

INTELLECTUAL
OUTPUT

4

TRAINING HANDBOOK

TOWARDS MENTEES'
EMPOWERMENT



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This document is part of a series of outputs that can be read in conjunction with each other or as standalone documents. This Training Handbook has been produced by Carole Ponchon as project leader for the applicant FFSE, and in collaboration with the whole partnership.





BEFORE
WE START

The SWinG project

► THE SWING PROJECT IN A NUTSHELL

The SWinG project is focussed upon creating seeds for better governance in sport. Co-funded by the Erasmus+ programme of the European Union, the project which runs from January 2019 to December 2021- has been created to facilitate and support emerging/aspiring women sport leaders in achieving a change-making position in sport governing bodies.

The Project does so by developing a European wide concept of empowerment and by developing the skills, incentives and support needed by emerging women leaders in sport.

The aim of the SWinG project is to identify and support emerging women leaders and empower them to become CHANGE and DECISION MAKERS whose impact is real in the sport and physical activity sector. In practice, the 3-year project supports 20 women to access Game-changing positions of decision makers in different areas and at different levels in the governance of sport.

► WE BELIEVE IN DIVERSITY IN SPORT GOVERNANCE! NOT TO MEET QUOTAS, BUT TO SEIZE OPPORTUNITIES!

The SWinG consortium conducting the project and delivering the results is unique and gathers sport and business stakeholders in a collaborative approach to ensure that education and training provision is fit for purpose and in line with the needs of the emerging leaders. Led by the French Federation for Company Sport (FFSE), it brings together two local clubs, one national federation, two pan-European sport associations, one Non-Governmental Organisation, one university and two business-oriented networks from seven different countries, including the USA.



► THE SWING OUTCOMES AND OUTPUTS

The project provides an excellent opportunity to develop, transfer and implement innovative practices, primarily at a European level. It will then serve as an example of best practices and a basis for larger implementation in the future. We intend to conduct in-depth monitoring and evaluation of the project in order to identify the key factors of success and the transferable elements of the approach.

The SWinG framework of action is based on three sets of outcomes:

- A diagnostic assessment of the European sports landscape and the brakes and levers influencing women's access to leadership positions in sport
- The creation and testing of a matrix for change, building upon the concept of empowerment, which is still underdeveloped in European culture
- The development and delivery of a communication campaign targeting sport organisations in Europe to increase the number of female decision makers

The nine SWinG Intellectual Outputs¹ provides a framework for a strategic approach to ensure appropriate education, training and support systems are delivered, aimed at an increase of gender diversity in decision making committees of sport organisations:

- 🏆 IO 1 - State of Play Report of Women in Decision-Making Roles in Europe
- 🏆 IO 2 - State of Play report on developing leadership skills for women
- 🏆 IO 3 - Handbook to SWinG things out in sport

► 🏆 IO 4 - Training Handbook towards mentees' empowerment

- 🏆 IO 5 - Toolkit 1 "How to become an elected decision-maker in a sport organisation" for mentees
- 🏆 IO 6 - Toolkit 2 "Guide how to be a good and efficient elected decision-maker in a sport organisation" for mentees
- 🏆 IO 7 - SWinG Communication Campaign
- 🏆 IO 8 - Insights report from the SWinG model testing
- 🏆 IO 9 - SWinG sustainability and transferability plan

Definition of key terms of the SWinG project

► LEADERSHIP

«Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal.»

Kevin Kruse

«Leadership is getting results in a way that inspires trust.»

Stephen M.R Covey

In other words, leadership can be described as the art of motivating a group of people to act/work towards achieving a common goal. It is based on the capacity (not necessarily on a position of power) to create a vision and to translate it into a form of reality so that others want to contribute to and to maximize their contribution to this vision. Therefore, leadership implies managing the resources at disposal but also communicating, inspiring and serving the team/group (not the other way around).

