers a calendar with a basic to-do list. It is compatible with almost every device including Alexa, Google Assistant.

Remember The Milk – works across all devices. It sends reminders for the tasks with a due date, allows to create and categorize tasks.

Nirvana – helps to focus on the tasks that matter most and pushes to finish them on time. You can create lists and set due-dates on tasks so you stay on schedule.

TickTick – basic to do list app, that manages the time across all devices. There is a flexible calendar view available, plus a chat with the team via their chat feature.

Forrest – offers a fun way to stay focused. You plant a virtual tree every time you start a task and stay focused until it's fully grown. Websites that cause the most disruption can be blacklisted. Staying focused may help to grow a virtual forest.

Pomodoro Technique is a time management tool that breaks work into 25-minute sessions to help you stay focused and get more done.

Method/tools/material

Presentation

Self-inventory

Prepare rooms for work on matrices

Watch the Jar concept

[youtube.com/watch?v=Uls5b64pBM4](https://www.youtube.com/watch?v=Uls5b64pBM4)

[businessinsider.com/microsoft-4-day-work-week-boosts-productivity-2019-11?IR=T](https://www.businessinsider.com/microsoft-4-day-work-week-boosts-productivity-2019-11?IR=T)

Slide

Slide 8: Lazarus and Folkman's Model

Slide 9: Check the list

Slide 10: Exercise

Slide 11: Time management apps

Time: 10 min.

Description

Managing Stress in Real Life

Coping with stress

There are two types of coping mechanisms: emotion-focused and problem-focused.

Emotion-focused coping

This type of coping reduces stress-induced emotional responses. This can include techniques that reduce or remove feelings of fear, anxiety, depression, frustration and others. Drug therapy, journaling, suppression, distraction, mindfulness, eating, drinking alcohol and drug use are examples of emotion-focused coping. Overall, this type of coping has been found to be less effective than problem-focused coping although it may reduce stress in situations where the stressor is out of one's control.

Problem-focused coping

This type of coping aims to remove or reduce the stressor. It is considered the best coping mechanism, as it deals with the cause of the stress. This includes techniques such as problem-solving, time-management and seeking social support.



Healthy lifestyle

There are many techniques we can develop to support mental health. Positive coping strategies include suggesting a range of calming, distraction techniques and problem-solving skills.

Your body is a finely programmed instrument that doesn't like to be surprised. Any

sudden change that affects the body or the reordering of an important routine the body becomes used to, can cause needless stress. The most powerful weapon to combat stress is exercising and meditation meaning good and deep, diaphragmatic breathing and being aware and focused on the surroundings.

Relaxing the body

The brain-changing benefits of exercise – neuroscientist Wendy Suzuk discusses the science of how working out boosts mood and memory, and protects our brains against neurodegenerative diseases like Alzheimer’s.

Quieting the mind

Mindfulness is a non-judgmental, receptive mind state in which one observes thoughts and feelings as they are, without trying to suppress or deny them. At the same time, mindfulness requires that we not be “over-identified” with thoughts and feelings, so that we are caught up and swept away by negative reactivity. Breathing: If you’ve ever been anxious, you’ve probably had well-meaning friends tell you: “Just relax, and take a few deep breaths”. But what if you can’t seem to do that? This trick from psychiatrist Dr. Judson Brewer can help you cut through your anxiety by engaging multiple senses — and it takes only a minute.

Self-compassion

First, to have compassion for others you must notice that they are suffering. Having compassion means that you offer understanding to others when they make mistakes. You don’t judge harshly; you realize that suffering, failure, and imperfection is part of the human experience. Self-compassion involves acting the same way towards yourself when you are having a difficult time. The high stakes and stress, mental and emotional, manifest physically. Basic physical security is the primary component of self-care. Staying rooted in networks of supporters and celebrating each other’s successes is key to keep the work going. Recognizing the needs that we have and our bodies have is more than that – it is a first step, the next one is to be kind and understanding when confronted with personal failings. To make stress your good friend instead of fearing it try to befriend it. This is the hardest part of leadership. Like riding a bicycle, you don’t get better at it unless you practice.

Method/tools/material

TED talk: Brain changing benefits of exercising
[youtube.com/watch?v=BHY0FxzoKZE&t=349s](https://www.youtube.com/watch?v=BHY0FxzoKZE&t=349s)

A simple way to relax – pictured on slide 2:
[facebook.com/TED/videos/1937335456402679](https://www.facebook.com/TED/videos/1937335456402679)

Self-compassion in clinical practice:
drive.google.com/drive/u/0/folders/1hKWfmMWEVP5LF1JMjkP54EBclgSEmSaa

Slide

Slide 12: Coping with stress

Slide 13

3. Leadership Module – Women Win (Netherlands)

Background

Moving away from patriarchal and vertical leadership styles will require in-depth changes at many levels, not only in the person themselves, but also in their organisation, and in society at large. Tackling these issues requires asking difficult questions, challenging our own thinking, and the way we work. Getting more women and girls involved in leadership positions and as role models requires deconstructing leadership, self-reflection on how we use our leadership, and a change of attitude that starts understanding that leadership is fluid and never static.

Female leadership is not only about making room for women in the existing sports male-dominated management ecosystem. It is about rethinking leadership, how we're organized, how we work, how we inspire others and thinking about how it can be done in a way that creates safe spaces for women and fosters different and non-patriarchal male and female leadership styles.

All the sessions will follow the same element structure: Theory to understand concepts, self reflection exercises and group reflection exercises.

Session 1: Self – What's your leadership style?

Session 2: Organisations – how to move from vertical to horizontal leadership

Session 3: Others – How can you motivate and inspire others?



Session 1: Your leadership style

Goals:

1. **Understanding barriers:** SUE research: what barriers are women finding to take on leadership positions in grassroots organisations in Europe?
2. **Understanding leadership:** What is leadership, how it is fluid and what kind of leadership styles can be used in different situations.
3. **Reflection:** Reflecting on each participant's individual leadership styles

Topics referenced:

- Required – Self-awareness, Discrimination Awareness, Self-Care, Resilience
- Covering – Supportive communication, Conflict Resolution
- Expanding – Changing structures.

Target audience, group size: Athletes and (men and women) leaders, group size between 5 and 15 participants

Time: 60 minutes

Facilitator:

- Interactive online tool to create a quiz such as menti.com. If you don't have access to such a tool the Zoom poll will work. Remember to prepare it in advance.

Participants:

- Paper and pen

- Good internet connection

Resources:

Emotional Leadership styles

mindtools.com/pages/article/emotional-leadership.htm

Quiz

coach-you.co.uk/leadership-style-assessment

Coaching Leader

shorturl.at/noIMS

The affiliative leadership

status.net/articles/affiliative-leadership

Democratic Leader

blog.vantagecircle.com/democratic-leadership

The pacesetter leadership style

taskworld.com/blog/what-is-pacesetter-leadership-4-real-world-examples/

The commanding leader

www.eureconsulting.com/leadership-styles-commanding

Time: 5 min.

Description

Intro

Moderator:

Present plan for the workshop

Give a very short overview about the idea of the module and its different parts.

Method/tools/material

PPT presentation

Material (participants): paper and pens (different colours)

Slide

Welcome

Introduction to the Module

Agenda

Time: 7 min.

Description

What does leadership mean to you?

What words come to mind when you think of leadership?

Think of times when you were in a leadership role, how did you feel?

Write them on the Zoom whiteboard.

Why do we need to foster female leadership?

Intro by moderator: Framing the need of gender inclusion

Introduction: Highlight the similarities between the sentence from 1896 and 2021. Demonstrate that there's still a lot of work to do.

Activity: Quiz (1B, 2C, 3B, 4C)

1. In Europe, women are paid...
 - a) equally per hour as men
 - b) 14% less than men
 - c) 5% less than men

2. Female sport in the media takes up to
 - a) 50% of total coverage
 - b) 30% of total coverage
 - c) 4% of total coverage

3. Women worldwide occupy
 - a) 50% of leadership positions
 - b) 24% of leadership positions
 - c) 10% of leadership positions

4. In the last 4 Olympic games...
 - a) 45% of the coaches were female
 - b) 25% of the coaches were female
 - c) 10% of the coaches were female

Equality Reality Check

- Women in Europe earn on average **14% less** per hour than men. That is the equivalent of 2 months of free work
- Only **24%** of world leaders are female
- Women's sports still make up only **4% of sports coverage worldwide** and national and professional female athletes are still paid less than men.
- Only **10% of the coaches** of the last 4 Olympic games were female
- By 2019, only **33%** of IOC Members were women.
- Only **4% of president positions** in federation are held by women
- Only **19% of UEFA** national associations have females at management level.

Method/tools/material

Zoom whiteboard

Presentation

Interactive quiz tool or Zoom's Poll function

Slide

Why do we need to foster female leadership
Quotes 1896 vs 2021
Quiz
Equality reality check: Slide with facts and figures

Time: 3 min.

Description

SUE research key findings

Intro by moderator: Explanation of SUE and SUE's leadership key findings

The Step Up Equality (SUE) Project is a three-year project funded by the European Commission and run in partnership by the following organisations:

- Association Democracy in Sport / AKS ZŁY. (Poland)
- ASSIST (Italy)
- FARE Network (UK)
- Discover Football (Germany)
- GEA Cooperative Sociale (Italy)
- Women Win (Netherlands)

Participants in the survey were asked what they regarded as the key barriers for women to take on leadership positions within sport.

Interestingly, a lack of previous experience on leadership, and lack of motivation (two of the most commonly cited reasons for the low levels of representation of women in leadership roles in sport) were not at all supported by the data.

Key findings:

Women consider sports knowledge and soft skills as key prerequisites for success in leadership.

In contrast to widespread assumptions, women are highly interested in leadership positions. Women self-report high levels of interest for sports leadership roles. From the female participants, 73% currently do not hold a leadership position. There are more women holding lower-level management positions than high-level positions.

Existing support structures and career pathways for women are inadequate.

According to women in leadership positions, the most common barriers that women face when entering a leadership position in sports include an unsupportive environment/lack of recognition and lack of financial recognition.

Gender-based discrimination is prevalent in sport and it appears in a variety of forms 67% of women leaders experiences different treatment based on their gender

69% of women leaders witnessed different treatment of women based on their gender
Only 28% of leaders describe their organisation's leadership as gender-balanced
56% of women in leadership roles state that they have never reported discrimination based on gender during sporting activities

Method/tools/material

Presentation

Slide

Theory: Slides with facts and figures
Key barriers to women's leadership within sport

Time: 5 min.

Description

Reflection – what are the key barriers for you? Maybe the ones you have detected are different and are not reflected on our SUE results. Choose your top 3

1. Structural gender-based discrimination
2. Inadequate support structures and leadership pathways for women
3. Unsupportive environment
4. Lack of financial recognition
5. Lack of interest and/or skills
6. Lack of access to the right networks
7. Lack of female mentors and role models
8. Others: name more!

Use a poll tool and ask people to vote their top 3 barriers women face to initiate a conversation based on their own experience/knowledge and not only on our research.

Method/tools/material

Mentimeter poll, Zoom poll

Slide

What are the key barriers based on your experience

Time: 25 min.

Description

Six Emotional Leadership Styles
Leadership definition on slide 16.

Introduction – what are the 6 emotional leadership styles

Quiz – what’s your leadership style?

Give the participants 5-10 minutes to fill in this quiz to explore their own leadership style.

coach-you.co.uk/leadership-style-assessment/

There are six “emotional leadership” styles:

Visionary
Coaching
Affiliative
Democratic
Pacesetter
Commanding

Everyone has a predominant leadership style.

Each style works best in different situations, resonating differently with the people you work with, and producing different results.

The best leader is able to have a fluid leadership style and reads the room to choose the best one fitting each moment. There’s no good or bad emotional leadership style. The ideal leader knows how to navigate them all.

Anyone can learn how to use these leadership styles. However, take care to choose the style that’s best suited to the needs of the people you work with and the specific situation.

Definition of each leadership style:

What it is
When to use it
How to develop it

The Visionary

The Visionary approach to leadership is summed up by the phrase, “Come with me.” Visionary leaders are inspiring. They tell their teams where they are heading, but don’t dictate how they’re going to get there – they encourage their team members to use their own initiative to solve a problem or to meet a target.

Empathy is the most important aspect of Visionary leadership

When to Use It

Visionary leadership is most effective when your organisation needs a new vision or a dramatic new direction, or for helping your team to manage change. However, it’s less likely to be effective when you’re working with a team that is more experienced than you are. In these cases, democratic leadership is more likely to be effective.

Visionary leadership can create the most positive results of all the six leadership styles, but it may also be overbearing if you use it too much.

How to Develop It

To develop a Visionary leadership style focus on increasing your expertise, vision, self-confidence, and empathy. Get excited about change, and let your team see your enthusiasm – it’s infectious!

The Coaching Leader

The Coaching leader's approach is, "Try this." The Coaching leadership style connects a team member's personal goals and values with the organisation's goals. This style is empathetic and encouraging, and you can use it when you want to focus on developing people for future success. This style centers on having in-depth conversations that focus on long-term life plans and how these connect with the organization's mission. This style has a positive impact. It establishes rapport and trust, and increases motivation.

When to Use It

Use the Coaching style when you have a team member who needs help building long-term skills, or if you feel that he or she is "adrift" in your organization and could benefit from a coaching or mentoring relationship. However, coaching can fail when it's used with an employee who is not making an effort, or who needs a lot of direction and feedback. In these cases, Pacesetting or Commanding leadership may be more effective.

How to Develop It

To develop a Coaching style, learn how to engage in informal coaching and mentoring. It's also important to get to know the people on your team. When you know your people, you're better able to see when they need guidance or advice.

The Affiliative Leader

The Affiliative leader believes that, "People come first." The Affiliative leadership style promotes harmony within the team, and emphasizes emotional connections. It connects people by encouraging inclusion and resolving conflict. To use this style you need to value others' emotions and have a strong awareness of their emotional needs.

When to Use It

Use this style whenever there is team tension or conflict, when trust has been broken, or if the team needs to be motivated through a stressful time

How to Develop It

Leaders who use the Affiliative style are highly focused on emotion. So, learn how to resolve conflict and how to be optimistic. Our article on managing emotion in your team will also help.

The Democratic Leader

The Democratic Leader asks, "What do you think?" The Democratic leadership style focuses on collaboration. Leaders using this leadership style actively seek input from their teams, and they rely more on listening than directing.

When to Use It

This style is best used when you need to get your team on board with an idea or build consensus. It's also effective when you need your team's input. The Democratic leadership style shouldn't be used with people who are inexperienced, lack competence, or aren't well informed about a situation. It's best to ask for input from team members who are motivated, knowledgeable and capable.

How to Develop It

To develop a Democratic leadership style, involve your team in problem solving and decision making, and teach them the skills that they need to do this. Also try to improve your active listening and facilitation skills.

The Pacesetter Leader

The Pacesetter leader says, “Do as I do, now.” The Pacesetter leadership style focuses on performance and achieving goals. Pacesetter leaders expect excellence from their teams, and they will often jump in themselves to make sure that targets are met. This style doesn’t “coddle” poor performers – everyone is held to a high standard. While this can be a successful style, it can have a negative effect on the team, leading to burnout, exhaustion and high staff turnover.

When to Use It

Try the Pacesetter leadership style when you need to get high-quality results from a motivated team, quickly.

How to Develop It

Because the Pacesetter style focuses on high performance, learn how to improve the quality of your team’s work using techniques such as Six Sigma and Kaizen. Train your people well and engage in high-performance coaching to help them to become as effective as possible.

You may also want to work on your motivation skills, so that you can get the best from your people.

The Commanding Leader

The Commanding Leader demands, “Do what I tell you.” Commanding leaders use an autocratic approach. This often depends on orders, the (often unspoken) threat of disciplinary action, and tight control. So, it’s important to remember that people in democratic countries are used to having a high level of control over their lives and their work, and that this approach could deprive them of this. What’s more, because this leadership style is so often misused, it can have a profoundly negative effect on a team.

When to Use It

The Commanding leadership style is best used in crises to jump-start fast-paced change and with problem team members.

How to Develop It

Be cautious when setting out to develop a Commanding leadership style. Remember, this style is very easily misused, and it should only be used when absolutely necessary. To work effectively in these high-pressure situations, learn how to manage a crisis, think on your feet, and make good decisions under pressure.

Ask the group:

- How many of each style do we have in the room?
- Can someone share one strength and one weakness from being this type of leader?

Method/tools/material

PPT presentation

QUIZ: coach-you.co.uk/leadership-style-assessment

This quiz is taken from an external resource and it is in English. It will show the % of each style in each individual.

We have written some questions on the Annex if you want to create a quiz in your language. Please note – it is not as professional as the one above and we recommend to run the one in English!

Find the description of each leader in the Annex

Slide

What is leadership – definition
Introduction to the emotional leadership styles
The visionary
The coaching
The affiliative
The democratic
The pacesetter
The commanding

Time: 10 min.

Description

Activity

In breakout rooms of 2 people:
What was your predominant leadership style?
How does this help you in your day to day?
What is the leadership style that you feel you lack the most?
What do you feel you need to become a better leader?

Method/tools/material

Breakout rooms of two people

Slide

“Activity” Slide

Time: 10 min.

Description

Wrap Up

Thank you Slide



Session 2: Organisations – how to move from vertical to horizontal leadership

Goals:

1. Rethinking Leadership
2. Reflect on leadership and gender
3. Understand how to move from vertical to horizontal structures: Servant leadership

Target audience, group size:

Athletes and (men and women) leaders, group size between 5 and 15 participants

Time: 60 minutes

Resources, materials, supplies, equipment:

Facilitator:

- PPTX
- Zoom account or any other virtual meeting platform
- Breakout rooms.
- Good internet connection.

Participants:

- Paper and pen
- Good internet connection

Resources:

Facts and figures: Women's leadership and political participation

unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures

United Nations Educational Scientific and Cultural Organization research on women in sport

en.unesco.org/sites/default/files/gender_equality_in_sports_0.mp4

Participation of Women in the Olympics

en.wikipedia.org/wiki/Participation_of_women_in_the_Olympics

Women at the Olympic Games

olympic.org/women-in-sport/background/statistics

Gender Pay gap in EU: ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/equal-pay/gender-pay-gap-situation-eu_en

Promotion of women in sport through time

olympic.org/women-in-sport/background

Time: 5 min.

Description

Intro

Moderator:

- Present plan for the workshop
- Give a very short overview about the agenda of the session.