► DECISION-MAKING POSITIONS

Decision-making positions in sport are found in the governing bodies of the organisations as long as those one are currently providing leadership; i.e. a vision and guidance for the organisation. Within the SWinG project, decision-making positions were defined as members of an elected Executive Board.

► EMPOWERMENT

«Empowerment is a multi-dimensional social process that helps people gain control over their own lives. It is a process that fosters power in people for use in their own lives, their communities and in their society, by acting on issues they define as important»

Nanette Page and Cheryl E. Czuba

► MENTORING

Mentoring is a protected mutual relationship with an intentional agenda on a mid or long term perspective. It is a safe space where learning and experimentation, together, with the passing on of life's wisdom from one individual to another, can occur. Mentoring needs and creates an enabling environment where the potential of individuals and groups can be developed and the results of the interactions can be measured.

These definitions were supported/shared by a large majority of the members of our "sample", i.e. of the individuals working in sport organisations who were consulted as part of the project.

Further information about the project can be found at www.gamechangeher.org



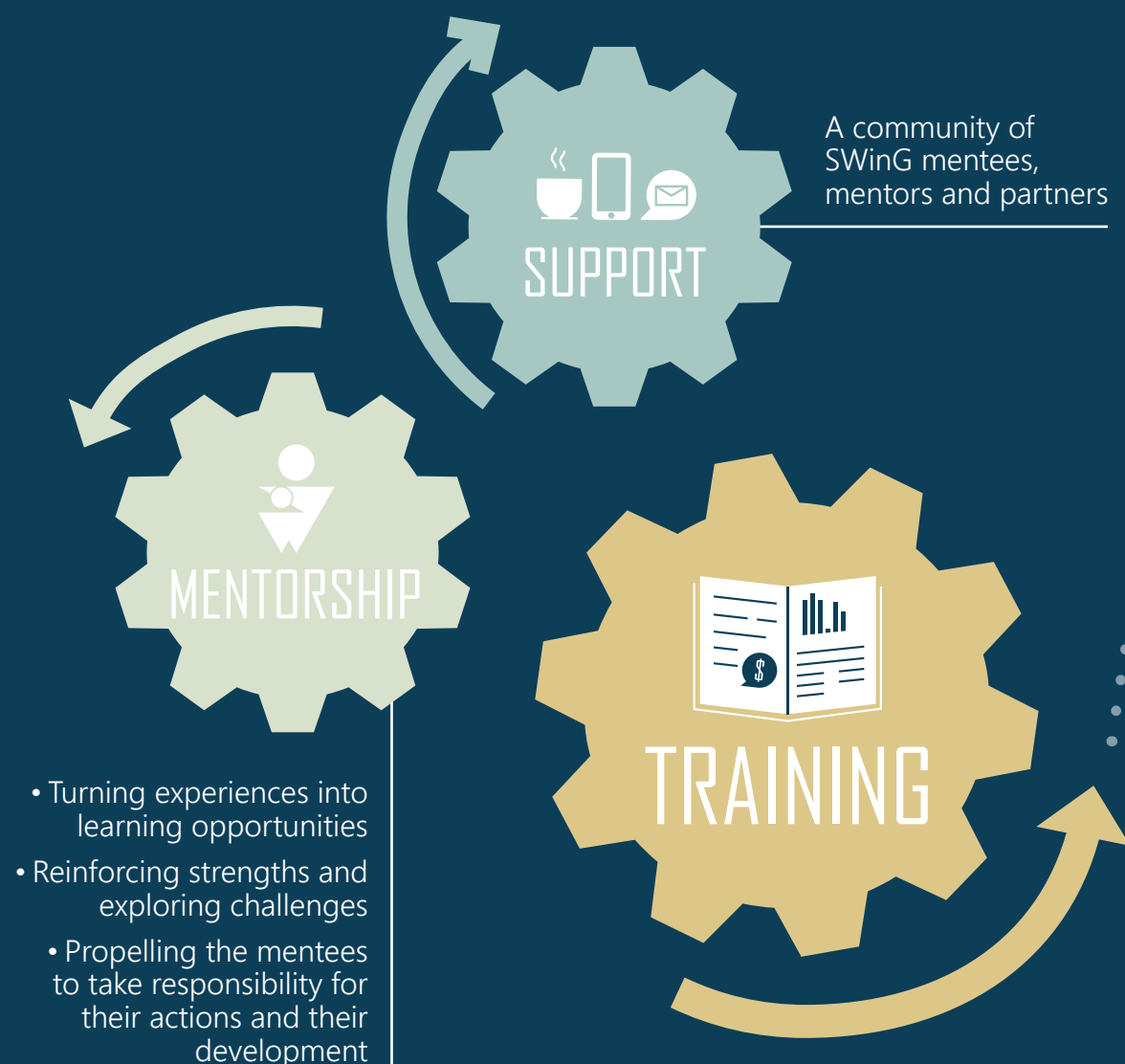
EXECUTIVE SUMMARY

With SWinG we are working together to develop the art of opening doors for women in sport.

The SWinG Training Handbook Towards Mentees' Empowerment builds on the knowledge and experience of the partnership and the various insights into leadership provided by SWinG role models. This resource shall guide the mentees to adopt the appropriate mindset and to equip themselves with the appropriate tools to effectively develop their Election Action Plan.

THERE ARE MANY STYLES, MANY PATHS, TO EFFECTIVE LEADERSHIP

With SWinG we offer the involved 'GameChangeHers' a journey to discover their own path through:



104: Training Handbook towards Mentee's Empowerment

► SWinG TRAINING FOR WOMEN TO BECOME EFFECTIVE LEADERS



SKILLS & KNOWLEDGE

Governance of sport organisation



MIND-SET DEVELOPMENT

Work from the inside out



IMPROVED COMMUNICATION

Own the room, nurture the bonds

THE SWinG PILOT



Co-funded by the
Erasmus+ Programme
of the European Union





INTRODUCTION

About the SWinG Intellectual Output 4

► WHY THIS HANDBOOK?