Goals of session:

1. Rethinking Leadership
2. Reflect on leadership and gender
3. Understand how to move from vertical to horizontal structures: Servant leadership

Method/tools/material

PPT presentation

Material (participants): paper and pens (different colors)

Slide

Welcome

Agenda

Time: 15 min.

Description

Rethinking leadership

Intro by moderator:

Our primary understanding of leadership comes from top-bottom, traditional and out-dated forms of authority identified as “masculine” .

It is crucial to examine more collaborative and creative models and approaches that are emerging from feminists perspectives and others interested in innovation and participation that put the focus on personal styles and not on what’s expected of their style based on their gender.

By analyzing different approaches to leadership and how they contribute to social transformation, people can define for themselves the qualities and behaviors they see as most crucial to leadership regardless of their gender.

Hierarchical and male leadership versus feminist leadership, quote on slide 6.

5 min Activity: the quick self-scan of the balanced leader.



Participant: Please take a pen and a paper. Draw a vertical long line and on the top end of the line, draw a horizontal line. At the end of this line on the left, write masculine energy. At the end of the line on the right, write feminine energy.

Move on the line based on how much you react that way. If it is a 100%, stay on the extremes of the horizontal line. If it is a 50%, stay close to the red line.

Facilitator. Show the graphic template and ask each question out loud so participants can draw their figure.

When the participants are done, ask for a male volunteer in the room to share if based on the test, he has “masculine” energy, “feminine” energy or if he has a bit of both. Ask a female volunteer the same.

The objective is to prove that everyone has components of both sides and that this distribution of qualities identified as “masculine” or “feminine” are too binary. This is one of the examples on how we, as a society, have understood and build leadership through what is understood by “Masculine” and/or “Feminine” energy. These kinds of exercises are outdated as they see feminine and masculine as opposites and excluding, using tremendously stereotyped concepts about what is expected from men and from women.

We prefer other approaches to leadership, less focused on gender and stereotypes of what is expected from masculine leadership or from feminine leadership.

3 min Feminist leadership:

Feminist leadership is about creating less vertical and more horizontal, participatory and democratic power and decision-making structures, greater transparency and openness about internal and external processes and finances, ensuring a voice and role for all key stakeholders, internal and external and building a sense of solidarity and inclusion, a strong sense of accountability to our constituents and to the larger movements we are linked to, creating flexible, gender-sensitive internal policies and practices based on respect for different capacities and generally, pursuing non-violent strategies of action. These ethics underlie the struggle, in most feminist movements and organisations, to create feminist ways of working.

Method/tools/material

PPT presentation

Self-reflection – need pen and paper

Slide

Rethinking leadership

Quote by David M. Boje

Activity: the self scan of the balanced leader

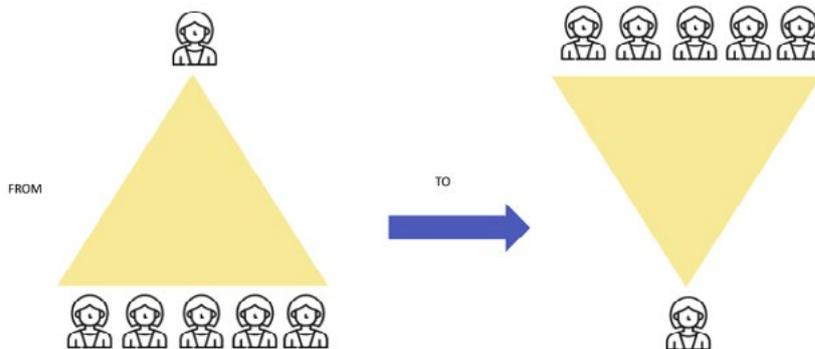
Feminist leadership

Time: 15 min.

Description

Activity: Servant leadership

SERVANT LEADERSHIP: TURNING THE PYRAMID UPSIDE DOWN



Intro by moderator:

Quote by Mahnaz Afkhami, Ann Eisenberg and Haleh Vaziri on slide 9.

What is servant leadership

Leadership philosophy, developed by Robert K. Greenleaf, in 1970.

1. Servant leadership turns the power pyramid upside down, which puts those traditionally at the bottom of the pyramid at the top of the pyramid; instead of the people working to serve the leader, the leader exists to serve the people.
2. Servant leaders share power, put the needs of others first, and help people develop and perform as highly as possible, unlocking purpose and ingenuity in those around them, resulting in higher performance and engaged, fulfilled staff.

Characteristics of Servant Leader

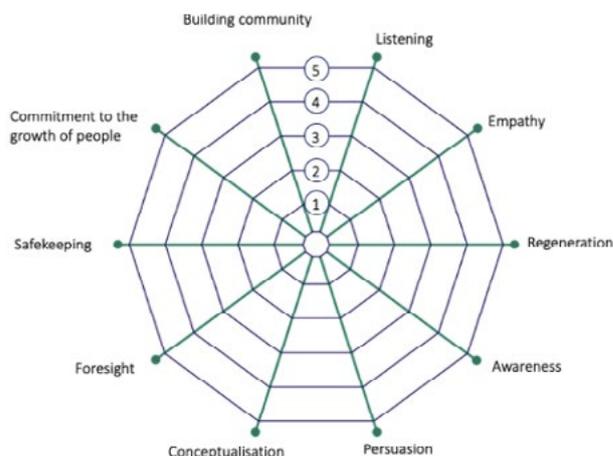
1. Listening: Listens receptively to what is being said and not said.
2. Empathy: Understands, accepts and recognises others for their unique and special spirits.
3. Regeneration: Transforms and integrates by supporting and helping to make self and others whole.
4. Awareness: Has general and especially self-awareness.
5. Persuasion: Relies on persuasion rather than on positional authority to achieve consensus.
6. Conceptualisation: Thinks beyond day-to-day realities – dreams big.
7. Foresight: Is able to see the bigger picture in order to anticipate the likely outcomes of a situation.
8. Safekeeping: Creates safe places for everyone to be themselves.
9. Commitment to the growth of people: Believes that people have an intrinsic value beyond their tangible contributions.
10. Builds Community: Identifies means for building community among those who work within a given institution.

Activity: 5 minutes Self-reflect Activity: Take a piece of paper and draw this spider-web on it. Rate yourself on each of the servant leader characteristics on a scale from 0 (lowest) to 5 (highest). Once you have done it, reflect on what are your strengths and your opportunity areas for improvement.

Are you a servant leader?

Draw the Spider web diagram:

1. Rate yourself on a scale of 0 to 5 (0 lowest; 5 highest) for each of the servant leader characteristics.
2. Reflect on what are your strengths and your opportunity areas.



Activity: Ask some volunteers to share which characteristics they find they are strong in and those they lack.

Method/tools/material

PPT presentation
Pen and paper

Slide

Slide with quote as introduction
Definition of servant leadership
Characteristics of a servant leader
Activity: self reflection, are you a servant leader? spiderweb

Time: 10 min.

Description

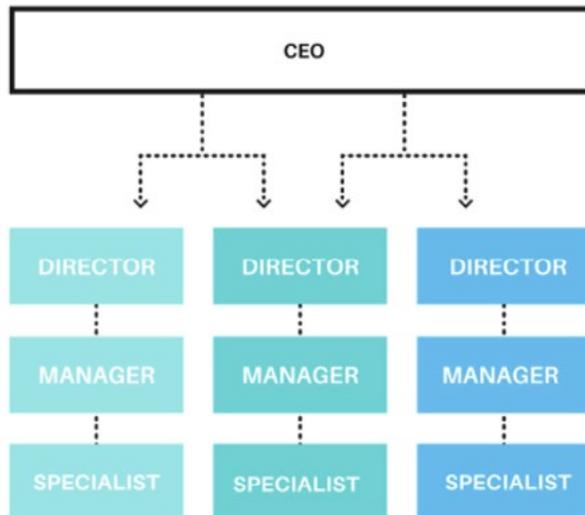
Horizontal team structures

The difference between horizontal and vertical organisations is that vertical organisations have a top-down management structure, while horizontal organisations have a flat structure that provides greater employee autonomy

Vertical organisations

Organisations with a large number of employees often choose to run a vertical leadership, which is typically structured like a pyramid with executives at the top, mid-level managers in the middle, and low-level managers and employees at the bottom.

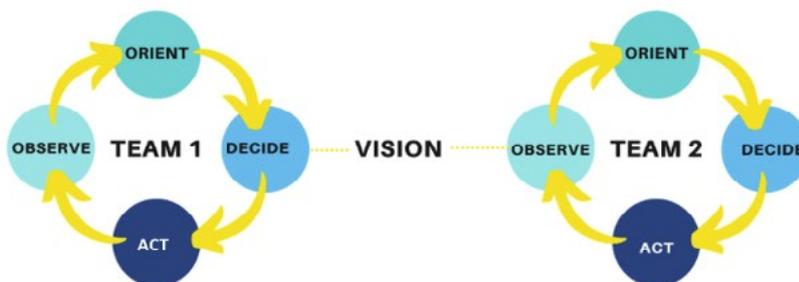
THE VERTICAL ORGANISATION



This top-down structure has a defined chain-of-command and strict protocols regarding how the members of the organisation can make suggestions that reach the upper levels of your company.

The primary advantage of vertical organizations is that all employees know and understand their roles and responsibilities, which can increase productivity. Vertical organizations motivate workers to seek management positions, which often results in them working efficiently to achieve performance standards.

HORIZONTAL



If your company culture is all about tapping into the creativity and imagination of your staff and empowering them to do their jobs without micromanagement, then you may want to set up a horizontal organisational structure.

In this structure, you grant employees the authority to make decisions without having to obtain executive approval. A horizontal organisation has few – if any – managers because the focus is on empowering the staff members and removing any barriers between the executive level and the staff level. Teamwork, collaboration and the exchange of ideas are the hallmarks of a horizontal.

The main advantage of a horizontal organization is that employees are free to make important decisions without feeling as though management is second-guessing them.

This empowerment can boost morale and motivation and spur creativity in your workers. Decision-making in horizontal organizations is fast because there are no barriers between workers and executives.

Move from vertical to horizontal

To be able to move from vertical to horizontal there are 3 main steps:

1. Acknowledge that every team member is a leader
2. Empower every team member to become a Servant Leader. If your organisation manages to have a team of people with a servant leader mindset, you will then be able to build a sustainable and meaningful horizontal structure.
3. Build a circular approach within your organisation to work in teams that are built with people with complementary skills. These teams are linked together by a shared vision and mission.

Method/tools/material

PPT presentation

Slide

Theoretical slides of vertical structures

Graphic visualising vertical structures

Theoretical slide of horizontal structure

Graphic visualising horizontal structure

Slide explaining how to move from vertical to horizontal

Time: 15 min.

Description

Activity: what would a servant leader do?

Create 4 breakout rooms and give each group a case to reflect on.

Each leadership scenario of the exercise requires decision-making, leadership and teamwork.

Based on the servant leadership model, reflect on dos and don'ts. What are good and bad practices based on each scenario.

Create 4 Zoom rooms

Assign each scenario to one room

Distribute participants per rooms (randomly)

Ask them to decide together the best ways to act based on the servant leadership model.

How would a servant leader react in the following scenarios? What actions would NOT be characteristic of servant leadership?

1. The president of a community rugby organisation that has only run programmes for boys in the past decides that they would like to launch a programme for girls

in the community. They plan to use the same structure and coaches as the boys' programme, because they already have the space and coaches.

Facilitator notes

A servant leader would:

Encourage collaboration by engaging the coaches and programme staff in the decision and design of the programme.

- Ask for feedback on the design of the programme, particularly from those with a perspective that this programme would impact (e.g., girls and families in the community, female coaches, current programme staff and coaches).
- Listen to the feedback and advice from others to design the programme in a way that meets the needs of girls in the community instead of trying to fit the boys' programme.

A servant leader would NOT:

- Assume that the structure and design of the boys' programmes would automatically fit the girls' programme
- Rely only on their own experience and expertise and ignore the perspectives of others
- Take on the entire design and implementation of the new programme personally

2. Between new opportunities, grants, and programme opportunities, the last year has been an exciting year. Everyone on the team is enthusiastic and energised by the work and prospects. However, it is common that the coaches and staff are working more hours than normal and everyone seems a bit overwhelmed.

Facilitator notes

A servant leader would:

- Listen to the needs of the employees and be aware of their wellbeing.
- Engage employees directly to discuss options for employee welfare programmes to address the feeling of being overworked.
- Work with the team to build an environment where everyone feels safe and comfortable speaking up when they are feeling overwhelmed.

A servant leader would NOT:

- Assume that the enthusiasm and energy outweigh the burnout
- Push to just make it through a few more months
- Make promises to take care of the employees and not follow through
- Design an employee wellness programme without listening to the needs and wants of the staff

3. An organisation that runs sports programming for girls is tasked with updating their safeguarding policies and procedures. One of the Programme Directors used to work in safeguarding for a large corporation, and is asked to lead the process.

Facilitator notes

A servant leader would:

- Create a safeguarding working group comprised of a variety of staff members and

- coaches within the organisation to bring multiple perspectives to the table
- Listen to the safeguarding concerns at all levels of the organisation
- Incorporate the perspective of the girls in the programme about what is important to them to make their programme feel safe
- Delegate tasks and encourage others to take ownership over various aspects of the new policy

A servant leader would NOT:

- Take on the entire process as a one-person task
- Assume that their experience and definition of safeguarding will apply to this context
- Ignore others' experience and willingness to help

4. You work as a coach for a girls' football and development organisation. A couple of girls on your team approach you with an idea of a mentoring programme between the older players and the younger players. You have seen a model of this in your last job, and think it is a great idea.

Facilitator notes

A servant leader would:

- Provide space and opportunity for the players themselves to design the mentoring programme
- Offer support and guidance, but do not take over the lead of the project
- Share the players' idea and success in a way that recognises and encourages them
- Continue creating a safe space for the players to share their ideas, questions, and concerns

A servant leader would NOT:

- Take over the project as their own or assume their past experience is the only model
- Turn down or ignore the idea
- Tell the players to pursue the idea but offer no support or guidance

Method/tools/material

PPT presentation
Zoom Breakout Rooms

Slide

Leadership scenarios. One per slide.
Thanks and goodbye.



Session 3: Inspiring and Motivating Others

Overview:

Women face multiple structural barriers that hinder their advancement into, or holding of, leadership positions in the Sport for Development (S4D) sector. While the S4D sector works to dismantle the structural barriers women face, it must simultaneously support women to help shift, build and fortify their self-confidence. The importance of self-confidence is vital in charting a pathway to leadership. A strong sense of self-confidence can be built through developing a powerful personal story.

This session discusses the theoretical underpinnings of what a story is, why it is important, the several aspects of a story, and how stories can be written and shared in a way to inspire and motivate others. Participants will have the opportunity to self-reflect on their story, in particular, how sport has impacted their life and leadership. The session will provide the participants the time to incorporate the “theoretical stepping stones” of story writing to modify their personal story.

The session will teach the participants the importance of breath and body language when telling their story. For those that feel comfortable, participants can share their modified personal story with the group.

Goals:

1. Fortify their story: Participants will learn how to reflect upon their personal journey and actively construct and reconstruct their story through narrative writing.
2. Find their voice and body: Participants will learn how they can use their breath and body language to convey a position of leadership.
3. Motivate and inspire others: Participants will learn how to combine their story with their voice and body to inspire and motivate others.

Targets, group size:

The workshop session is primarily aimed at athletes and leaders of all genders within the sport sector. The recommended group size is six (6) or more participants; 10 is the maximum.

Prerequisite sessions: It is recommended that participants have completed session 1 and 2 in module 1 before this session.

Other themes referenced: Storytelling

Time: 120 minutes

Resources, materials, supplies, equipment:

Facilitator:

- PPTX
- Zoom account or any other virtual meeting platform
- Interactive online tool to create word clouds, such as menti.com. If you do not have access to such a tool, you can also use Zoom’s whiteboard and ask participants to type their words there.

Participants:

- Paper and pen
- Good internet connection

Time: N/A

Description**Pre-session mini-assignment****Input by the moderator**

- Ask all session participants to complete the pre-session mini-assignment. This mini-assignment is crucial for them to complete prior to the session as some of the session activities will incorporate it.

Text of email

Subject: Pre-session mini assignment

Body:

[Insert brief introduction]

1. Who you are;
2. The organisation you are representing;
3. Brief background of SUE project; and
4. The pre-session mini assignment

Self-reflection

Listening and reflecting upon one's own story is a helpful way to better understand how you made sense of a certain scenario or situation that you experienced. This can then inform your future actions and understanding.

Mini-assignment: Think about how sport has impacted your life and leadership. Has there been a time when there was a barrier or hurdle you had to overcome in sport to get you to the place where you wanted/deserved to be? Please write your story, and come to the session with it and be prepared to learn how to use your story to motivate and inspire others.

Writing tips:

- Keep it short – 300 words
- Choose one moment – do not tell your whole life story
- Emotional high point
- Provide details
- Don't lecture

[closing remarks]

Method/tools/material

Via email/SUE app

Time: 5 min.

Description

Introduction

Input by the moderator

- Welcome
- Explain the function of the workshop within the module and the aim of the workshop
- Short overview of the workshop step by step

Method/tools/material

Slides

Slide

Slide 1: Welcome/Aim of the workshop

Slide 2: Overview/roadmap for today's workshop

Time: 5 min.

Description

Input:

Storytelling & Women in Leadership Positions

It is vital for women in sport to see women in leadership positions. However, according to a published report by the Council of Europe (2019) on leadership within the Sports for Development (S4D) sector, there is a disproportionate number of men in leadership positions than women. Of the surveyed sports federations, a strikingly small percentage, 7 and 18 per cent, stated that women hold president and vice-president positions respectively.

Women face multiple structural barriers that hinder their advancement into, or the holding of, leadership positions in the S4D sector. Women often experience an unsupportive environment and gender-based discrimination, which may lead to women feeling a lack of self-confidence in their leadership ability. While the S4D sector works to dismantle the structural barriers women face, it must simultaneously support women to help shift, build and fortify their self-confidence.

The importance of self-confidence is vital in charting a pathway to leadership. A strong sense of self-confidence can be built through developing a powerful personal story. Building and sharing a powerful story has a positive rippling effect, thus motivating and inspiring others.

Method/tools/material

Slides

Slide

Slide 3: Women in Leadership – Why Storytelling is Crucial

Slide 4: Council of Europe (2019)

Time: 5 min.

Description

Input:

The importance of stories

Storytelling is a powerful tool. It can be used to share personal experiences, raise awareness, promote effective practices of how to overcome boundaries and self-perceived limits, and empower, motivate and inspire others to take action. When a storyteller is able to narrate their personal story and is able to connect to a common shared experience of those in the audience – the collective impact of that message is amplified.

Method/tools/material

Slides

Slide

Slide 5: The importance of stories

Time: 10 min.

Description

Reflection:

Begin a group discussion

Ask the participants if there are any volunteers that would like to share their story that they wrote for the pre-session mini-assignment. This is an opportunity for the group to learn more about each other and to get comfortable sharing with unfamiliar faces their personal story.

Method/tools/material

Slides

Slide

Slide 6: What is your story?

Time: 13 min.

Description

Input:

Stories that move us

3 min Intro by moderator:

Open to Possibilities is the narrative of Ibtihaj Muhammad, a 2016 Olympic medallist, 5-time Senior World medallist, including 2014 World Champion in the team event. In August 2016, she became the first American woman to compete in the Olympics wearing a hijab.

10 min Watch Open to Possibilities

- Open Youtube link and share screen

Note to facilitator: free to choose another example(s) if you feel that another woman could be more representative to the group of participants. Come to the webinar prepared with some examples from the story that can be used in the later activities (i.e. The Elements of a Story and Traditional Storytelling Arch).

If you choose to use another example, please ensure you edit the photo on slide. 7 to showcase your new example.

Method/tools/material

Slides and Youtube link

Slide

Slide 7: Stories that inspire and motivate others

Time: 7 min.

Description

Reflection:

What makes Ibtihaj Muhammad's story so inspiring and motivating?

Note to facilitator: If you choose to use another example in the section "Stories that move us", please ensure you provide a recap of the example used as is illustrated below. Regardless of the example, please follow the same activity instructions.

Ibtihaj's empowering story highlights her defiance against racism, sexism, and xenophobia within sports. Ibtihaj would often experience anxiety, which would manifest in a debilitating fatigue. One day, Ibtihaj made the decision not to let negativity and the various obstacles that she continuously experienced in her sporting career affect her anymore. She chose happiness above anything else, which helped guide her to the Olympics.

Ibtihaj's story illuminates the various structural barriers women often face in the sports sector. Her story showcases that barriers can be broken through and success can be achieved if you have a vision, a positive mindset and determination.

Begin a group discussion to brainstorm reasons why this particular story is memorable, motivating and inspiring.

Note to facilitator to help guide discussion:

- First, allow the participants to write down their personal thoughts on the whiteboard (2 min)
- Second, discuss the answers written on the whiteboard.
- Tip: To help start and steer a conversation, somethings you could consider include:
- Point out similar answers/recurring answers. Ask the participants why they feel it is such a common response.
- Ask the participants if anybody would like to share what they wrote.
- Ask the participants if they have any additional thoughts now that they had the chance to review what the others wrote.

Method/tools/material

Slides and Zoom whiteboard

Slide

Slide 8: What makes a story inspiring and motivating?

Time: 15 min.

Description

Input:

Elements of a story

A story should comprise of six (6) key elements. By including all six elements, a story will be clear and concise, and the audience will be motivated and inspired.

Characters

Stories are often told from a single point of view and in first person. The focal character of the story is the person telling the story. The character is compelling and is relatable to the audience. They are comfortable sharing specific details, memories and experiences.

Action

The intention of your story is to motivate and inspire others. A story includes the specific chronological actions that were taken to help overcome a specific struggle, challenge or barrier. Ensure to provide clear and concise details.

Emotion

A storyteller should first ensure that their story evokes emotions in themselves. If a story does not make the storyteller feel anything when they think about it, then it is

not the right story for them to tell. The storyteller should feel something. Whether the emotion is curiosity, excitement, love, the storyteller should experience some emotion when thinking about the story. The more a story affects the storyteller, the more they know how to express it.

Additionally, the story itself must have an emotional component. Stories should convey emotions that motivate and inspire others.

Detail

The character's story should create a vivid image for the audience. The detail should be rich and animated using plenty of descriptors. It is vital that the storyteller knows the right details to emphasize.

Hook

A hook captures the audience's attention as quickly as possible. It immediately provides a sense of whose story it is, what is happening at the moment in time, and what is at stake. For example: Anna becomes the first woman in the world to boulder Everest successfully with no oxygen despite being an asthmatic.

Why is this a hook? The audience does not know how Anna is going to manage something so insanely difficult. The audience would like to know how she does it – it is a life or death situation.

Message

There should always be a desired impact of the story being told. What end result is most important? What specific action does the storyteller want their audience to take? Determine the purpose to help frame the story being told.

Method/tools/material

Slides

Slide

Slide 9: What makes a good story?

Time: 5 min.

Description

Reflection:

Connecting Ibtihaj Muhammad's story to the 6 key elements

Begin a group discussion to brainstorm if/how Ibtihaj Muhammad's story (from the previous activity) included the 6 key elements. If you used another example, please follow the same activity instructions as outlined below, but use your chosen example.

Note to facilitator to help guide discussion:

- During the Zoom whiteboard, first type the 6 key elements.

- Ask the participants to try and fill in one answer per each of the 6 elements.
- Point out similar answers/recurring answers. Ask the participants why they feel it is such a common response.
- Ask the participants if anybody would like to share what they wrote.
- Ask the participants if they have any additional thoughts now that they had the chance to review what the others wrote.

Method/tools/material

Slides and Zoom whiteboard

Slide

Slide 10: Connecting stories to the elements of a story

Time: 10 min.

Description

Input: Traditional Story Arch

In essence, a traditional story arch is a storyline. The purpose of the story arch is to move a character from one state, or place, to another. There are six (6) components to the story arch. They are as follows:

Hook

Note to facilitator: this is the same text as is found in the section “Elements of a story”. A hook captures the audience’s attention as quickly as possible. It immediately provides a sense of whose story it is, what is happening at the moment in time, and what is at stake. For example: Tesora becomes the first woman in the world to boulder Everest successfully with no oxygen despite being an asthmatic.

Why is this a hook? The audience does not know how Janice is going to manage something so insanely difficult. The audience would like to know how she does it – it is a life or death situation.

Context

The storyteller begins to introduce the story. They offer background information to prime the audience for the rest of the story, including introducing the main character(s) (the “who”), setting (the “where”), and circumstances or time period (the “when”).

Incidents + Obstacles

This is when the storyteller begins to explain some of the obstacles or conflicts that began to rise. It typically begins with a triggering event (or sometimes a series of events) that puts the main events of the story in motion. This is when the audience begins to see what the story is really about.

Crisis + Climax

This is the highest point of tension in your storyline.

Resolution

This is how the story ends. It closes the story loop and shows how the events of the story have changed the storyteller often in a positive sense.

Concluding Remark

This typically includes the takeaway message; it is an inspiring and motivating 'call to action'.

Method/tools/material

Slides

Slide

Slide 11: Traditional Story Arch

Time: 20 min.

Description

Reflection:

Rewriting Your Narrative

Assign breakout rooms; 3-4 people maximum. In each room, ask the participants to start reflecting on their personal story they wrote as the pre-session mini-assignment. Acknowledge that 20 minutes may not be enough time to complete a final version of their story. Encourage them to take their time and ask questions to their peers, if comfortable.

Each participant is asked to do the following:

- Plot the points of their story onto the arc. They do not have to write the entire story on different points of the arc but rather, just bullet points or short summaries.
- After plotting their story onto the arch, begin to write a draft version of their story using the 'Elements of a story' (Characters, Action, Emotion, Detail, Hook, Message)

Method/tools/material

Breakout rooms

Slide

Slide 12: Rewriting your narrative

Time: 5 min.

Description

Input:

How to tell a story

How to deliver a story is just as important as writing a story. Here are some things that the participants should focus on before and while they tell their story:

Building confidence

Nervous is the same feeling as being excited! Be brave. Mistakes will be made. Do not say sorry.

Mantra: this is something you tell yourself time and time again

- I am the expert of my story
- I am speaking my truth
- I am excited to do this

Calming nerves

Before presenting, there are breathing techniques that help calm the central nervous system and keep nerves at bay.

- Breathing exercise one:
 - Breathe in through the nose for 3 seconds
 - Breathe out through the nose for 4 seconds
 - Repeat 6 times
- Breathing exercise two:
 - Breathe in through the nose as deep as you can
 - Hold the breath and squeeze your hands for 3 seconds
 - Breathe out through the mouth and relax the hands
 - Repeat 5 times

Body language

- **Moving away from: Low-power poses.** People who assumed closed poses like these had an increase in stress hormones and received lower marks in job interviews.
- **Moving towards: High-power poses.** Positions like these convey strength, and were related to a decrease in a stress hormone and better interview performance.

Method/tools/material

Slides

Slide

Slide 13: How to tell your story

Slide 14: Your mantra

Slide 15: Calming your nerves

Slide 16: Calming your nerves, continued

Slide 17: Body language

Time: 5 min.

Description

Group discussion **Share to inspire and motivate others**

As an entire group, invite participants to share their revised story. Reinforce that this is a safe space and everyone in the session is there to support one another. Before presenting, encourage the participants to stand in their power pose, use the breath techniques, and repeat the mantra internally.

Method/tools/material

Slides

Slide

Slide 18: Share your story

Time: 5 min.

Description

Conclusion Thank you and goodbye

Slide

Slide 19: Thank you

4. Supporting Others Module – Gea Coop Sociale (Italy)

Background

Why is networking among the top topics of our list in women's leadership in sport? Nowadays, especially for women who as we have underlined in our report "Why we need structures to change: an analysis of the barriers for women in sports leadership in Europe" face higher barriers in their professional sport paths, having strong networks can mean the difference between getting the position you want or not. Experts agree, between 70-85% of people on average are in their current position thanks to networking. Relational skills together with the capacity to relate with others and most of all with key stakeholders in a positive way play a fundamental role in the capacity to reach a certain position of leadership or simply the role we aim to reach, in all fields and obviously also in sport.



Session 1: Networking

Overview:

The creation of valuable and lasting social and relational contacts encourages the exchange of thoughts and experiences, trains people to listen to and learn from others, as well as support each other for mutual benefits, creating new professional opportunities both on a micro scale, through one-to-one relationships as can be between a coach/trainer and an athlete, but also on a macro scale within the same sports club, national and international sports networks. Networking in fact works at every level.

We can evaluate both the offline and online dimension of networking: follow up is a fundamental feature for both dimensions of networking, and follow-up with contacts and relations of course requires investment of time and resources that women, and especially young girls, do not always have. Sports must support them to grow their path towards leadership also offering networking opportunities, as our project SUE tries to do. In this sense, increasing the sense and act of solidarity and support between women in sport, and between leaders in sport and young women athletes through networking is fundamental.

More and more sports clubs and organizations are resorting to the use of networking, using both direct relationships and social media, a fast and inexpensive way to grow, to collaborate with other realities, and also to launch and denounce episodes of gender discrimination, sexism and stereotypes and to have responses of solidarity and support – think of the #Azzurre campaign on Rai 1 or the recent case of the Roman coach fired by her club, who denounced the fact on her Facebook channel. The alliance between the subjects and the ability to communicate, in person and online, are for the moment the only possible solutions to have a greater visibility, to break the silence and counter forms of gender discrimination. Having a network of relationships and mutual support can overcome the sense of frustration that leaders and athletes may have if they act individually.

Goals:

- Promote awareness on the importance of networking and developing effective skills for women's personal and professional growth and leadership in sport

- Explain the connection between main barriers in sport for women and barriers/difficulties in networking for women and define main solutions and strategies to overcome them
- Provide concrete examples of positive networking in sports, starting from our SUE's app and event
- Provide concrete examples of positive networking between women in leadership position

Other themes referenced:

Better communication

Teamwork

Targets, group sizes: Female athletes, Coaches/leaders in sport, group size flexible

Time: max 2h

Methods, materials/supplies/equipment:

Internet connection, paper and pen, slides, interactive tools (questions,)

Methods, materials/supplies/equipment: Internet connection, paper and pen, slides, interactive tools (questions, sharing personal experiences) videos, personal stories from testimonials

Programme:

1. Introduction video (www.kreedon.com/networking-in-sports-athletes/) and/or personal story from a relevant testimonial.
Explain why networking is so important and what are the main difficulties in general and specifically for women.
Different types of networking; men/women in networking: what's the difference?; what are the features of an effective activity of networking
2. Networking in sport: mutual support between the athletes and leaders, exchange of opportunities for leaders to leaders or leaders to athletes or athletes to athletes, sense of community between the team and the club if the network of relationships is large and positive.
3. Good examples of networking for athletes and for leaders: concrete examples from testimonials and stories gathered by partners; SUE's app and Sport Camp, concrete examples of networking practices. Main tools for networking: online and offline tips and tools.
Get to define the basic features for an effective networking action in sport
4. Personal experiences from participants: goals / barriers, difficulties / solutions and changes; re-elaboration of personal networking strategies for the set goals (work in pairs and group discussion).

Resources:

Women in sport leadership: research and practice for change, Laura J. Burton, Sarah Leberman, Routledge 2019.

Time: 10 min.

Description

Intro

Input by the moderator

- present plan for the workshop

Goals:

- The importance of networking and developing effective skills for women's personal and professional growth and leadership in sport
- Explain the connection between main barriers in sport for women and barriers/difficulties in networking for women and define main solutions and strategies to overcome them
- Provide concrete examples of positive networking in sports

Method/tools/material

PPT presentation

Slide

Slide

- 1: Welcome
- 2: Introduction to the Module Goals of the whole Module
Selected Workshops
- 3: Goals of the Workshop

Time: 20 min.

Description

Networking

- Mentimeter: Use the function, "word map" and ask for three words that participants think of when they hear about networking
- brief discussion of the word map created

Intro by moderator:

Explanation of networking concept:

Nowadays, especially for women who as we have underlined in our report "Why we need structures to change: an analysis of the barriers for women in sports leadership in Europe" face higher barriers in their professional sport paths, having strong networks can mean the difference between getting the position you want or not. Experts agree, between 70-85% of people on average are in their current position thanks to networking. Relational skills together with the capacity to relate with others and most of all with key stakeholders in a positive way play a fundamental role in the capacity to reach a certain position of leadership or simply the role we aim to, in all fields and obviously also in sport.

Why is networking among the top topics of our list in women's leadership in sport?

The creation of valuable and lasting social and relational contacts encourages the exchange of thoughts and experiences, trains people to listen and learn from others, as well as support each other for mutual benefits, creating new professional opportunities both on a micro scale, through one-to-one relationships as can be between a coach/trainer and an athlete, but also on a macro scale within the same sports club, national and international sports networks. Networking in fact works at every level.

Method/tools/material

PPT presentation
Participants discuss

Slide

Slide 47-48-49

Time: 30 min.

Description

Intro by moderator:

A social network is a social structure made up of nodes, which may be people or organisations, and links between these nodes, the ties that create interdependence. Nodes, which can be either people or organisations, and the links between these nodes create interdependence: values, ideas, friendships, family ties, affections, aversions, work relations, access to interdependence: values, ideas, friendships, family ties, affections, aversions, labour relations, agreements, conflicts ...

The result is a complex web of links that hold the different actors together more or less firmly and which, when represented graphically, takes the form of a network. In this representation two constituent elements of the social network are identified: the nodes and the links that connect them. The former, which represent the basic units, are none other than the actors acting in the network, and can be individuals, groups or institutions. The threads that hold these actors together are the relationships that exist between them. The relationships that underpin social networks are therefore fundamental to understanding social systems, while also taking into account how these relations, and consequently the social networks social networks themselves, are never fixed and defined, but change, change, producing changes in social communities, culture, value and norm systems, and system of values and norms, and modes of communication. And in the information age, social networks and the system of relations between individuals are changing thanks to the change and thanks to the internet, a new means of communication and connection between individuals, groups and institutions. It is a virtual space that is, however, present in our real lives and allows us to meet, communicate, exchange and potentially (virtually) enter into contact with people all over the world.

Two dimensions of networking

- Online
- Offline

We can valorise both the offline and online dimension of networking: follow up is a fundamental feature for both dimensions of networking, and follow up with contacts and relations of course requires investment of time and resources that women, and especially young girls, do not always have. Sports must support them to grow their path towards leadership also offering networking opportunities, as project SUE aims to do. In this sense, increasing the sense and act of solidarity and support between women in sport, and between leaders in sport and young women athletes through networking is fundamental.

Difference between offline and online:

offline networking (do it informally but also formally):

- to team up in solidarity: using different methods from training sessions, to locker room moments to meetings outside sports time, to invite people to get to know each other, to share, to have more opportunities to offer
- create informational stands, events and join national and international campaigns on gender and discrimination in sport

Online networking (do it informally but also formally):

- get more visibility as the internet is a window on the world
- publish one or more websites to be visible
- creating online events, meetings
- have a list of “hot” contacts on the net for immediate and effective support and collaboration when launching “subversive”, “out-of-chorus” messages, such as reporting abuse or discrimination

Strong points of networking:

- To increase sense of solidarity;
- Supporting actions;
- To create new professional opportunities;
- To denounce gender discrimination episodes;
- To fight sexism and stereotypes

Method/tools/material

PPT presentation

Slide

Slide 47-49

Time: 30 min.

Description

Intro by moderator:

Why do women have more difficulty in networking?

Structural difficulties for women affecting networking: whether the network promotes the professional development of women, collaborating with the training and development function and development function, it is difficult for women to access it as they often do not have the same career and work opportunities as men. It is men who fill leadership roles and can therefore promote growth for women.

Women have a number of barriers in their career paths:

- gender discrimination;
- unemployment,
- work time home time;
- the low number of women in career positions

Particularly in sport, the rights of women workers are unequal to those reserved for men and therefore make it difficult for them to rise in their careers.

Experts agree, between 70-85% of people on average are in their current position because of networking. Networking skills, together with the ability to relate to others and especially key stakeholders in a positive way, play a key role in the ability to achieve a certain leadership position or simply the role you are aiming for, in all fields and of course also in sport. As a consequence, if the key roles are purely male and women are undervalued, networking will work as a closed and exclusive circuit for men only.

- Italian situation – each country can adapt its own example
As far as the presence of women in the sports government is concerned, it should be noted that in Italy no woman has been President of CONI or of a National Sports Federation (except in 2012 when Antonella Dallari was briefly President of the Italian Equestrian Sports Federation) and that the presence in the decision-making bodies of the sports government is very minimal.
- international arena

The situation is not very different in the international arena: suffice it to say that until 1981 the International Olympic Committee was composed only of men and that the first International Conference on Women and Sport was held in England in 1994, where for the first time the Olympic Charter addressed the issue of promoting women's sport.