The SWinG Training Handbook gathers the essence of the training sessions offered to mentees and mentors at the early stages of the project (i.e. during the second semester of the first year). It is the first practical tool of the project and forms a tangible application of a few elements of the SWinG Approach developed in IO 3.

Its purpose is to help set the tone of the SWinG mentoring programme and support system as it gathers the educational guidance developed to facilitate the process of supporting the mentees in attaining the appropriate mindset and tools.

Based on the development and testing of a set of educational tools to support the mentees in taking their next step towards leadership for life as well as improving their inter-personal skills and helping them easily transition to the campaigning period for election on sport organisation board, the SWinG consortium has developed a Handbook to guide their implementation.

► HOW WAS IT DEVELOPED?

The lessons included in this Handbook were used to deliver a training workshop (*introduced later in the document as the Pilot Session*), the aim of which was to help the SWinG mentees channel their passion, employ their skills, make new connections, and amplify their reach and to prepare the mentors with information about the sport sector and its governance.

It has been instrumental in developing:

The SWinG learner manual (*distributed as a support and training material at the SWinG mentees session in November 2019*) which includes:

- Activities and exercise to be carried during the training session (*to identify strength and weaknesses, style of leadership, etc*)
- Inspiring and motivational quotes and link to go further
- Tips and recommendations on being a respected leader
- **The SWinG Empowering course materials made of exercise book for facilitators and powerpoint/ presentations on key topics**

Based on the testing of these two tools during the session in October and November 2019, the Training Handbook has been finalised. It is meant to help sport organisations willing to further expand their Board through gender mainstreaming as it coaches the reader on how to use the SWinG products effectively and efficiently, typically by providing application examples and usage scenarios.

With SWinG we are working together to develop the art of opening doors for women in sport. We believe it's time to **#PressForProgress** and change the way we lead in sport.