Protection of women and equal opportunities:

- Even though Article 37 of the Italian Constitution states that “a working woman has the same rights and, for equal work, the same remuneration as a worker. Working conditions must allow the fulfilment of her essential family function and ensure special adequate protection for the mother and child” this institutional right is often poorly implemented.
- Also at a political level, in the Lisbon conference in 2001, the European Com-

munity addressed the problem and set itself targets in terms of the presence of women in the labour market from which, on the basis of the published data, Italy is still far away. It is therefore necessary to take practical steps to speed up the process in order to promote progress that will allow us to reduce the distance from other European countries and to reach the Lisbon objectives, knowing that this will have a significant impact on society.

- The ‘Charter of Women’s Rights in Sport’ of 1985 was first proposed by UISP, which was transformed by the European Parliament into the Women in Sport Resolution in 1987. This Charter was the first step to officially recognise the claim of equal opportunities between women and men in sport within the territory of the European Union. The 1985 charter highlights the large number of inequalities between women and men in the field of sport and stresses the importance of removing cultural barriers that prevent the real involvement of women.

Divide the participants into 3 breakout rooms, briefly present the 3 case studies and analyse with Jamboard:

- common elements
- how these stories have changed thanks to the network
- ideas for strengthening the network

The facilitator writes down in jambord the elements that emerge from the discussion. When the groups return to the plenary, each group representative sets out the main points of their discussion.

Each country can adapt the case studies to its own national context

1. The story of Alice Broccoli, a 33-year-old under-12 football coach, who was fired because of some photos she posted on her personal Instagram profile. Her only fault? Being a woman in an inherently male environment. Alice says: “I’ve had to scramble twice as hard as a woman, be recognised half as much and in the end I even get fired for photos! I can’t accept this, I can’t pretend nothing happened and keep quiet. I would be admitting a fault that I don’t feel I have.” and denounces his story on social media. Receives solidarity from the web and the team Atleti-Co San Lorenzo men’s team posing as women after a training session.
2. The story of Lara Lugli, a pregnant volleyball player whose contract was not renewed because she became pregnant and the club is asking for damages. The player denounced the situation on social networks. Her story caused a sensation and the Assist association (the national association of female athletes) took a stand and wrote to Prime Minister Draghi and asked for government intervention. Part of the letter from Assist to Draghi : “Lara’s story – continues Sbrollini – is that of hundreds of athletes who find themselves in her situation and who are denied monthly payments, terminate contracts or even simply the right to welcome a pregnancy with joy. Those who consider a pregnancy a detriment should be ashamed. No woman should feel inadequate and inappropriate”. A solidarity campaign was launched on social media for Lara with #ioloso to highlight gender discrimination in sport in Italy.
3. Women’s World Cup 2019, Italy returns after 20 years. A social media campaign is pushing the national team on television. #AzzurreSuRaiUno is a social campaign to bring visibility to the qualification of the girls to the World Cup. The request is to

show the matches on public TV, to give the National women's team the visibility it deserves, using the three most viewed networks (RaiUno, RaiDue and RaiTre) The motto: there is a world championship to cheer for! since the men's team had failed to qualify. However, despite the fact that the hashtag was very popular on the web with one and a half million views and over 15,000 shares on Facebook alone and around 8,000 shares on Twitter, this did not happen. But determination is female, and the Azzurri did not give up, so much so that the match against Portugal at 18:00 in Estoril at the Antonio Coimbra da Motà stadium was broadcast – for the first time – live streaming on the official Facebook page of the Italian Football Federation (FIGC).

Method/tools/material

PPT presentation
Zoom Breakout Rooms
Google Jamboard

Slide

Slide 54-61

Time: 15 min.

Description

Intro by moderator:

Facilitator stress the importance of networking for solidarity, support and bringing to light serious situations related to gender discrimination. Networking is a useful tool to win battles but also to have contacts for growth and support for athletes and leaders.

Some concrete examples of networking. Brief presentation of the examples, with a specific focus on SUE'S APP.

- Assist (Associazione Nazionale Atlete)
- Fare Network and Football vs Homophobia
- Sport Camp (Ragazze Nel Pallone)

Share the screen for an overview of the app.

- SUE's app
 - Explanation of SUE app: a product of the SUE- project.
 - Objectives

To increase networking and cooperation between women in coaching and leadership positions in traditional sports (e.g. football and volleyball) and emerging sports (e.g. roller derby) in Europe.

Strengthen the specific skills of women currently active within grassroots sport organisations to navigate and challenge existing norms and structures and increase their influence and presence as coaches, trainers and managers and their visibility and adequate coverage in the media.

Therefore its main aim is to:

- connect participants from all partner organisations and other grassroots sport organisations that will be involved to exchange contacts, ideas, difficulties, initiatives
- archive documents and share materials
- create opportunities for cooperation and development of further projects and initiatives
- stimulate the implementation of the pilot action, as it will also be used to report incidents of discrimination, exchange practices and anti-discrimination initiatives

Method/tools/material

PPT presentation

Material: [phone app](#)

Slide

Examples

Time: 5 min.

Description

Wrap Up

Thanks for the participation and explain next steps

Slide

Thank you Slide



Session 2: Role Modeling

Overview:

A role model is a person whose behaviour or success is an example for others who aspire to reach the same sportive role. The model has to include sportive abilities as good practices for their own affirmation in the sport scene.

When role models are mentioned in sports, the first thing that comes to mind is a celebrity. While positive figures can be found in amateur and professional sports and anyone can become a good example, starting from parents. People start feeling more confident as they realize someone before them succeeded in some field. This confidence is further strengthened when these figures are someone that they can relate to, as part of the same ethnic group, age group, gender group and so on, especially when it comes to minorities or groups that face more barriers and discriminations, as women for example. Their example is the means to instill in them the strength and the determination to achieve goals and overcome barriers. The examples of successful sport women who have overcome the prejudices and the difficulties of being in the minority can be an inspiration for other women. The idea of being part of something that fights for their rights is, for sure, the best motivation to not remain silent.

For a girl who has never seen women participating in sport, and even more taking on leading roles as coaches or sport managers for example, the possibilities of imagining herself in those positions are low. The role model has to tell the steps she has to take, the difficulties she has to overcome, what and who prevents women from succeeding in some sports considered more “masculine” and who and what can instead help and support women in their athletic rise. Moreover, it’s helpful to know what was the attitude, which were the words she was told or told herself to avoid giving up. It’s important to insist on the fact that women don’t know what they are losing as it was never recognized to them and continue to insist on the equality topic. Role modeling could, in a nutshell, contribute to solving the issue well expressed by the American activist Marian Wright Edelman with the quote: “You can’t be what you can’t see.”

The role model is a positive figure. By knowing her story, sportive women can transform it into an opportunity for their growth and become in their turn a successful model, who fights for women’s rights and gender equality, shapes attitudes and beliefs, makes women aware and braver. Moreover, these teachings should be passed on to their children, helping to create a new generation for which the gender discrimination will be just a memory.

Goals:

- Spread the idea that it’s possible to fight the inequality, change our story, change what we don’t like
- Provide tools to navigate the sport (as any other) leadership environment and find a balance in being a women leader
- Make participants identify with the role model by insisting on showing elements in common at the beginning of the career as well as personal aspects, as gender, age, ethnic group, etc... in order to give all girls the possibility to recognize themselves into some models despite barriers typically affecting minorities.
- Show how the role model may overcome the difficulties, providing concrete tips and experiences
- Inform participants about the supporting structures

Other themes referenced:

Mentoring
Coaching
Increasing visibility
Supporting structures

Targets, group sizes:

Female athletes, Coaches/leaders in sport, group size flexible

Time: 120 minutes

Resources, methods, materials/supplies/equipment:

Internet connection, paper and pen, slides, interactive tools (questions, sharing personal experiences)

Programme:

1. To introduce some stories about women who succeed in sport, to show how it was possible
2. To talk about the steps she has to take and the difficulties she has to overcome
3. To talk about who helped her and inform participant about the supporting structure existing
4. To try to figure out what attitude to take in case of discrimination
5. How to create awareness and the channels to use to develop our own model of women's leadership that does not replicate the mainstream model of men's leadership.

Briefly:

1. Break the ice – find 10 men in football, 10 women in football sport
2. Introduction: To tell some inspiring stories about sportive women in order to make women be inspired by positive role models using an effective video as introduction
3. Defining part: who is a role model? Who is a leader? Is there one and only role model of leadership or can we find a women's leadership model?
4. Theory part: What are the barriers to the achievement of the objective of equality, inclusion, resilience and what attitude should be adopted to avoid disappointment?
5. Engaging participants: ask participants to tell some episodes in which they were victims of discrimination and how they should have reacted. To discuss how standing together makes the problem smaller, the importance of networking and building positive relationships
6. Theory part: how to create awareness and how to spread a positive message. Which channels/social media are used more by the participants for communication of important content? What are the more impactful words to use to spread a message? Are women placed in the condition to over-expose themselves on social media in order to transmit a message?
7. Conclusions

Activity step by step

Time: 15 min.

Description

Intro:

Input by the moderator

- present plan for the workshop
- give a short overview about SUE project
- presentation of the participants

Method/tools/material

PPT presentation

Material: internet/webcam

Tools: objects representative of the participants' sport

Slide

1. Welcome + agenda
2. Participants Presentation (show an object or make a gesture that represents the sport you play)

Time: 20 min.

Description

What is a role model?

How can the role model help to achieve goals?

Do women role models have enough visibility?

Intro by moderator:

- first explanation of role model concept

Goals:

- Spread the idea that it's possible to fight inequalities, change our story, change what we don't like
- Provide tools to navigate the sport (as any other) leadership environment and find a balance in being a women leader
- Make participants identify with the role model by insisting on showing elements in common at the beginning of the career as well as personal aspects, as gender, age, ethnic group, etc... in order to give all girls the possibility to recognize themselves into some models despite minorities barriers
- Show how the role model overcome the difficulties, providing concrete tips and experiences
- Inform participants about the supporting structures

Activity:

Mentimeter: ask participants:

Can you think and mention 10 women or men who achieve high goals in sport? – and: What are the characteristics you think a role model should have?

For each word map: compare the results in the word map that appears and discuss with participants.

- In the word cloud, the bigger the word is showing, the more often it was mentioned. Which words have been mentioned most often?
- Are the words entered similar, or very diverse?
- Does anyone want to share their thoughts on their own entries or the word cloud as a whole?
- Ask if anyone would like to briefly present their answer, compared to the result of everyone's answers.

Video

- Success stories are not known as they should be...

Method/tools/material

PPT presentation

Material: Interactive mentimeter, video

Participants' phone or PC

Slide

1. Goals of the Session how to be a role model
2. Mentimeter: Exercise with participants "Can you think about and mention 10 examples of men and women who achieve high goals in sport?" with mentimeter
3. Watching videos on role models and women and discussion

Time: 30 min.

Description

Intro by moderator:

Who is a role model? Who is a leader? Is there an only role model of leadership or can we find a women's leadership model?

Overview: A role model is a person whose behaviour or success is an example for others who aspire to reach the same sporting role. The model has to include sportive abilities as good practices for their own affirmation in the sport scene.

When role models are mentioned in sports, the first thing that comes to mind is a celebrity. While positive figures can be found in amateur and professional sports, anyone can become a good example, starting from parents.

People start feeling more confident as they realize someone before them succeeded in some field. This confidence is further strengthened when these figures are someone that they can relate to, as part of the same ethnic group, age group, gender group and so on, especially when it comes to minorities or groups that face more barriers and discriminations, as women for example. Their example is the means to instill in them the strength and the determination to achieve goals and overcome barriers. The

examples of successful sport women who have overcome the prejudices and the difficulties of being in the minority can be an inspiration for other women. The idea of being part of something that fights for their rights is, for sure, the best motivation to not remain silent.

For a girl who has never seen women participating in sport, and even more taking on leading roles as coaches or sport managers for example, the possibilities of imagining herself in those positions are low. The role model has to tell the steps she has to take, the difficulties she has to overcome, what and who prevents women from succeeding in some sports considered more “masculine” and who and what can instead help and support women in their athletic rise. Moreover, it’s helpful to know what was the attitude, which were the words she was told or told herself to avoid giving up. It’s important to insist on the fact that women don’t know what they are losing as it was never recognized to them and continue to insist on the equality topic.

The role model is a positive figure. By knowing her story, sportive women can transform it into an opportunity for their growth and become in their turn a successful model, who fights for women’s rights and gender equality, shapes attitudes and beliefs, makes women aware and braver. Moreover, these teachings should be passed on to their children, helping to create a new generation for which the gender discrimination will be just a memory.

Break-out rooms:

- What are the most important barriers preventing women from entering the world of top positions today?
- What could be the personal resources and what should their own context provide to overcome these barriers?

Use the google jamboard to list:

- first column major barriers
- second column skills of the person to overcome barriers
- resources of the context to be activated to overcome them

Method/tools/material

PPT presentation
Zoom Breakout Rooms
Google Jamboard

Slide

1. Presentation: What is a role model?
2. Participants discussion in break out rooms with 1 moderator for each one

Time: 20 min.

Description

Intro by moderator:

- role model and social media
- risk of distorted communication and messages
- sexualisation of the body of female athletes

How to create awareness

Which are the channels/social media more used for communication of important content? Women athletes and women's sport is largely underrepresented in media coverage of all kinds (print, TV, web). Despite evidence, lengthy debates and some improvements, women are represented in different ways from men and the focus is on appearance, femininity and erotic attractiveness, with the effect that sporting performance is taken little seriously. Women are also under-represented within sports journalism (less than 10% of journalists are women) and in most cases do not have senior positions (editors, chief editors). This lack of media interest has a negative impact on the recruitment of sponsors and contributes to a lack of funding for women's sport.

The image of women in sport is still dominated by the male mentality in proposing news: women have difficulty in getting the front pages of newspapers even when they achieve records or win medals; the description of women athletes is done using terms related to their external appearance: beauty, elegance in dress, expressiveness. Women are still used as a residual fact in sport. Even on television, women's competitions have no place, under-representing the growth of women's participation in the world of sport. Representation is important to increase, influence and grow numbers, visibility, interest, break down stereotypes and barriers in professional growth. To counteract the female image of male dominance, women often have to expose themselves more, demonstrating everything to claim rights, justice, professionalism.

Since female athletes inherently express strength and independence, which are not traditionally feminine qualities, they are often categorized as masculine and lesbian. To counteract such claims, female athletes assert their femininity through the media. Since only a few actually earn large salaries from playing sports, many embrace the media's sexualization because they can show off their bodies while attaining exposure and endorsements.

- As the media's sexualized representations of female athletes have increasingly emphasized sex appeal over athleticism, they have essentially legitimized a lack of recognition for the athletes' accomplishments.
- Even though the media gears its sexualization of female athletes toward men, they only reinforce harmful stereotypes and fail to entice male viewers into becoming true female sports fans.
- Therefore, although female athletes who accept their objectification may feel empowered and complimented because they are requested to show off their exemplary and hard-earned bodies, the media's sexualization comes at an individual and social cost. Not only do the athletes jeopardize their self-confidence, identity, and spiritual growth and do the media compromise their ability to faithfully report on sporting events, but society also regresses further into patriarchy.

Open debate:

- Can you think of any examples in your country? both top-level sport and amateurs
- Comments, reflexion, doubts...

Method/tools/material

PPT presentation

Slide

Presentation: How To Create Awareness

Open debate



Session 3: Mentoring

Overview:

Mentoring is a powerful tool in the education and development of sports athletes and coaches at all levels, many experiences can support this method. Mentoring among women has a greater potential: young women can see their aspirations and dreams represented by more experienced women, in sport as in any sectors, allowing them to think wider and aspire to reach leadership positions. By seeing what other women have reached at a professional level, they think it is possible, they see a possibility where usually these possibilities are represented and well visible only for men.

In sport as in any other professional field, women in leadership positions can support and contribute to a mentoring uprising and a general improvement in the whole sport (or other) field, as equality has proven to be a tool to increase general performance of the whole sector, both for women and men. Therefore, mentoring acting on “capacity building”, could practically contribute to an activity that we could define as “community building”, in sport as in other life and professional fields.

Goals:

- inspire women to support each other professionally and personally
- learn about the advantages of different mentoring styles, the attributes of a good mentor(mentee)
- understand the importance of a good mentor/mentee relationship
- give concrete examples of this method applied to the goal of increasing women leadership and gender equality in sport and non sport related fields

Other themes referenced:

Role model

Coaching

Targets, group sizes:

Female athletes, Coaches/leaders in sport, group size flexible

Time: max 2 hours

Resources, methods, materials/supplies/equipment:

Internet connection, paper and pen, slides, interactive tools (questions, sharing personal experiences)

Programme:

- Barriers among women’s leadership in sport that mentoring could address: lack of inspirational examples, lack of visibility of these examples, sharing knowledge.
- Mentoring methods and theories (one-on-one mentoring, peer mentoring, or group or team mentoring...), focusing on what can be relevant and applied to our topic and our targets
- Mentoring in Sport: soft skills, life skills that mentoring can promote in athletes, application to the sport field. The relation between leadership and the skills that mentoring can promote.

- Advices and good examples from mentoring paths for athletes and for leaders. How to be an effective mentor, how to be an effective mentees, main elements of a basic and effective mentoring programme

Activity step by step:

1. Introduction: why do we need mentoring in sport? Referring to IO1 and other relevant analysis on the topic, maybe using an effective video as introduction
2. Theory part: general definition of mentoring, different methods of mentoring and use in different fields
3. Mentoring into Practice: mentoring applied to our goal (increase women leadership) in other field and some meaningful examples of mentoring in sport, positive stories
4. Engaging participants: share in pairs list of topics that you feel a mentor could be effective in supporting you (for athletes) / topics that you feel you could offer mentorship about (for leaders) and comment in pairs and then in group. Some tips to design a concrete Mentoring programme
5. Follow up and closure: personal experiences on mentoring, ideas to start mentoring paths, strengths and weaknesses perceived about the method presented (group discussion)

Time: 10 min.

Description

Intro:

Input by the moderator

- present plan for the workshop

Method/tools/material

PPT presentation

Slide

- 1: Welcome
- 2: Overview of module and previous workshop + Agenda
- 3: Goals of the Workshop

Slide 25-27

Time: 15 min.

Description

Mentoring

Intro by moderator:

Overview/background:

Mentoring is a powerful tool in the education and development of sports athletes and

coaches at all levels, many experiences can support this method. Mentoring among women has a greater potential: young women can see their aspirations and dreams represented by more experienced women, in sport as in any sectors, allowing them to think wider and aspire to reach leadership positions. By seeing what other women have reached at a professional level, they think it is possible, they see a possibility where usually these possibilities are represented and well visible only for men.

In sport as in any other professional field, women in leadership positions can support and contribute to a mentoring uprising and a general improvement in the whole sport (or other) field, as equality has proven to be a tool to increase general performance of the whole sector, both for women and men. Therefore, mentoring acting on “capacity building”, could practically contribute to an activity that we could define as “community building”, in sport as in other life and professional fields.

Method/tools/material

PPT presentation

Materials: [video](#)

Slide

1: explanation of mentoring concept

2: [video](#)

Slide 28-29-30

Time: 15 min.

Description

Intro by moderator:

- methods of mentoring in particular three methods: one-on-one mentoring, peer mentoring, team mentoring

One-on-one

The mentor is a very old figure, who appeared in literature and nowadays is included in every context of life, work and sport. Mentor is defined as someone who guides another towards greater success. A teacher is an example of a mentor. The mentor is useful in accompanying the athlete in overcoming difficulties, in personal and sporting growth, in the work environment...

The one to one relationship in this case facilitates the relationship, makes it constant and strong, it can be related specifically to sports where the coach has an athlete to follow, but in general the figure of the mentor can have a one to one relationship also in a team. indeed it is recommended to develop the ability to adapt one's mentoring skills for each athlete with whom one relates.

Peer mentoring

Another form is that of peer mentoring where a reciprocal stimulus is established between two peers or between two people who perceive themselves as peers. This is a very useful tool in the peer group, between boys and girls having a peer figure who

plays the role of mentor is very effective, because they perceive her as close, both to overcome obstacles and to take her as a reference point. This is a particular form of mentoring in which mutual exchange, enrichment and encouragement takes place between a mentor and a mentee of the same age, unlike the traditional intergenerational form. In this case, therefore, the emphasis is not on experience, nor on the mentor's past experiences (which are obviously similar to those of the mentee), but on the greater ease of horizontal communication. Although it shares this latter assumption with peer-education, peer-mentoring differs from it in terms of the objectives (linked to support and personal development) and the training methods (centred on communication rather than educational content).

Team mentoring

Team mentoring brings together individuals that may or may not have connections and lets them learn together. They will be able to support and help one another to become the best individual, fostering a sense of community on top of employee development. The true team situation provides an incredibly supportive environment in which to share knowledge and experience through mentoring. Together the individuals making up the team articulate mutual learning goals and work simultaneously with one or more mentors who guide them through a deliberate and deliberative process to facilitate their learning. The mentoring process allows the team to be supported and to learn from each other's experience and knowledge. Unlike the one-on-one mentoring relationship, team mentoring will involve a diverse group including experienced, well-established people as well as newcomers. Newcomers have the opportunity to gain access to a network that will offer support, important information, and contacts.

- skills of mentor
- example of mentor

Example of boxer mentor irma testa

Example basketball Pau Gasol and the importance of mentoring and social media

Discuss:

One person talks about their organisation, the other one gives feedback and helps to reflect:

- who is your mentor?
- are you a mentor?

Method/tools/material

PPT presentation

Jamboard: participants discuss after quiz Jamboard (make two columns. in the first column ask to write examples and mentoring in sport / in the second column ask who is your mentor? if you have one...)

Participants discussion

Slide

Methods of mentoring

Slide 31-34

Skills of mentor

Slide 35

Slide 37-40

Discussion with jamboard

Slide 41

5. Discrimination Awareness Module – Fare Network (Great Britain, The Netherlands)

Background

The SUE European Report showed that what holds women back from reporting gender discrimination in sport are such reasons as lack of awareness of discriminating and sexism stereotypes. It is necessary to work with leaders and athletes to teach them report discrimination they witnessed or experienced regardless of the role in the sport – whether a player, coach, club official, or spectator. While structural discrimination requires systemic and culture change, the overt forms of gender discrimination such as verbal abuse, discriminatory comments or actions can be challenged immediately through reporting.



Session 1: Stereotypes

Overview:

Sport has a huge social, cultural and economic influence globally, and yet some of the most pervasive stereotypes are attached to it. Girls are weaker than boys. Black people run faster. Asian girls hate sport. Trans women have an unfair advantage. These are just some of the most common stereotypes, which are said in a sporting context. Left unchallenged, these generalisations influence our thinking throughout everyday life. However, sport also offers an opportunity to confront these stereotypes and to change our perceptions.

Goals:

1. Participants understand what a stereotype is
2. Participants gain a deeper understanding of gender stereotypes and the connection with sport
3. Participants feel confident in challenging and questioning stereotypes

Targets, group sizes:

Women athletes, women and men leaders in sport – suggest max. 15 per session

Time: 90 minutes

Materials, supplies, equipment:

PPTX. All participants should have multiple sheets of paper and a pen and access to the internet

Time: 5 min.

Description

Present session plan

- Present plan for the workshop
- Link to wider module
- Emphasise that no question is a stupid question during these sessions

Method/tools/material

PPTX

Slide

Slide 2

Time: 10 min.

Description

Ice breaker: What is a stereotype?

- Ask a handful of students if they have an idea
- Show definition: a widely held and oversimplified image or idea of a particular type or group of person
- Exercise: Try to think of a common stereotype about your own nationality or region if all participants have the same nationality. Ask a selection of people to share examples.
e.g. all English people love tea with milk/Russians love the cold
- Discussion point: Have you heard this statement before? Do you think this statement is true? Where do you think the statement originated from? [Depending on the trends of the stereotypes your group has come up with] Are all stereotypes positive/negative? Give some examples to show the difference e.g. all Germans are always on time vs all Russians are spies. Do stereotypes help us or hinder us in understanding people?
- Lesson: There are some benefits to grouping people together: stereotypes make it easier to process information about people, and within stereotyped groups people may feel more comfortable, more supported, better understood. The issue is when we use these trends among a large collective to define individuals: Stereotypes create two dimensional understandings of people and ignore the multiple facets of a person's identity. They can become self-fulfilling prophecies: e.g. 'women are traditionally the homemakers because they are the more natural caregivers' ignores the fact that historically women have not been allowed to work and their worth and importance have been tied up with their reproductive 'duties' etc.
There must be space for people to defy these stereotypes (good or bad) and have access to equal and different opportunities.
Facilitators should be prepared for negative stereotypes/comments: how to confront these? Try to deconstruct them and find out where they are coming from or what context they stem from.

Method/tools/material

Slides

Slide

Slide 3: Ice breaker

Slide 4: Exercise

Slide 5: Discussion

Time: 15 min.

Description

Defining key ideas in relation to gender:

- a) Give groups of 2-3 a few minutes to try to define:
 - sex,
 - gender,
 - gender equality,
 - feminism,
 - misogyny,
 - misandry,
 - misogynoir,
 - sexism,
 - gender stereotypes

Each group should try to define all terms.

- b) For each word, pick one group to define the word aloud and see if others agree/disagree

Method/tools/material

Slides

Slide

Slide 6

Time: 19 min.

Description

Stereotypes in sport:

- a) Exercise: Show examples of different stereotypes – either generic comments e.g. ‘you throw like a girl’ or comments made by the media / coaches based on stereotypes around a person’s nationality/gender/ethnicity:
 - ‘You throw like a girl’
 - UEFA Champions League vs. UEFA Women’s Champions League
 - Ansu Fati (Barcelona and Spain) described by a journalist as running like a ‘black street seller running away from police’

Note: During the discussion of the example c), introduce the intersectionality between gender and racial discrimination e.g. black women athletes often face additional barriers and stereotypes. For background, see for example: [link](#)

- b) Discussion point: What impact do these statements have on the people concerned? Consider how stereotypes may influence other stakeholders in sport: commentators, coaches, referees, fans etc.

Method/tools/material

Slides

Slide

Slide 7

Time: 25 min.

Description

Stereotypes impact on sport policy:

- a) The impact of stereotypes goes beyond an individual's judgement, stereotypes influence societal thinking and therefore influence policy decisions:
 - Inside sport: for example, overt sexualisation of women fans/athletes; limited options and funding of sport for women/girls at professional level and in schools; banning women's football in the UK, Germany, Brazil; trans exclusionary policies e.g. World Rugby; sex-testing;
 - Exercise: each group gets a topic, they discuss (and can research online) then present brief description to the group of causes, examples, impacts
 - Facilitator to provide additional resources about these topics for further reading

Method/tools/material

Slides

Slide

Slide 8: Impact on policy

Slide 9: Exercise

Time: 25 min.

Description

How to challenge stereotypes:

- a) Exercise: Having seen the impact of stereotypes, in groups of 2-3 give participants 10 minutes to brainstorm ways of challenging gender stereotypes in sport
- b) Discuss suggestions as a group, e.g. reclaim space, more role models, more representation in leadership, more media coverage and more nuanced coverage of gender relations; mixed-gender training; opportunities to report discrimination.
- c) Feedback to the main group and discuss. Take 10 minutes to consider action points.

Method/tools/material

Exercise; Discussion

Slide

Slide 10-12



Session 2: What is Diversity For?

Overview:

Diversity can refer to a range of human differences, among them race, ethnicity, gender, sexuality, age, disability, social class and education. While the benefits of diversity are often discussed, there are still many spheres of society that lack true diversity in practice. Sport is often no exception. Despite being described as universal, sport continues to be inaccessible to many groups of people. However, if these barriers and missed opportunities are addressed, sport has the potential to bring together people from all backgrounds and be a true celebration of diversity.

Goals:

1. Participants know what diversity is
2. Participants understand why diversity is important and beneficial
3. Participants gain a basic knowledge of some of the barriers preventing diversity in sport

Targets, group sizes:

Athletes and leaders (men and women)

Time: 60 minutes

Materials, supplies, equipment:

PPTX, All participants should have multiple sheets of paper and a pen

Resources:

[link: adidas diversity employees](#)

[link: why diversity matters](#)

Programme and activity step by step:

1. Ice breaker – Defining diversity [10 min.]

- Exercise: Ask the group to write down what words come to mind when they think about diversity. Use wordcloud to display. Ask a few individuals to explain their decision.
- Discussion point: Show the definition of diversity ('the representation of people with a range of differences, including but not limited to race, ethnicity, gender, sexuality, age, disability, social class and education') and discuss how it corresponds to the group's perception. Do they agree with the definition?

2. Why is diversity important? [10 min.]

- a) Explain the benefits of diversity at all levels. Suggest to adapt to local context by finding research on benefits of diversity e.g. McKinsey report from US, Canada, Latin America and UK Why diversity matters | McKinsey:
 - **Empower people** – encouraging diversity is one step towards greater social inclusion of people; diversity (in the context of employment) supports financial independence which in turn can enable people's full participation in society and create a more just and equal society etc.
 - **Diversity of thought** – diversity of people means diversity of thought; a diverse group of people with different backgrounds and experiences will therefore

bring diverse skill sets and can therefore help come up new ideas and approaches to problem solving

- **Relatability** – in the context of employment or sports, having a team that looks and sounds more like the make-up of the world makes the group more relatable and will be able to appeal to a wider audience base
- **Positive reputation** – diversity helps create a better reputation internally (as it encourages a more supportive, productive and constructive environment) and externally (good public image)
- **Retention of employees/players** – people leave if unhappy, isolated or discriminated against, so developing diversity can help reassure people that they are valued and welcome and therefore stay longer
- **Recruit top talent** – if you are not looking at diverse candidates then you are limiting your talent pool and missing out on top talent and ideas
- Ultimately, it's **the right thing to do**: people should not be excluded or discriminated against on the basis of race, gender, ethnicity, disability, sexuality, age, social class, body type or education.

- b) Exercise: show an example of surface level 'diversity' e.g. Adidas x Beyonce campaign raised issues of racist discrimination among the company's workers. On one hand, it is important to have diversity in marketing (role models, reach a broader audience, change perspectives), however the company were criticised for not reflecting this diversity internally. Split into groups of 3 or 4. Give each group a scenario that they will then feed back to the group: (1) imagine being the company board: do you understand the criticism? What would be a good response? What benefits would more internal diversity have brought you? (2) Imagine being the ethnic minority employees of the company: what would you think of this campaign? What would more internal diversity mean to you? (3) Imagine being an ethnic minority customer: what would it mean to see a Black woman as the face of major campaign? How does the impact change knowing it is not reflected throughout the company?
- c) Lesson: Recognising the importance of meaningful and integrated change, not surface level diversity for profit-driven reasons

3. Diversity in sport [20 min.]

- a) Exercise: Use data from SUE research and Fare' Glass Ceiling/US Soccer report in a higher/lower exercise (guessing if the figure for the next statement will be higher or lower than the previous)
- b) Discussion point: What can explain these disparities? Do you think women are actually less interested in leadership positions? What is the benefit in employing people who are similar to you? What are the potential knock-on effects to athletes/fans/employees when sports boards are not diverse?

4. Barriers preventing diversity [20 min.]

- a) Present short testimonies from a diverse group of women stakeholders in sport:
- Examples of testimonies:**
- "We are put on trial for being incompetent regardless. Because you are a woman, you are not competent to start with. It's up to us to demonstrate that we are competent. For a man, you don't even ask". Beatrice Barbusse, first woman President of a men's professional handball club

- b) “My research in sports media has me thinking about how racialized women are treated in sports conferences spaces? Once, I was getting coffee and a man came up to me and handed me his empty plate and said: “take this, please.” I was the keynote speaker” Shireen Ahmed, journalist
 - c) “I think the football world needs to wake up and recognise that while the game is played by a different gender, it is exactly the same sport and the qualities involved with having to manage that is exactly the same that it would be for a men’s team.” Emma Hayes, Chelsea Manager
 - d) “In France, it is prohibited for women to play sports competitions wearing the Hijab. As a consequence, a whole group of minority women can’t practice their sport.” CF Les Hijabeuses
- b) **Exercise:** In groups of 2-3, participants are given a character (e.g. journalist, coach, referee, player, Federation President). Groups should imagine their career paths in these roles as women and the potential barriers they may have faced. Consider opportunities to gain experience, recruitment processes, facilities, workplace environments etc. Consider the intersections for ethnic minority/disabled/queer women. Everyone should give feedback to the main group.
 - c) **Discussion point:** Do you see a pattern between the barriers described? Do you think some career paths face more barriers than others? What would happen if these barriers were brought down? Whose responsibility is it to change the status quo?

5. Close



Session 3: Reporting Gender Discrimination in Sport

Overview:

While gender discrimination is widespread in sport, there is a fundamental lack of data at all levels regarding the numbers of such incidents, resulting in lack of attention to the issue on policy level and lack of protection for women experiencing it. Gender discrimination is underreported because existing reporting mechanisms are either not effective enough or women experiencing discrimination are not reporting it for various reasons, such as lack of awareness of reporting mechanisms, lack of trust in the outcomes, fear of further abuse and marginalisation after reporting.

Goals:

- raise awareness of existing reporting mechanisms in sport to report gender discrimination – by sport associations, national governments and NGOs
- emphasize the importance of reporting gender discrimination in sport
- participants will learn where to report gender discrimination in sport and how to make reporting more effective, as well as identify gaps in the current reporting frameworks and work out suggestions to improve them using case studies.

Targets, group sizes:

Women athletes, women and men leaders in sport – up to 15 people per session.

Time: 90 minutes

Resources, materials, supplies, equipment:

Internet connection, Video conferencing app (Zoom, Microsoft Teams, Google Meet), online polling service (www.mentimeter.com)

Methods:

On-line webinar

Programme and activity step by step**1. What is gender discrimination and how is it manifested in sport: 15 minutes**

- Introduction by the facilitator – 2 minutes. Provide an overview of the topic, link to the wider module – importance of challenging overt forms of gender discrimination and instruments available to do this.
- Icebreaker – 5 minutes. Ask participants how they understand gender discrimination in sport preferably with examples.
- Roundup by the facilitator – 3 minutes:

Simply put, gender discrimination or sexism includes any distinction, exclusion, unequal treatment or prejudice based on sex or gender.

Sexism can take many forms, from glass ceilings facing women in leadership and hostile environments, unequal treatment or pay in the workplace, disparaging comments about women in general or targeting players with chants or comments about their gender or sexual orientation. Whether in the boardrooms, workplace, on the pitch or on social media, gender discrimination is equally damaging.

Sexism is often coupled with homophobia, while ethnic minority or disabled women face even more discrimination. Extreme cases might take the form of gender-based violence and harassment.

2. Why reporting matters – 15 minutes

- Mentimeter poll to participants and discussion of the results – 5 minutes:
 - ‘Have you personally experienced or witnessed gender discrimination in sport – comments, chants, banners, other forms of overt abuse?’
 - ‘Have you reported the abuse you witnessed or experienced?’

The assumption is that more people have witnessed or experienced gender discrimination than those who reported it. This highlights the problem with most of the abuse in sport going underreported.

Discuss with participants the main reasons for gender discrimination going underreported such as (5 minutes):

- Lack of awareness of reporting mechanisms, where/ how to report?
- Lack of trust in existing structures to deal with the reports appropriately
- Women don’t believe it can lead to any outcomes or action against the perpetrators.
- Fear for being further marginalised for reporting it or other negative repercussions for their own career.
- Belief that complaint will not be believed or taken seriously;
- social status of perpetrator

Encourage participants to reflect on other possible reasons and suggest to think of why reporting is necessary (5 minutes):

- Provides remedy for the immediate victim/ target of discrimination and punish the perpetrators

- Collect data necessary for lobbying sport governing bodies to improve procedures for dealing with discriminatory conduct, and place the issue higher on the agenda
- Raise awareness of gender discrimination in sport
- Contribute to a more inclusive environment for women working in sport and athletes.
- Ensure safety of victim and appropriate support, prevent further harm;
- Sanctions send public signal about what is not acceptable behaviour

3. How and where to report gender discrimination in sport – existing mechanisms – 15 minutes.

Presentation by the moderator:

Most sport governing bodies prohibit discrimination through various means – statutes, disciplinary codes, ethics codes or specialised rules depending on their legal organisation on national level. These provisions allow sport regulators to investigate reports about discrimination and apply disciplinary measures against the perpetrators who are bound by respective sport governing body codes. The regulations and disciplinary provisions are nevertheless not applied automatically as each report has to be investigated and heard in a disciplinary procedure similar to a court procedure but with a somewhat lower standard of proof than in criminal proceedings which increases the chances for successful action, if the process is managed right.