The SWinG standards and curriculum

► THE AIM OF THE APPROACH: DEVELOPING THE RIGHT MINDSET

As the SWinG project is a pilot initiative to develop an approach to bring in more diversity in the boardroom while providing support women in achieving their goals of being elected in a sport organisation, its tangible training component focuses on mind-set development.

«Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal.»

Kruse, 2013

From the SWinG perspective, **an elected change and decision maker in sport** is driven by the ambition to be impactful. This implies to be ready and sufficiently skilled to:

- **Invest time**, and demonstrate commitment
- **Champion** the cause and the case of the organisation
- **Invite** others to get involved and engaged

By adopting this combined approach, the elected change and decision maker will contribute moving the needle forward and getting resources to achieve the vision of the organisation.

Coming back to the Kruse definition of leadership, we can emphasise key elements that provide clarity to the curriculum developed and the mind-set focus of the approach:

- Leadership stems from social influence, not authority or power
- Leadership requires others, and that implies they don't need to be "direct reports"
- No mention of personality traits, attributes, or even a title; **there are many styles, many paths, to effective leadership**
- It includes a goal rather than influence with no intended outcome

For all these reasons, the approach developed focuses on leading from strength and developing an election Action Plan to serve the cause and vision of the organisation.



► SWinG VISION FOR THE TRAINING OF (FUTURE) EXECUTIVE ELECTED MEMBERS OF SPORT ORGANISATIONS

► A SET OF STANDARDS AS FOCAL POINTS

In preparing for the design of the SWinG learning programme and the delivery of pilot training to both mentors and mentees, the partnership has established, in relation to the SWinG concept introduced as part of IO3, the following areas of standards as reference points.

The **SWinG standards for the Executive Members of Sport Organisations** are meant for BOTH men and women who want to develop their leadership and governance skills to enter or evolve in sport organisations. As part of the SWinG project, the focus is on the lack of diversity on sport governing bodies and therefore made on women.

- **AREA A: Starting with you: developing self-leadership**

- a. Know yourself
- b. Sharpen your inner-game
- c. Become your own advocate

- **AREA B: The Directorship of sport organisations**

- a. The principles of Good Governance and their implementation
- b. Strategic development
- c. Administration, Economics & Management

- **AREA C: Becoming an effective leader**

- a. Building Alliances to get elected: Public relations and communication
- b. Ways to improve board and organisational outcomes and performance
- c. Leading people: Recruiting, training, maintaining volunteers and staff

From the perspective of the SWinG partnership, the voluntary board of sport organisations, capable of attracting significant expertise, can be a non-profit sport organisation's most critical asset and that's why it is crucial to ensure those on board are well prepared to facilitate their on-boarding and ensuring they will deliver to their full potential.

The identified standards are thus meant to help fulfil the potential of those sitting or soon to sit around the boardroom table. Effective leadership does not only require passion and being visionary, but it requires leaders who have adequate leadership skills and a strong ability to work under pressure. It is our understanding that participants to the programme are highly capable and concerned for the wellbeing and future of the organisation they are targeting as well as knowledgeable about the issues of their respective sport. What we are offering them with the standards is some keys to unlock their leader and leadership potential as well as governance processes and practices.

► THE SWING LEADERSHIP COURSE OUTLINE FOR ELECTED MEMBERS OF SPORT ORGANISATIONS

Below is the SWinG courses outline to support women in achieving their goals. The courses together offer a comprehensive curriculum, however each course is also designed to work on its own and can be delivered separately or as a part of a training package with other courses.

AREA A. SELF-LEADERSHIP (Inward)

Leadership development focuses on building the capacity of an individual's knowledge, skills and abilities associated with formal leadership roles. David V. Day (*Leadership Development*, 2011) refers to this as human capital that invests in building the intrapersonal competence of an individual to lead.

The proposed SWinG courses are focusing on the key components of intrapersonal competence. This set of courses will help the participants strengthen their leadership philosophy, their personal communication style and their vision for future growth. By first focusing on themselves, they will come to the point where they will have an effective outward perspective.