Given the multiple forms discrimination might take, not all instances of discrimination would result in a disciplinary procedure. Sport governing bodies can apply sanctions to individuals or entities under its jurisdiction – athletes, clubs, national associations and their employees and administrators. Clubs or national associations can also face sanctions for the behaviour of their fans under the legal principle of strict liability, for example in football.

In football, world football governing body FIFA can impose a ban of at least ten matches for discriminatory behaviour according to the FIFA Disciplinary Code 2019 edition, article 13 part 1:

‘Any person who offends the dignity or integrity of a country, a person or group of people through contemptuous, discriminatory or derogatory words or actions (by any means whatsoever) on account of race, skin colour, ethnic, national or social origin, gender, disability, sexual orientation, language, religion, political opinion, wealth, birth or any other status or any other reason, shall be sanctioned with a suspension lasting at least ten matches or a specific period, or any other appropriate disciplinary measure.’

Similar provisions exist at European level at UEFA as well as most national football associations or governing bodies in other sports. In order to investigate the offense, each governing body would need to be made aware of it.

Some governing bodies would provide a reporting form to complete, others just accept written submissions through their main contacts.

Where to report

Reports about discrimination in sport can be made to:

- Sport associations disciplinary bodies
Regional or national sports association, specialised contact point or ombuds-person appointed. To make a report, identify which body is responsible for the competition the incident happened at.
Note: Adapting the session to national context, add reporting mechanisms available at national Olympic Committee level.
- National equality bodies
Most countries worldwide have independent equality bodies entrusted by the state to investigate, in some cases sanction the perpetrators. Note: adapting the session to national context, identify the national equality body, for Europe see: equineteurope.org
- NGOs

Fare network accepts reports about all forms of discrimination in football through an online form: www.farenet.org/get-involved/report-discrimination

Benefits of reporting discriminatory incidents to the anti-discrimination NGOs lie in the additional support they can provide for the report to reach the right governing body, follow up on investigation and collect statistics that would be used to raise the issue of gender discrimination on the agenda of governing bodies.

4. How to report discrimination you are facing or witnessing – 15 minutes

Presentation by the moderator:

Depending on your role in the sport, there are several things to keep in mind on how to report discrimination to ensure the right outcomes. You can report discrimination you witnessed or experienced regardless of your role in the sport – whether a player, coach, club official, or spectator.

As a rule, it is best to provide as much detail about the incident as possible – time, place, row or seat numbers in the stadium, if you know who the perpetrators are, as well as a detailed description of what exactly was said or done.

In the disciplinary process, sport governing bodies would be looking for evidence, thus it would greatly help if you have video, audio or photo evidence of the incident or other people who witnessed the incident.

Athletes

If you are an athlete experiencing discrimination on the pitch, training or locker room during the game at grassroots or professional level from other players, officials, fans or anyone in the game, report it immediately to the referee. Referees can take immediate action if they also witnessed the incident or include your complaint in the official match report which will help address the incident in a disciplinary procedure. If your teammates saw or heard the incident, ask them to support your report to the referee. Tell about what happened to your coach or team administrators who can support your report with a written report to the governing bodies after the game.

If you face gender discrimination or unequal working conditions, you can take advice from your player union and seek support from the specialised NGOs or government

agencies regulating discrimination in the workplace.

If you are subjected to discriminatory comments by anyone in administration of your team or sport, report them immediately to your team management, governing body and specialised NGOs.

If you are subjected to discriminatory abuse on social media, report the perpetrators or posts to the platform it was posted on as well as to specialised NGOs. Immediately take a screenshot and submit as evidence in your report, as people might delete it if they know it will be/was reported!

Governing bodies increasingly include the offences committed online into their disciplinary codes by persons under their jurisdiction. If a player, coach or administrator engages in discriminatory behaviour online, they can face the same consequences as if it was done on the pitch or in the stadium.

Fans

If you are watching the game as a fan in the stadium and being subjected to discriminatory abuse by other fans or witness discriminatory chants, banners or comments from other fans, report them immediately to stewards or other stadium or sport facility management staff. If stadium or facility personnel are the perpetrators of a discriminatory incident, try to note their bib number, name or any other details and send a written report to the facility management and sport governing body as well as specialised NGOs who can support your report.

If you are working in sport, playing at grassroots or professional level, work in administration or leadership positions in sport, please report any incidents of gender discrimination to help to challenge denial and make sporting environment safer for other women.

5. Case studies and discussion – 10 minutes for group discussion, 20 minutes for exchange of experience and presentation of their cases.

- Examples of gender discrimination in sport – cases with or without outcomes, discussion with participants from experience
- Group work: split the participants in breakout groups of 3 people to discuss one of the suggested case studies.
- During the discussion, ask participants to answer the following questions:
 1. How reporting helped to uncover the incident?
 2. Was the outcome of the reporting satisfactory?
 3. What could be done to improve reporting in this case?
 4. Would you report a similar incident when you see it?

FC Crvena Zvezda fans

In June 2017, Fare observers present at the UEFA Europa League match between Crvena Zvezda and Floriana, witnessed sexist and homophobic chanting, as well as banner displayed by Crvena Zvezda supporters targeting Serbian prime minister Ana Brnabic. The report to the UEFA Disciplinary resulted in Crvena Zvezda sanctioned with partial stadium closure and a fine.

Football Club owner

In December 2019, an owner of a Romanian top league club FCSB, George Becali, made sexist comments alleging women should not be playing football because it is 'against God's will.' He threatened to retire from football should UEFA make it a licensing requirement for men's clubs to have a women's team in order to play in the UEFA Champions League. Becali was fined 15,000 Lei for sexist comments he made. FCSB received an additional fine of 5,000 Lei.

Professional players and grassroots players

In January 2019 Tottenham defender Renee Hector was racially abused by Sheffield United's Sophie Jones during an English Women's Championship match. Jones was banned for five matches and fined £200 by the English FA.

In January 2020 in England, Crystal Palace goalkeeper Lucy Gillett reported being subjected to sexist abuse during English Women's Championship game at Coventry United. Men in the crowd called on the referee to "check the gender" of several Palace players. No outcome was published.

In March 2021, German coach of SV Bergisch Gladbach Heiko Vogel behaved "unsportingly" towards two assistant referees. The West German Football Association (WDFV) imposed a fine of 1,500 euros and a ban on two games against the coach. On top of that, Vogel was obliged to lead six training sessions for a women's or girls' team. The measure is criticised as sexist.

Institutional discrimination – Equal pay

Following a long dispute with US Soccer Federation, members of the US Women's National Team have filed a gender discrimination lawsuit against the federation. The 28 players who are part of the suit allege that the USSF engages in "institutionalized gender discrimination" toward the team. The discrimination "has caused, contributed to, and perpetuated gender-based pay disparities." The case is ongoing.

Structural discrimination – ban on women attending football games

Over the past several years, following demands by human rights and anti-discrimination groups, FIFA have engaged in a lobbying effort to make Iran Football Association allow women to attend football matches. Despite the fact that banning women from attending professional football matches is against FIFA's statutes, they didn't initiate proceedings or banned Iran Football Association but used other methods to lift the ban which resulted in a partial success with a limited number of women allowed to attend several international matches in 2019.

Sexual abuse – Afghanistan Football Association

Afghanistan female football players have accused the senior leadership of the Afghanistan Football Federation of repeated sexual abuse in the period 2013-2018. Following the lengthy investigation and significant efforts by NGOs and human rights groups, Afghanistan Football Federation president, Keramuudin Karim, has been banned for life from all football-related activity and fined a million Swiss francs by FIFA. The former general secretary of the Afghanistan Football Federation Sayed Ali Reza Aghazada has been banned from all football-related activity for five years by FIFA for failing to "report and prevent" sexual abuse suffered by members of the Afghanistan women's national team.

6. Improving Sport Structures Module – Discover

Football (Germany)

Background

The SUE European Report showed that what holds women back from taking on leadership positions in sport are not primarily personal, but structural reasons such as masculine norms and sexist stereotypes. It is thus necessary not only to work with women leaders and athletes to strengthen their own position, but also to change the sports environment which holds them back. Module Improving Sport Structures aims at facilitating skills and knowledge through three different parts: assessing the need for change, how to create it and identifying personal agency for change.

The session selection and duration can be adapted according to your target group and availability of time to work with them:

Target group 1 – athletes and leaders with limited decision-making powers (e.g. coaches, referees) complete session 1, 2 and 3 (approximately 3 hours).

Target group 2 – women and men leaders in decision-making positions complete sessions 1, 2A, 2B, 2C and 3 (approximately 5 hours).

Session 1: Assessing the Need for Change

Session 2: How to Create Organisational Change

Session 2A: Understanding the Change Process

Session 2B: Strategic Framework and Practices for Gender Justice

Session 2C: Developing and Implementing Strategies for Gender Justice

Session 3: Identifying Personal Agency and Initiating Change



Session 1: Assessing the Need for Change

Overview:

Structural gender-based discrimination often goes unrecognised and remains very resistant to change. To start a change process participants need to understand the status quo in their respective sport structures. In this session, participants assess the current situation in their sport structures with special focus on the needs for change. The session introduces the method of systems mapping which participants will use throughout the whole module. Additionally, this session relies on the self-reflection and individual analyses of the participants as well as the exchange between them.

1. Participants assess the key problems related to GBD in their sports structures
2. Participants identify the nature of their sports structures and networks
3. Participants get a first idea of leverage points and their own role in the change process

Targets, group sizes: Athletes and (man and women) leaders, group size flexible

Time: 60 minutes

Resources, materials, supplies, equipment: PPTX, example of systems map. All participants should have multiple sheets of paper and a pen

Methods: Systems map – my position within the network, goals and leverage points

Program and activity step by step:

1. Overview

Time: 10 min.

Description

Intro:

Input by the moderator

- explain idea for the whole module: give a very short overview about the idea of the module and its different parts, map to visualize structures and potential points for change
- present aims and plan for the workshop
- give introduction to systems mapping (with examples on the slides)
 - main ideas: visualize complexities to get a better understanding of connections
 - purpose: show and analyze elements of the system and their connections and identify potential for change
 - explain the different elements that will be added to the map throughout the module: goal, problems, actors, leverage points, strategies
 - Note: it will be messy (not an art contest!) - Process instead of product
 - While it is supposed to show complexities, it cannot contain every detail
 - If possible: use different colors
 - Redraw throughout the process if necessary/wanted
 - Emphasize: not a mind map (where you just collect everything), but a systems map that shows connections and how actors and problems work towards or prevent goals
 - The idea is that people use the map to reflect individually. In case there are several people from one organisation, they can use this opportunity to get to know other people and talk about the workshop together afterwards, if they like

Method/tools/material

Presentation

Material (participants): paper and pens (different colors)

Slide

Slide 3: Introduction to the Module

Slide 4: Aims of the Workshop
Slide 5: Plan for the workshop
Slide 6: Systems mapping
Slide 7: Example 1
Slide 8: Example 2
Slide 9: Example 3

Time: 15 min.

Description

Identifying Problems Concerning GBD in and Around your Organisation

Intro by moderator: explanation of next step

Discuss:

One person talks about their organisation, the other one gives feedback and helps to reflect:

- What problems do you see in your organisation when it comes to gender equality?
- Think about the root causes and consequences of these problems
- Where in your organisation's structures are the problems located?

Take notes and start thinking about the map (for about 5 mins)

- Which problems do you identify in and around your organisation?

Method/tools/material

Presentation

Create Break-out sessions (groups of two)

Participants discuss in pairs (break out rooms) and start thinking about their maps by writing down the problems they identified

Slide

Slide 10: Identifying Problems

Time: 10 min.

Description

Imagining the Ideal Situation – Goal

Intro by moderator: explanation of next step

Think: Where would you like to see your organisation in terms of gender justice in 2 years?

Draw: Place the goal on your map and add the problems that you have identified

showing the connections between the problems and the goal and potentially between the problems as well.

Method/tools/material

Presentation
Participants work individually

Slide

Slide 11: Identifying the goal

Time: 10 min.

Description

Map of Actors

Think:

- Which people, bodies, groups etc. are relevant for the goal and problems?
- What are the relationships?

Draw: add actors to your map with the goal and problems.

Background information for participants: The actors and the self location within the map will be taken up again in more detail in workshop 2C.

Method/tools/material

Presentation
Participants work individually

Slide

Slide 12: Identifying actors

Time: 5 min.

Description

Identifying Leverage Points

- Which measures addressing GBD are already in place? How effective are they? Do they contribute to reaching your ideal? Do people/you know about them? Do you think they are helpful in leading to more gender justice?
- NOTE: leverage points will be in focus in the next workshops!

Draw: add the measures addressing GBD to your map. How do they contribute to working towards the goal (or not)?

Background information for participants: Further leverage points and possible actions will be identified in workshops 2B and 3.

Method/tools/material

Presentation
Participants work individually

Slide

Slide 13: Identifying leverage points

Time: 10 min.

Description

Conclusion

Activity: People hold their maps into the camera for everyone to see – 3 minutes to look at the maps (without explanations. The idea is to get a glimpse of the other maps without reading them in detail since it might be personal information. Unfortunately, there is not enough time for everyone to speak about their maps.)

THIS CAN BE ADJUSTED DEPENDING ON THE SIZE OF THE GROUP: if it is a small group, there can be an exchange at the end about the maps and, if wanted, a short reflection on the method. If you have two or more facilitators, you can also split the group and have discussions in two or three groups.

Outro by moderator:

- Explanation of further steps in the module
- Plan for the further development of the systems map (add more leverage points, identify options for change)

Method/tools/material

Show slide with links to further resources on systems mapping

Slide

Slide 14: YOUR MAPS!
Stop sharing and look at maps
Slide 15: Next steps

Evaluation:

Prepare participant and facilitator forms to evaluate training experience. Ask the participants what their opinion is and use it to adjust and improve future training programs. Use APPENDIX 1.

Notes after the procedure:

Shortly after conducting the activity take notes and reflect how it went e.g.:

- how engaged the participants were, what they found difficult, what amusing etc.,
- what questions the participants raised, what needs more explanation,
- how much time you actually spent etc.

Strong points and weak points

Take time to describe its pros and cons as well, which will be helpful during preparations of the program and activities of the upcoming sessions.

Possible improvements

How to make it more relevant, suggestions for better exercises etc.



Session 2: How to Create Organisational Change (Summary Workshop)

Overview:

This session can only be done in combination with session 1 of module 6. Based on the analysis of the status quo in their sport structures, participants learn about ways to start change processes. The session introduces basic concepts around change management processes. Participants will continue to work on their systems maps adding stakeholders and leverage points.

1. Participants get to know basic concepts of change management processes.
2. Participants identify key stakeholders and supporters for the change process they want to implement.
3. Participants get to know examples of best practices for women's leadership in sports organizations.
4. Participants identify strategic practices and leverage points.

Targets, group sizes: Athletes and (men and women) leaders, group size flexible

Time: 60 minutes

Resources, materials, supplies, equipment: pen and paper for systems map

Methods: Systems map (as introduced in WS 1)

Program and activity step by step:

Time: 5 min.

Description

Introduction

- Overview
- Objectives

Method/tools/material

Session powerpoint presentation

Slide

Slide 3: Our roadmap for today

Slide 4: Session objectives

Time: 5 min.

Description

Input: Introducing the change management process

Klinsmann cyclical model and explain each phase

www.basichinking.com/dfb-change-management-jurgen-klinsmann/

Phases

1. Create a sense of urgency (analysis status quo; no action without diagnosis; address uncomfortable issues openly; point out necessities)
2. Establish strong leadership coalitions (nominate Change Team, no compromises, shared change responsibility)
3. Develop and communicate the strategy (communicate important milestones; security through scripts – not through results)
4. Learn the game flow and give players more freedom (encourage team to come up with new ideas, spare team from power struggles; put content in the foreground, not people)
5. Achieve visible success and secure it (“Imagine you are successful and nobody notices it”; communicate success early)
6. Anchoring new approaches in everyday life (create structures that anchor change; promote people that support the change; create appropriate management tools)

Method/tools/material

Session powerpoint presentation

Slide

Slide 5: Change management process

Time: 5 min.

Description

Input: Build a coalition that will lead the change

For a change management process to be effective, it is important to **build a coalition to lead the change** and to include influential advocates early on in the development

of your strategy and any actions. Try to understand their priorities and get their buy-in. A first step can be to map your stakeholders according to their influence and interest in the vision for change. Depending on where you place them on the chart, you may want to engage with them in different ways, for example whether they are within or outside your organisation.

Next, it is a good idea to **identify 3-4 key supporters** or advocates of your strategy. Promoters often make very good key supporters (influence high, interest high).

An example of this would be Moya Dodd (see picture on slide), who was a former FIFA council member and law-firm partner, who is an internationally well known and highly regarded advocate for women's rights in football. When you put your group of supporters together, aim for a good mix: which perspectives are important? Do people have agency to influence? Will other people relate to them (strategic roles vs. operations)?

Method/tools/material

Session powerpoint presentation

Slide

Slide 6: Build a leadership coalition

Slide 7: Map your stakeholders

Slide 8: Identify 3-4 key supporters

Time: 10 min.

Description

Individual Activity: Build a coalition that will lead the change

Participants now apply the learning from the input by:

1. Identifying their stakeholders in their systems map and marking them with one of the four corner colours, according to their influence and interest in change.
2. Identifying 3-4 stakeholders who would make good key supporters of a strategy.

Method/tools/material

Session powerpoint presentation

Participant system maps

Slide

Slide 9: Individual activity

Time: 10 min.

Description

Input: Opportunities for new/changed practices and leverage points

Present five strategic framework pillars to participants. In each pillar there are a number of possible practices listed, that can help achieve the goal of gender justice in sports structures. Which of these are most applicable, realistic, and achievable will depend on the individual situation and context.

Focus across 5 pillars = strategic framework

Give participant headings and 1-3 examples per pillar (right column on the PPTX).

1. Participation – Increase the number of women and girls playing sport (teams, coaches, relationship building)
2. Places and Spaces – Lead, guide, inform and invest in sport facilities that support women and girls (incl. e.g. timing, mobility, changing rooms, safe spaces)
Aim is to guarantee equal access to safe, affordable and adapted sports facilities for all sections of the population.
3. Investment – Maximise investment in women's sport across the sporting sector, media, social media and government
4. Leadership & Workforce – Increase the number of women in leadership positions on and off the field, and develop inclusive sporting cultures
5. Visibility & Perception – Increase visibility of women (e.g. role models, pos. representation, gender-sensitive language)

Method/tools/material

Session powerpoint presentation

Slide

Slide 10: Shaping the future of women sports
Slide 11: Leverage points

Time: 5 min.