COURSE I – Developing self-awareness

A1.1 Emotional Awareness

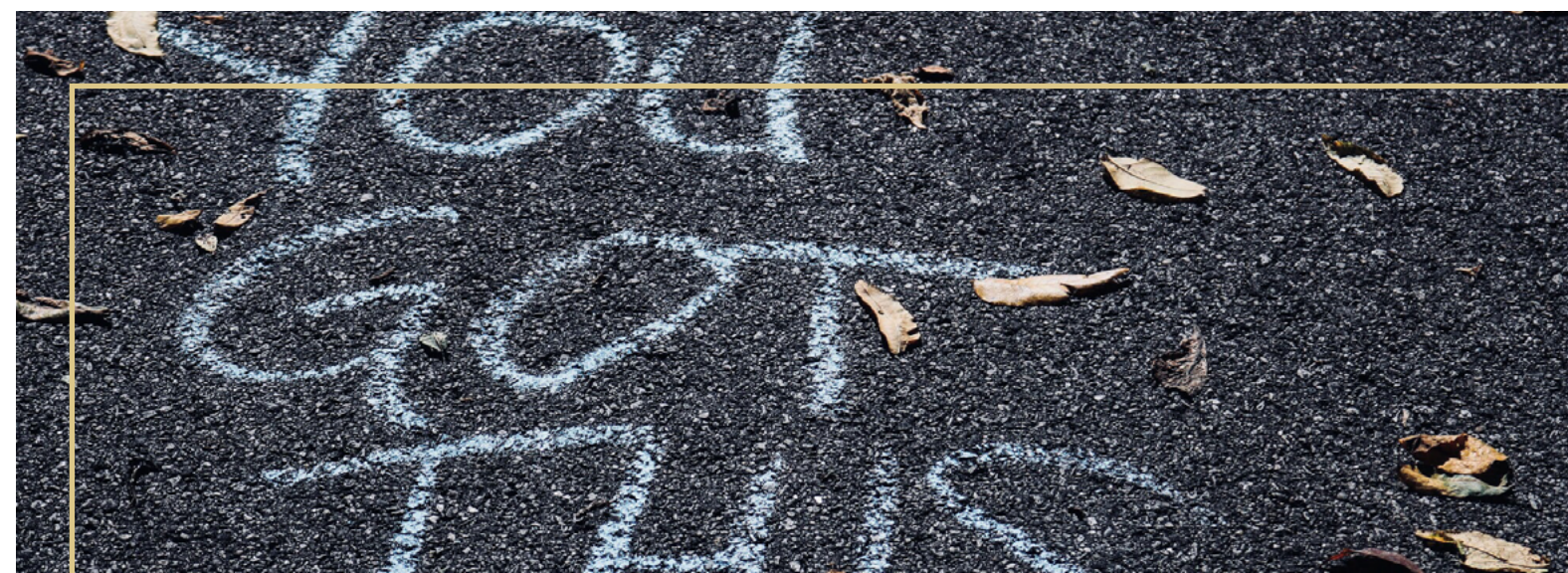
A1.2 Self Confidence

A1.3 Self-image

This course will assist the participants reflect on and develop self-awareness of their current leadership style to understand how their strengths and weaknesses can support them or limit them in their life. It will do so by focusing on the self-development process.

By the end of this course, participants will be able to:

- Recognise their own feelings, behaviours and characteristics/qualities
- Map their strengths and weaknesses
- Understand what drives their self-confidence and their beliefs about themselves.
- Identify strategies to work on their life goals.



COURSE 2 – Strengthening self-regulation

A2.1 Get a grip on self-control

A2.2 Develop the muscle of personal responsibility

People who self-regulate are better able to see the good in other people, identify opportunities where others might not, act in accordance with their values and have clear goals and motivations. Self-regulation is thus clearly linked to leadership skills. This course will enable participants to develop and build upon their ability to set priorities and resist impulsive actions or responses. They will be equipped with tools and techniques to nurture their strength of will and choose to do what's best in the long-run despite short-term challenges.

By the end of this course, participants will be able to:

- Understand self-regulation as a process to focus feelings, actions, and thoughts gearing them toward achieving their goals
- Identify the triggers of their Automatic and Self-Regulation mechanisms
- Define the importance of goal setting, and practice setting SMART goals for assertive behaviour
- Utilise methodologies for understanding your worth - and the use of positive talk
- Make the best of reflective thinking

COURSE 3 – Nurturing Self-Motivation

A3.1 Facilitate initiative and risk taking

A3.2 Ensure compliance with commitments

A3.3 Nurture optimism

Attaining a leadership position is a serious ambition but will not in itself be enough to face the challenges that will arise once there. This course will cover the link between self-motivation and believing in oneself. Participants will engage with excellent practice in terms of identifying their 'why', and will be equipped with self-motivation techniques to reach their goals.

By the end of this course, participants will be able to:

- Examine current habits and routines that are not well organised
- Create a nightly routine and daily plan
- Develop strategies to work on future growth
- Learn how to cultivate genuine positive emotions
- Tap into the potential of self-actualization (as per Abraham Maslow definition, the process of «becoming everything you are capable of becoming»)

AREA B. - THE DIRECTORSHIP OF SPORT ORGANISATIONS

As Executive Board Members represent the top layer of the sport structure, its members have the ultimate authority within the organisation. The proposed SWinG courses of this area focus on the key components of governing and directing sport organisations: strategic direction, effective cooperation and ethics in practice (governance). They are intended to provide insights into the system thinking and system dynamics of sport organisations and provide knowledge deemed necessary to navigate decision making in leadership.

COURSE 1 – Developing strategic directions & Making informed decision

B1.2 Do your homework: know the basics of your organisation

B1.2 Support strategic development

This course will provide the participants with a comprehensive overview of strategic directions settings. It will also introduce them to some tools to balance insights with other priorities, political economies, and pressures and to draw meaningful conclusions from data by interpreting it accurately.

By the end of this course, participants will be able to:

- Conduct an organisational audit (identify the organisation's assets and weaknesses, its policies and regulations)
- Understand the process of strategic planning and setting long-term end goals
- Identify their contribution to the design, development and implementation of strategy as appropriate to their role.
- Understand Equality and Diversity policies
- Understand the basics of Financial and Resource Management
- Monitor and evaluate the implementation of strategies



COURSE 2 – Understanding and enhancing boardroom effectiveness

B2.1 Improve the outcomes and performance of the Board

B2.2 Understand the decision and influence making process

This course will provide the participants with knowledge of the competences of successful leaders as well as rules (implicit and explicit) of effective Boards. In particular, the Board's responsibility for the strategic direction of the organisation will be discussed. Participants will be exposed to the various role of the Board of a sport organisation.

By the end of this course, participants will be able to:

- Identify typical roles, responsibilities and structures of Boards (Board Structure)
- Consider the role the Board has to play in maintaining the strategic direction of the organisation (Organisational Structure)
- Identify best practice in the effective operations of Boards (Dealing with Organisational Challenges and Opportunities)
- Articulate why bringing more diversity can improve board and organisational outcomes and performance
- Prepare, lead and report on a strategic Board meeting

COURSE 3 – Practicing good governance²

B3.1 Facilitate and implement principles of good governance

B3.2 Ensure compliance with regulations and requirements

Good governance is the foundation for success in any sport organisation. It is vital that organisations are managed in an ethical and professional manner. This course will cover the governance landscape in sport from various perspectives including the international, European, national, regional and local level. Participants will engage with excellent practice in terms of good governance, considering the influence of ethics on culture and performance as well as the tools that can be used to implement this good practice in their own organisation.