Description

Self study: Identify strategic practices and leverage points

Participants now apply the learning from the input and the group work by identifying further leverage points in their systems map and opportunities to address and/or introduce practices.

Method/tools/material

Participant system maps

Slide

Slide 12: Individual Self-Study

Time: 15 min.

Description

Exchange with the whole group

Ask one or multiple of the following questions:

- What is one specific leverage point from your map?
- What is one specific practice that you want to implement?
- What is a specific next step that you will do after the workshop? Until when will you have done it?

Time: 5 min.

Description

Closing

Method/tools/material

Session powerpoint presentation

Slide

Slide 13: Next steps

Evaluation:

Prepare participant and facilitator forms to evaluate training experience. Ask the participants what their opinion is and use it to adjust and improve future training programs. Use APPENDIX 1.

Notes after the procedure:

Shortly after conducting the activity take notes and reflect how it went e.g.:

- how engaged the participants were, what they found difficult, what amusing etc.,
- what questions the participants raised, what needs more explanation,
- how much time you actually spent etc.

Strong points and weak points

Take time to describe its pros and cons as well, which will be helpful during preparations of the program and activities of the upcoming sessions.

Possible improvements

How to make it more relevant, suggestions for better exercises etc.



Session 2A: Understanding the Change Process

Overview:

Structural gender-based discrimination is a key barrier to women in sports leadership. In order to address this, sport structures need to change. This topic therefore explores the change process, associated benefits and challenges.

The session involves input on phases and processes of organisational change management. Participants then reflect on challenges of change management through experimental learning and a group activity. A second input explains the potential risks to change management processes, such as e.g. resistance.

In the final part of the session participants reflect on and discuss their own experiences of resistance to change and learn approaches and resources that help them deal with resistance during change processes.

Goals:

1. Decision-makers understand the change management process, its phases and mechanisms and emotional responses associated with it.
2. Decision-makers are able to identify challenges and opportunities for cultural change in relation to gender-based discrimination.
3. Decision-makers identify approaches to dealing with resistance to the change process.

Other themes referenced: Awareness of gender-based discrimination, leadership

Prerequisite sessions: It is strongly recommended that participants complete module 6 session 1 before this session.

Targets, group sizes:

The workshop session is primarily aimed at decision-makers (all genders) in sports structures that want to understand potential and avenues for structural change in detail.

The recommended group size is 6 or more participants, there is no limit.

Time: 75 minutes

Resources, materials, supplies, equipment:

Online video conference tool
Session powerpoint presentation
SWOT Analysis powerpoint presentation / pdf
Participant systems map

Program and activity step by step:

Time: 5 min.

Description

Introduction

- welcome everyone back
- explain the function of the workshop within the module and the aim of the workshop
- provide a short overview of the workshop

Method/tools/material

Slides

Slide

Slide 1-3: Welcome back/ Aim of the workshop

Slide 4: Overview/ roadmap for today's workshop

Time: 5 min.

Description

Energizer: “Find the object”

In the last session (module 6 session 1) participants had to assess the status quo and needs for change in their organisation. This energizer reminds participants how they had to scan their environment for signs. If the facilitator says “e.g. white”, they have to quickly find an object in their surroundings that is white and show it to the camera. Other attributes can be colours, texture (soft, hard, smooth, prickly...), material (wood, metal, plastic, glas...), usage (I use it all the time/never), fondness (I love, do not like). It also gets people to move off their chair and stretch.

Method/tools/material

Interactive, main room

Slide

Slide 5: Warm up

Time: 10 min.

Description

Input: Introducing the change management process

Principles of change management

Each of the six people sees only one aspect of the elephant, but not the entire animal. According to Mintzberg, it is the same with the description of strategy concepts.

It always describes only one aspect of strategy. In most cases, the comprehensive view of the topic and the field of action is missing. However you should not follow one school, but rather put together the right toolbox by taking a general view of their organization and its environment.

Change Management process

Introduce the Klinsmann cyclical model and explain each phase. Visit this article for a detailed description:

www.basicthinking.com/dfb-change-management-jurgen-klinsmann

Phases:

1. Create a sense of urgency
2. Establish strong leadership coalitions
3. Develop and communicate the vision and strategy
4. Learn the game flow and give players more freedom
5. Achieve visible success and secure it
6. Anchoring new approaches in everyday life

Method/tools/material

Slides

Slide

Slide 6: What is Change Management

Slide 7: Principle in change management

Slide 8-14: Introducing Change Management Process

Time: 10 min.

Description

Group activity: creative change

Go through the emotions of change by playing the game “Creative Change” (see description below). This is about becoming aware of the effect of change and your own behavior. It is also about uncovering inner resistance.

- Participants go in teams of two. (Breakout room)
- Short time to look at each other
- Turn off camera
- Participants should now change five parts of themselves.
- Turn the camera on and now have each other guess what is different about the other person.
- Now ask participants to change 10 things about themselves. At this point, a murmur usually goes through the crowd and there is resistance... 10 seems

- like a lot. The resistance is quite normal.
- Now say, “This exercise is over.”

Start a discussion and ask them about their feelings, after the prompt to change 10 things about themselves

Method/tools/material

Slides
Breakout rooms

Slide

Slide 15-16: Creative change I + II

Time: 20 min.

Description

Group activity: Reflecting on (personal) experiences of resistance to gender equality

Participants discuss the following questions in small groups of 3-4 persons (breakout rooms).

Slide with two questions

- *“Which issues have you personally experienced or observed with others, when trying to change processes for gender justice in sports structures?”*
- *“What did you / they do and what was the outcome?”*

Bring participants back into the main room after 10 minutes. Feedback 1-2 minutes per group.

Method/tools/material

Slides
Breakout rooms

Slide

Slide 17: Explanation Reflection Exercise

Time: 10 min.

Description

Input: What are reasons for Change Management failing?

Introduce the Kübler-Ross change model to understand emotional response to change

(see slides). The 'change curve' derived from the work of Kubler-Ross, describes the internal emotional journey that individuals typically experience when dealing with change and transition. This journey consists of a number of stages that people go through: shock and denial, anger, bargaining, depression and acceptance.

Method/tools/material

Slides

Slide

Slide 18-19: Explain phases of emotional response to change

Time: 10 min.

Description

Input: Approaches to dealing with resistance to gender equality

This input uses the publication *En(countering) Resistance to Gender Equality* as its source. It defines resistance as “an active pushing back against progressive programs, policies or procedures.” It can take many forms and participants will have come across several of these in their own lives. If participants mentioned forms of resistance in the group reflection activity, point out which category this falls under. The 13 steps/strategies to manage resistance provide some key take-aways and the resource is highly recommended for participants to learn further detailed information on:

- framing strategies
- strategies to minimise institutional resistance
- organisational strategies
- teaching and learning strategies
- individual strategies

Additionally conducting a SWOT Analysis at the beginning of the change process can be a useful tool to assess an organisation's strengths and weaknesses and how they interact with opportunities and threats in the change process. It can be used to identify strategies and to reduce risks. Participants will find a template for a SWOT Analysis in the resource section of this session.

Method/tools/material

Slides

Slide

Slide 20: Overview types of resistance

Slide 21-22: 13 steps/strategies to managing resistance

Time: 10 min.

Description

Input: Further resources

- DFB: Change Management by Jürgen Klinsmann (1/2) (basicthinking.com)
- Handbook: (En-counter) Resistance to Gender Equality
- Publication: Backlash and Buy-in: Responding to the Challenges in Achieving Gender Equality
- Tool: How to prevent failures (SWOT Analysis).

For the SWOT Analysis you can share the powerpoint or pdf with participants. You can find this in the workshop material folder.

Input: Self-study

In Session 1, you analyzed the status quo in your organization and identified where changes need to be made. In your own time, reflect until the next session:

1. Where do you expect resistance and how can you counteract it?
2. Include this on your system map

Method/tools/material

Slides

Slide

Slide 23: Further Resources

Slide 24: Self Study

Slide 25: Thank you

Slide 26: Project Logos + Disclaimer



Session 2B: Strategic Framework and Practices for Gender Justice

Overview:

An non-supportive environment is the greatest barrier to women pursuing sports leadership. Additionally, there are only few women leaders from intersectional backgrounds and more needs to be done to make sports structures inclusive. Through better access, pathways and the growth of inclusive sports participation, more women can be involved in sports. In return this creates a greater pool of women in sports structures that can be empowered and supported to become future leaders and be involved in all levels of decision-making.

Participants exchange ideas for practices that can contribute to achieving gender justice in sport structures, according to five strategic framework pillars: participation, places and spaces, investment, leadership & workforce, visibility and perception.

They further learn about implemented best-practice examples in sports.

Goals:

1. Decision-makers get to know practices for sports structures that value gender justice and create an inclusive environment, in which all women and girls feel welcome and valued.
2. Decision-makers get to know practices for sports structures to provide effective support to women and counter or remove structural gender-based discrimination.

Other themes referenced: Awareness of gender-based discrimination, leadership

Prerequisite sessions: It is highly recommended that participants have completed the sessions 1 and 2.A from module 6 before this session.

Targets, group sizes:

The workshop session is primarily aimed at decision-makers (all genders) in sports structures that want to get ideas for specific practices to create structural change.

The recommended group size is 13-20 participants.

Time: 70 min

Resources, materials, supplies, equipment:

Online video conference tool
Session powerpoint presentation
Session handout (pdf)
Online whiteboard or padlet
Participant systems map

Program and activity step by step:

Time: 5 min.

Description

Input: Outline of Workshop

Welcome participants and introduce session objectives. Then introduce the roadmap for the session.

Method/tools/material

Slides

Slide

Slide 1-4: Welcome, objectives and road-map

Time: 5 min.

Description

Energizer: “What are you doing”

In this energizer, you begin by inviting a participant to mime an action in their web-cam screen (sport, famous sportswomen/men....) The first person to guess the action correctly then mimes an action themselves. This one is simple and fun, and can be a great way to bring people out of their shells.

Method/tools/material

Slide, then main room (grid view of participants)

Slide

Slide 5: Warm Up

Time: 10 min.

Description

Input: Shaping the Future of Women in Sports

To change the status quo in sports structures, it is important to identify possible leverage points. They are the sweet spots, in which we maximise return on investment of effort and resources and create meaningful change. In this session we want to explore different practices that can be implemented to create change, according to five strategic pillars that make up a strategic framework.

Give participants the five strategic pillar headings and provide 1-2 examples per pillar, as outlined on the slides. This should enable participants to understand the concepts. In the next step participants will be asked to come up with more detailed examples for every pillar by themselves.

Before you conduct the session, you can familiarise yourself with the more detailed examples of practices for the pillars in the session handout. This can be shared with the group at the end of the session.

Method/tools/material

Slides

Slide

Slide 6: Leverage points

Slide 7: Strategic Framework (5 pillars)

Time: 20 min.

Description

Group Activity: What Will Success Look Like for Women in Sport?

Break-out into 4 small groups (10 min, exclude 4th pillar leadership and workforce). Every group defines for one pillar how success could look like and captures the ideas on a whiteboard or padlet. These are then shared in the big group via the whiteboard or padlet (1-2 mins per group).

Method/tools/material

Slide, then breakout rooms for every pillar, whiteboard or padlet

Slide

Slide 8: What will success look like?

Time: 25 min.

Description

Group activity: What Will Success for the Leadership & Workforce Pillar Look Like?

Break-out into 5 small groups (10 min) Every group defines one subtopic on how success could look like and captures the ideas on a whiteboard or padlet.

These are then shared in the big group via the slides or padlet (1-2 mins per group).

Input: Practices to improve pathways for women in leadership

Afterwards share slide 10 with possible responses for the subtopics:

1. Empowering Programme – Training, seminars, and speaker series on topics related to sports leadership (e.g. women only coaching courses, leadership courses, mentoring schemes, GBD awareness sessions, building allyship)
2. Network, Partnerships – Establishing or partnering with networks for women in sports leadership, with allies (build alliances across sport structures)
3. Communication and Marketing – Implementing a communication and marketing campaign or strategy to celebrate girls/women in sport, to enhance gender-justice in sport
4. Recruiting Process – Changing recruitment / selection processes: e.g. women quotas, affirmative action, removing biases in recruitment processes, women only offers
5. Accountability: Create and communicating a strategy, guidelines and best practices, collect relevant data, monitor & evaluate it, make it part of people's work programmes, have a focal point such as gender equality officers, good governance / transparency, reporting models for GBD, gender equality officers, cooperation with external agencies

Method/tools/material

Slide 9, then group activity with breakout rooms, then slide 10

Slide

Slide 9: What will success look like for leadership?

Slide 10: Practices to improve pathways for women in leadership

Time: 5 min.

Description

Input: Further resources

General Resources:

- A Handbook of Best Practice – Step Up Equality (2019)

Intersectionality Resources:

Please note, some resources do not focus on women and highlight inclusion practices more generally.

- Inspire Toolkit to Working with Refugee Women in Football (2018)
- Tackling Racism and Discrimination in Sport: Guide of Promising Practices Initiatives and Activities
- Mencap UK – Disability Inclusion Toolkit
- Outsport Toolkit: Supporting Sport Educators in Creating and Maintaining an Inclusive Sports Community Based on Diversity of Gender Identities and Sexual Orientations (2019)

Method/tools/material

Slides

Slide

Slide 11: Further resources

Slide 12: Self-study

Slide 13: Thank you

Slide 14: Logos & Disclaimer

Input: Self-study

Within your sports structures, where do you think could change happen? Add leverage points to your systems map until the next session.



Session 2C: Developing and Implementing Strategies for Gender Justice

Overview:

Many sports structures in Europe still lack strategies and policies to tackle gender-based discrimination and promote gender justice. As a result, women in sports often experience gender-based discrimination and remain underrepresented in leadership roles.

The session involves input on how to develop, communicate and implement a strategy for gender justice in sport structures. It further covers how to promote ownership, visible success and how to anchor new approaches in everyday life.

Goals:

Decision-makers develop their knowledge on how to create and implement strategies for gender justice and pathways for women in sports structures.

Other themes referenced: Awareness of gender-based discrimination, leadership

Prerequisite sessions: It is highly recommended that participants have completed the sessions 1, 2.A and 2.B from module 6 before taking part in this session.

Targets, group sizes:

The workshop session is primarily aimed at decision-makers (all genders) in sports structures that want to understand potential and avenues for structural change in detail.

This session does not have a specific group size requirement. It can be done with 2 or more participants, there is no limit.

Time: 60 min

Resources, materials, supplies, equipment:

Online video conference tool
Session powerpoint presentation
Participant systems map

Program and activity step by step:

Time: 5 min.

Description

Input: Outline of Workshop

Welcome participants and introduce session objectives. Then introduce the roadmap for the session.

Method/tools/material

Slides

Slide

Slide 1-2: Welcome slides

Slide 3: Session objectives

Slide 4: Our roadmap for today

Time: 5 min.

Description

Input: Strategic Approaches

There are different approaches to designing strategies for gender justice and common approaches are:

1. Designing a **gender-targeted strategy**, specifically for women and girls in a sports structure: these outline gender-targeted interventions (actions or programmes, initiatives and/or budgets) that are addressing gender-specific issues
2. Designing an **integrated strategy**: integrating gender into procedures, staff competence, budgets, partnerships, organisational culture and equal opportunities policies, the development, planning and implementation of all programmes

Gender-mainstreaming is a holistic and cross-sectional approach to gender policy. It targets patriarchy by tackling the multiple interconnected causes that create an unequal relation between the sexes in the areas of family, work, politics, sexuality, culture, and male violence (Walby 1990).

It is the process of assessing the implications for all genders for any planned action, including legislation, policies or programs/projects, at all levels. It therefore includes both of the above aspects, that complement each other, and moves gender equality and the empowerment of women from the margins to the mainstream of decision-making.

Method/tools/material

Slides

Slide

Slide 5: Strategic approaches

Slide 6: Build a leadership coalition

Time: 5 min.

Description

Input: Build a Leadership Coalition

You should have already covered creating a vision for sports structures and exploring the need for change in session 1 of this module, which are also steps 1 and 2 of the change management model, adapted from Jürgen Klinsmann and explained in session 2.A.

The next step is to build a leadership coalition and to include influential advocates early on in the development of your strategy. Try to understand their priorities and get their buy-in. A first step can be to map your stakeholders according to their influence and interest in the vision for change. Depending on where you place them on the chart, you may want to engage with them in different ways.

Next, it is a good idea to identify 3-4 key supporters or advocates of your strategy. Promoters often make very good key supporters (influence high, interest high). A good example of this would be Moya Dodd (see picture on slide), who was a former FIFA council member and is a law-firm partner, who is an internationally well known and highly regarded advocate for women's rights in football. When you put your group of supporters together, aim for a good mix: which perspectives are important? Do people have agency to influence? Will other people relate to them (strategic roles vs. operations)?

Slide 9 is an example of how you can ask your supporters to communicate important points and the value of your strategy or actions to others.

Method/tools/material

Slides

Slide

Slide 5: Strategic approaches
Slide 6: Build a leadership coalition
Slide 7: Map your stakeholders
Slide 8: Identify 3-4 key supporters
Slide 9: Quote

Time: 10 min.

Description

Individual Activity: Build a Leadership Coalition

Participants now apply the learning from the input by:

1. Identifying their stakeholders in their systems map and marking them with one of the four corner colours, according to their influence and interest in change.
2. Identifying 3-4 stakeholders who would make good key supporters of a strategy.

Method/tools/material

Slide

Participant system maps

Slide

Slide 10: Individual activity

Time: 15 min.

Description

Input: Develop a Strategic Framework

Once you have got your leadership coalition in place, it is time to develop the strategy by clarifying and mapping out the processes to reach your vision and making sure these are reliable. It is important to establish and agree with others on a road map with milestones for how change will take place, instead of just outlining possible results or deciding by yourself. You can hold a workshop with your key supporters and/or a wider working group. Make sure to include diverse perspectives. A comprehensive strategy should take into account all 5 strategic pillars outlined in session 2B and depending on the size of your structure, you may need separate workshops to discuss each strategic pillar with a working group in your organisation.