By the end of this course, participants will be able to:

- Identify relevant codes of good governance and compliance in sport
- Describe the governance landscape at a various levels (international, European, national, regional and local) including differences in regulation/compliance
- Understand the importance and influence of ethics on the culture and performance of their organisation
- Identify appropriate tools for the implementation of good governance in their organisation

2 - Note: This Course outline is taken from the S2A Sport Administration project, funded by the European Commission and led by EOSE - European Observatoire de Sport and Employment (More info: <https://bit.ly/2KNsxtP>)

AREA C. EFFECTIVE LEADERSHIP DEVELOPMENT (Outward)

In contrast to '*leader*' development (Key Area A), Day refers to '*leadership*' development as social capital that builds on relationships created through interpersonal exchange.

COURSE 1 – Understanding and developing social awareness

Social awareness is the ability to understand and respond to the needs of others through what they are saying and how they are behaving.

C1.1 Strengthen your empathy

C1.2 Develop an approach of service orientation

C1.3 Be politically aware - Successfully navigate political dynamics

This course will outline how participants can develop and strengthen the key dimension of emotional intelligence that is social awareness. Participants will be exposed to methods and tools to think about and, when necessary, regulate their own social behaviour.

By the end of this course, participants will be able to:

- Understand the power of empathy and the difference between empathy and sympathy
- Appreciate diverse perspectives
- Understand the dynamics of relationships: be trained to understand others' emotions, needs and concerns
- Be fully present in social interactions
- Have the ability to understand the politics within an organisation and how these affect the people working in them
- Overcome communication blockages
- Make the most of non-verbal and paraverbal communication
- Use different communication tools to keep everybody on the Board involved



COURSE 2 – Building Alliances to get elected

C2.1 Become a change catalyst

C2.2 Build and nurture the bonds

This course will enable participants to understand how to identify the trend. It will discuss creative and impactful action plan development as part of preparing for election. It will introduce best practices with regards to communicating in an influential manner.

By the end of this course, participants will be able to:

- Build an Action Plan
- Understand the difference between hearing and listening
- Know some ways to improve the verbal skills of asking questions and communicating with power
- Use appreciative inquiry as a communication tool
- Establish common ground with others

COURSE 3 – Leading People

C3.1 Ensure clear, continual, consistent communication

C3.2 Take responsibilities, not ownership – Balancing your inner game and your outer game

As an elected leader, one of the roles of the participant will be to recruit, motivate, train and maintain staff and volunteers. This course will cover fundamental aspects of the social skills needed to help a team thrive. Participants will engage with team orientation and conflict management tools that can be used to ensure all stakeholders will have a voice and fair decision will be made.

By the end of this course, participants will be able to:

- Discuss how planning ahead cultivates organisation's performance and culture
- Identify ways of sharing one's opinions constructively
- Take people with them on the implementation of the journey
- Manage situation of conflict
- Understand how to adapt their leadership styles for the people they lead
- Learn to prioritize their time schedule and daily tasks

Some of these course outlines were used by the SWinG Partnership to produce the courses which made up the pilot training programme organised as part of the project in harmony with available time and resources.

SWinG VISION FOR THE MENTORING PROGRAMME

A SET OF STANDARDS AS FOCAL POINTS

In preparing for the design of the SWinG learning programme and the delivery of pilot training to both mentors and mentees, the partnership has established, in relation to the SWinG concept introduced as part of IO3, the following standards as reference points.

For the SWinG Mentoring programme, based on the expertise and experience of the partnership, it was decided to use the "Elements of Effective Practice for Mentoring™" developed by Mentor³ as standards.

These standards - referred to through the SWinG pilot as Focal Points- also represent the logical flow of the SWinG Mentoring Programme.

FOCAL POINT A: Recruitment

- a. Recruitment of mentors
- b. Recruitment of mentees

Recruitment focuses on recruiting appropriate mentors and mentees, by realistically describing the programme's objectives and expected outcomes. Recruitment strategies should build positive attitudes and emotions about mentoring, and target mentors and mentees whose skills, backgrounds, and needs best match the goals and structure of the programme.