We will use the strategic pillar “leadership and workforce” from workshop 2B as an example for the development of a strategic plan. In slide 13 you can show participants practices that achieve the vision of gender-justice for the leadership and workforce strategic pillar. As you can see, there are many practices you could adapt or implement. But how do you ensure that it is not too much at once to manage and think about, or overcomplicated and puts people off?

For example by prioritizing the practices. Think about the goal that you want to achieve, and the relevant practices. Present a four corner tool that can help people prioritize practices. For example, identified practices are numbered and then these numbers are inserted into the four-corner-model according to their benefit or impact in relation to the vision, and the effort or cost.

Consider how much time, money and convincing is needed to carry it out, how much stakeholders support the action and the potential for change over time, if resources are available, other external or regulatory drivers and the effect on relationships with others. Can practices that currently have low impact and low effort be improved to become easy wins?

Once you have established the practices you want to implement to achieve your vi-

sion, and which ones have priority, the next step is to make a concrete plan for action. When making a plan, it is important to apply the SMART principles of goal-setting. Explain in slide 15 what SMART means (specific, measurable, achievable, realistic, time-based). Show slide 15 with an example on how to record the practice, measure, accountability, timeline and resources.

Once you have mapped out the process, it is time to draft a strategy document. It should be easily read, presented and understood, avoiding expert jargon. It will look different depending on its purpose (internal working document vs external communication). It is a good idea to get feedback from stakeholders and experts on the draft and refine it. And lastly, it is an emerging process and should be adapted as learning occurs. The document itself often has three components:

1. Outlines the current situation and makes an argument for the need and urgency for change with evidence – tells a story.
2. Given the assessment, what is the vision for gender justice and which principles should be applied in the strategic framework pillars going forward?
3. How do the principles manifest themselves into consistent actions? A plan for key actions should be included.

Method/tools/material

Slides

Slide

Slide 11: Plan the strategic process and make it known

Slide 12: Practices to improve pathways for women in leadership

Slide 13: Prioritize your practices

Slide 14: SMART goal-setting

Slide 15: Plan for implementation

Slide 16: Document the strategy

Time: 5 min.

Description

Energizer: Promote It

You can either ask everyone to bring a special item to this session beforehand, or they can do it with whatever object they can spontaneously find around them (e.g. a pen, a mug, a drinks bottle etc.). Create break-out rooms (2 people per room) with one simple task: promote the object in front of you in 30 seconds with all the passion you have in you. When you return, the other person should desperately want to buy it from you! This energizer generates a lot of energy. In addition, it allows you to practice how to pitch an idea right away!

Method/tools/material

Slides

Breakout rooms with pairs (2 people per room)

Slide

Slide 17: Energizer

Time: 10 min.

Description

Input: Communicate, implement, monitor and anchor the strategy

Once a strategy has been drafted, it is important to think about how, when and to whom it will be communicated in which way. Here are some important aspects to socialise the strategy and win more people over on your journey. Also think about how you can incentivise people to dedicate their time, effort and influence to bring the strategy to life. Recognition can be an important incentive.

A common criticism of organisational strategies is that they just exist on paper and are not followed up with sufficient actions. How do people in sports structures know if they are achieving their strategic goals? Explain the importance of planning for monitoring. The slides outline some important monitoring tasks to plan at the outset and some suggestions for review questions, to ensure that learning and adaptation can take place.

Now that you have a strategy draft and action plan, how do you manage the process of implementation? Encouraging ownership can help people change their mental models through experience. Give people ways to test and explore new approaches and experience tangible evidence of change. This is similar to the idea of horizontal/servant leadership in the module “leadership”, as you can involve networked teams to ensure the organisation’s vision and guiding principles are implemented. Let people take ownership individually or in groups over tasks and decisions in the implementation process, avoiding micromanagement and enabling scalability. Teams can be encouraged to manage their own action plans, learning and refining them accordingly. Provide a regular platform to exchange learning, discuss tensions and adapt the strategy and overall action plan as necessary.

Once the strategy is being implemented, it is key to keep the momentum going and keep people motivated, as well as bringing more people onboard to scale the impact. Monitoring the implementation will allow you to keep track of progress and regularly update stakeholders on successes and milestones.

Try to achieve some success early on, like an “easy win” from your priorities that you can then communicate widely. Remember that recognition can be an important incentive for people to engage with your strategy.

As your strategy matures and time passes since the start of implementation, it may be useful to think about instruments/tools that can help everybody navigate the change, thereby establishing and anchoring new approaches in everyday routine. Refine the strategy on a continuous basis: monitor, evaluate, learn, adapt strategy and practices, refine. Be prepared to change it to move forward, rather than failing or starting from the beginning, and support people that support the change.

Method/tools/material

Slides
Participant systems map

Slide

Slide 18: Communicate the strategy
Slide 19: Plan for monitoring
Slide 20: Bring the strategy to life
Slide 21: Highlight success early on
Slide 22: Anchor approaches and adjust

Time: 5 min.

Description

Resources and Self-Study

Answer any remaining participant questions.

Provide participants with links to further resources on this topic:

1. <https://www.unwomen.org/en/digital-library/publications/2020/04/brochure-gender-mainstreaming-strategy-for-achieving-gender-equality-and-empowerment-of-women-girls> (unwomen.org)
2. Australian Government Workplace Gender Equality Agency: Gender Equality Strategy Guide
3. ALL IN Factsheet 4 – Drawing up an action plan to achieve gender equality in sport (2019)
4. UEFA Women's Football Strategy 2019-2024
5. UEFA Strategy Development Framework (2020)

Introduce self-study task until the next session (session 3):

Participants are asked to reflect at home on their learnings in this module so far (session 1, 2A, 2B and 2C). Ask participants to:

1. Add any additional stakeholders, leverage points or actions that they deem important to reach their vision into their personal system map.
2. Identify a suitable practice for one of their leverage points in the systems map. Ask participants to also think about what an easy win action for this practice could be.

Method/tools/material

Slides

Participant systems map

Slide

Slide 23: Further resources

Slide 24: Self-Study

Slide 25: Thank you

Slide 26: Logos & Disclaimer



Session 3: It starts with me – identifying personal agency and initiating change

Overview:

Based on the needs from topic 1 and learnings from topic 2 of the module, decision-makers and athletes re-evaluate their own role in the change process and develop a concrete plan to address their own organisation's needs through strategic change in relation to gender-based discrimination. The aim is to focus on one specific problem (e.g. that the women's team never gets to play games on the main pitch / women are often talked over in board meetings) and the goal regarding this specific problem as an exemplary exercise on how to strategically develop a plan to instigate change. This session will focus on the interaction between the participants and the development of their personal plan to initiate change (via the method of system's mapping).

Note: If you do this session with participants who have not taken part in session 1 of the module (Identifying the need for change), you need to plan in time to explain the methods of systems mapping and adjust the powerpoint presentation respectively. The slides explaining the methods are in the PPP, take them out if the participants are familiar with the method.

Goals:

1. The participants identify their own role in the change process
2. The participants practice how to set up a plan to instigate change in regard to one specific problem (apply the learnings from the past workshops)
3. The participants think of specific next steps of how to approach this plan and are motivated to implement it

Targets, group sizes: Athletes and (men and women) leaders, group size flexible

Time: 60 minutes + 5 minutes of additional time if you need to explain the method of systems mapping

Resources, materials, supplies, equipment:

Paper and pens

Methods: systems mapping, peer-to-peer exchange

Program and activity step by step:

Time: 5 min.

Description

Introduction

Input by the moderator

- Welcome everyone back
- Point out to the the location of the workshop within the module
- Talk about the aim of the workshop:
- This workshop is about one's own role in the change process and the questions "What can I do to instigate change and address the problems in my sport structures?" and develop a plan as an answer to that question.
- By setting up this plan, the participants can as well practice how to set up a change process in regard to one specific problem.
- The plans will include practical next steps which will help to keep the motivation going by preventing helplessness in the question how to start.
- Finally, the workshop is an opportunity to apply the learning of the past workshops
- Short overview of the workshop step by step

Method/tools/material

Slides

Slide

Slide 3: Overview Module 6

Slide 4: Aims of the workshop

Slide 5: Overview

Time: 5 min.

Description

Explain Systems Mapping (if necessary, i.e. if participants have not done the first workshop of the module, otherwise skip this part)

- Give introduction to systems mapping
- Main ideas: visualize complexities to get a better understanding of connections
- Purpose: show and analyze elements of the system and their connections and identify potential for change
- Explain the different elements that will be added to the map throughout the module: goal, problems, actors, leverage points, strategies
- Note: it will be messy (not an art contest!) - Process instead of product
- While it is supposed to show complexities, it cannot contain every detail
- If possible: use different colors

- Redraw throughout the process if necessary/wanted
- Emphasize: not a mind map (where you just collect everything), but a systems map that shows connections and how actors and problems work towards or prevent goals
- The idea is that people use the map to reflect individually. In case there are several people from one organisation, they can use this opportunity to get to know other people and talk about the workshop together afterwards, if they like.

Time: 15 min.

Description

Identifying a Plan and Next Steps

Input by the moderator: (3 min)

- the participants will create systems maps again, starting with a specific goal. It should be a new map, but of course, the old map(s) can be used as a resource.

Introduce Smart Goals:

This is a concept to help people choose realistic goals.

Specific: Do you have a clear idea about what you would like to achieve? Set your goal as specific as possible.

Measurable: Can you measure the progress? How are you going to know that you have reached your goal? Set a goal that you can measure.

Achievable: Is your goal realistic? Start from your current situation and set a goal that you can actually achieve.

Relevant: Is this goal really important for you? What is your motivation to reach it?

Time-bound: Set yourself a deadline! When do you want to reach your goal?

Create your own plan:

1. Choose one of the specific problems identified in session 1. The problem should be as precise as possible (e.g. that the women's team never gets to play games on the main pitch / women are often talked over in board meetings)
2. Think about a specific goal with regards to this problem. What would the ideal situation look like?
3. Identify a plan to reach the goal with recourse to the learnings of the past sessions:
 - a. Where in your sports structure are leverage points to reach the goal? Which pillars of your strategic framework would your plan involve?
 - b. Key actors that you can work with to reach the goal
 - c. Key measures and strategies that could be developed to reach the goal.
 - d. Where in this change process do you expect resistance? What could be possible ways to meet this resistance?
4. Identify practical and precise next steps that you can take toward the goal
 - the way these plans will look like highly depends on the kind of position and decision-making power the participants have in their organisations.
 - remind the participants again of the principals of a systems map: embracing the chaos, not being hesitant and afraid of adding something wrong etc.

Participants work on their systems maps (12 min)

Method/tools/material

Slides

Pen & paper (participants)

Participants work individually on their (new) systems maps

After 10 minutes, the moderator announces the time remaining

Slide

Slide 6: Create your own plan

Time: 30 min.

Description

Collaborate on Your Plans

Input by the moderator: (2 min)

- participants will give feedback in pairs:
- present the problem, goal and your thoughts on your plan to your peer
- your peer will give feedback and ask questions

For facilitators to decide: if there is enough time, you can introduce the SWOT analysis. If not, just ask two questions as shown on slide 9. Skip the slide that you don't use.

- see if you can improve and develop your plans together
- depending on how you evaluate the group, you could define more precisely how the pairs should use their 28 minutes and send reminders into the break-out rooms so that they have enough time for every map

Participants discuss in pairs (28 min)

Method/tools/material

Slides

Pen & paper (participants)

Participants are drawn in break-out rooms (2 people per room)

Slide

Slide 7: Collaborate on your plans

Time: 5 min.

Description

Input by the moderator: (1 min)

- participants take 5 minutes to finalize their plans individually: take your map and think about specific next steps within a specific timeframe. Start a written plan if you like!

- here it is crucial that these next steps are as precise as possible to develop a helpful plan for the immediate future

Participants finalize their plans (4 min)

Method/tools/material

PPT presentation

Moderator gets everyone back into the main room

Pen & paper (participants)

Participants finalize their systems maps individually / start a written plan

Slide

Slide 7: Collaborate on your plans

Slide 8: SWOT analysis

Slide 9: Finalize!

Time: 5 min.

Description

Outro

Participants tell each other their goals

Method/tools/material

Depending on group size, participants say their goal or hold their goal into the camera (written in large letters on a sheet of paper)

Evaluation:

Prepare participant and facilitator forms to evaluate training experience. Ask the participants what their opinion is and use it to adjust and improve future training programs. Use APPENDIX 1.

Notes after the procedure:

Shortly after conducting the activity take notes and reflect how it went e.g.:

- how engaged the participants were, what they found difficult, what amusing etc.,
- what questions the participants raised, what needs more explanation,
- how much time you actually spent etc.

Strong points and weak points

Take time to describe its pros and cons as well, which will be helpful during preparations of the program and activities of the upcoming sessions.

Possible improvements

How to make it more relevant, suggestions for better exercises etc.

Conclusion

Sport is a very strong institution with a capacity to encourage social change. As things stand, it lags behind when it comes to progress towards diversity. The discussion on gender equality at senior levels in grassroots sports has just got off the ground. A quick look one step below the surface at the numbers of women as trainers, coaches, managers and executives demonstrates immediately that although we have come a long way, we still have a long way to go in establishing an appropriate gender infrastructure for leadership development and advancement.

Training helps leaders decide what actions and changes are most important for short- and long-term success. It is very important to ask female participants: Where do you want to be several years down the road? Training can help empower women to take responsibility for their careers and personal development.

It feels that collective solutions are more apt to create an enabling framework for achieving an egalitarian sport model in practice than individual measures can do, be it in terms of changing sport structures or taking into account cooperation and fair play that are so essential to sports. This toolkit may help as a resource for those who wish to work actively in supporting women in leadership roles in sport inside individual sports clubs, sports federations or other national sports bodies as well as non-profit organisations engaged directly in support for women's sport. Based on analyses of the main challenges and difficulties for women in reaching an equal level of professional opportunities as coaches and managers, this toolkit is also intended for use in qualified training courses in the fields of sport management, coaching and sport business. It may specifically serve as a contribution towards increasing a gender-aware approach and enhancing the impact on audiences other than grassroots sport organizations.

Appendix. How to prepare a webinar

Taking into consideration the situation during the Covid-19 pandemic we prepared an instruction on how to implement a training as a web seminar based on video conferencing application. Its key feature is an interactive online form and the ability for a trainer to ask questions and discuss information with participants receiving feedback at a real time. We have also chosen a webinar as the easiest to learn by non-professionals, recipient-friendly, engaging and giving a lot of pleasure to its participants, delivering quizzes, online presentations, Q&As etc.

Moreover, as technology plays an increasingly important role in communication worldwide, women's access to communication technologies has a great impact on women's leadership potential. The Digital Economy and Society Index (DESI), which presents data from EU countries in areas such as digital skills, indicates that The Netherlands scored the highest ratings in DESI 2020 and are among the global leaders in digitalisation. Although over the past year all EU countries improved their digital performance, some other countries however still have a long way to go.

Tools

The choice of tools is great and often depends on preferences or a thorough analysis of the capabilities of various services. Below we recommend some of the simplest and most useful tools – at the same time we do not want to impose any solutions. Necessarily the list is incomplete.

First of all we recommend tools for video-conferencing along with office applications, cloud storages, interactive presentations and live quizzes, which bring engagement and fun to audiences during remote sessions and webinars.

There is a large group of free tools that will not generate costs in the event of the need to change them in the future. Before deciding to use tools that will become paid again after the promotions have ended, you should consider whether it will be possible to give them up and you can transfer data and work results to other tools easily.

There are many teleconferencing systems. What is handy and what is the most popular at the moment at the video-conferencing are: Zoom, Google Hangouts Meet, Skype, Webex Meetings, Jitsi, Microsoft Teams. If you want to try more try Fuse, Krisp.ai, Adobe Connect, Whereby, Video Ask by Typeform.

Online office packages – similar to traditional office packages, but allow many people to work simultaneously on one file and easily manage remotely available files. The most popular tools are Google Workspace and Microsoft Office 365. The most popular cloud storage systems are Google Drive or Dropbox.

A number of services combine various services, allowing you to use multiple services thanks to one account or subscription. These combines for remote group work are Google Workspace, Microsoft Teams, Facebook Workplace and Slack.

To keep your sessions interactive there are tools like Slido, Kahoot, Mentimeter or which help to engage the audience, presenting live polls, quizzes and Q&As.

If you are using popular communicators and voice chat options which have many popular messengers, tools like Microsoft Teams with free accounts, you are prepared to start using more advanced teleconferencing tools. Consider automatically creating subtitles when someone is speaking, to accommodate those with hearing impairments, or making it easier to understand each other.

Connection, computer, vision and sound

The most important thing is your internet connection. To be sure the session is going to be stable is having high speed internet access.

Most laptops have a built-in camera, microphone and speaker. In the event the quality of the voice connection through the built-in speakers is poor, use of headphones. Perfect when they are wireless headphones (e.g. via bluetooth) because thanks to them we can be free moving around. Many of the online connection services allow you to connect via a computer and telephone, then you can transfer the image through the laptop's camera and the sound over the phone.

Before webinar double check connection, make sure the camera is on, off or covered. Sometimes it turns on automatically. Most teleconferencing services allow you to control whether the microphone and camera are turned on. Learn how to mute the sound - if you are not speaking at the moment, muting the microphone improves the quality of the conversation and reduces external noise.

Well prepared webinar

In remote meetings, in which it is sometimes difficult to maintain attention, it is particularly important to clearly define the goals of the meeting, to conduct it well and to

write notes and arrangements.

Before the session

It is worth setting up together and making the meeting agenda available to all participants. In the email with the agenda, it is worth reminding you once again to send information about the access method and a link that should be used to take part in the conference call.

During the session

It is worth keeping detailed notes on findings. You will thank yourself when you will need to recreate the course. In the notes, it is particularly worth specifying jointly agreed further steps and tasks.

After the session

It is worth sending the participants a link to the file with notes, presentation and resources. You can also list the most important findings.

Chat will be necessary in case we want to have immediate feedback on the methods and the message. You will need a second person to answer questions about the formal conduct of the webinar and to questions that will clarify the transmitted content.

Partners

The project was implemented by the following organizations:

Stowarzyszenie na rzecz Demokracji w Sporcie / Democracy in Sport Association – AKS ZŁY (Poland)

ASSIST (Italy)

Fare Network (Netherlands) and Fare Network (Great Britain)

Fußball und Begegnung e.V. / DISCOVER FOOTBALL (Germany)

GEA Cooperativa Sociale (Italy)

Women Win (The Netherlands)