FOCAL POINT B: Screening

- a. Screening of mentors
- b. Screening of mentees

This phase focuses on screening prospective mentors to determine whether they have the time, commitment, and personal qualities to be a safe and effective mentor; and screening prospective mentees to determine if they have the time, commitment, and desire to be effectively mentored. Screening emphasizes keeping participants, especially young people, safe in mentoring relationships.

FOCAL POINT C: Training

- a. Training of mentors
- b. Training of mentees

Training is essential to the success of a mentoring programme. Training focuses on ensuring that prospective mentors and mentees [...] have the basic knowledge, attitudes, and skills needed to build a safe and effective relationship.

3 - Mentor is the US based National Mentoring Partnership, www.mentoring.org

FOCAL POINT D: Matching

Matching helps create appropriate mentoring relationships by using strategies most likely to increase the odds that the relationship will be safe and effective. Matching should consider individual characteristics about the mentor and mentee in order to foster an enduring relationship. Initiating is the step that formally establishes the mentoring relationship.

FOCAL POINT E: Monitoring and Support

Monitoring and support are critical to mentoring not only to create satisfying and successful relationships, but also to adjust to changing needs of the mentee and mentor, and to ensure safety. Support ensures ongoing advice, problem-solving, training, and access to resources for the duration of a mentoring relationship.

FOCAL POINT F: Closure

Bringing a mentoring relationship to closure in a way that affirms the contributions of both the mentor and the mentee is essential to ensuring the relationship ends with positive consequences for the mentee. Closure is a normal stage in a mentoring relationship and mentors and mentees should be able to prepare for closure and assess their experience with the relationship.

Source: "Elements of Effective Practice for Mentoring™" by MENTOR



► THE SWING MENTORING PROGRAMME TRAINING AND MONITORING OUTLINE

▲ THE SWinG CURRICULUM FOR THE MENTORS

Using the acronym E.M.P.O.W.E.R., mentors chosen for SWinG were selected based on their willingness and ability to demonstrate key characteristics for empowering mentorship. Those characteristics include:

- Emotional Intelligence
- Mutual Respect
- Personal Investment
- Open and Honest Feedback
- Wisdom in Conflict
- Expertise and Networks
- Reflective Listening

The SWinG curriculum for the mentors' orientation session (see Agenda of the Session page 35) built on the seven EMPOWER principles (introduced in Intellectual Output 3) and on the focal points previously described.

Beside the orientation session, which was key to create a supportive community and ensure common understanding of the SWinG project's objectives and support system, the partnership also developed the "SWinG Mentors Booklet" focusing on some key elements:

• SWING MENTORING CORE VALUES



AVAILABILITY

Respecting the moral contract with the partnership and ensuring quality time spent between the mentor and the mentee. This also implies respect for the other person's time.



ACCOUNTABILITY

Setting up a clear contract at the beginning of the relationship & Reporting regularly



TRANSPARENCY

An attitude of openness and clear expression of the needs of the mentee. An approach from the mentor meant to guide the mentee with tips and personal stories.



EMPATHY

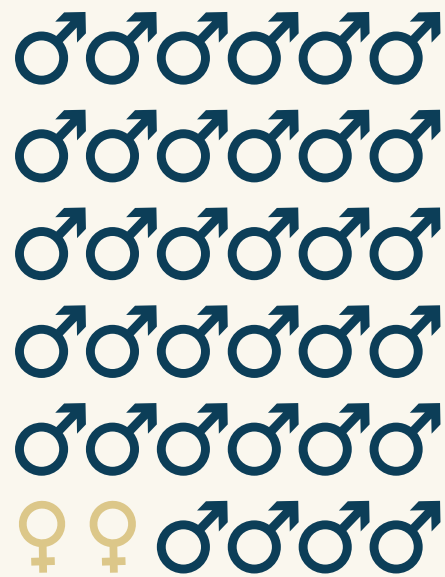
A willingness to learn from each other and better understand the other's context. From the mentor perspective a posture focusing on listening and providing advice and "challenges" to help the mentee get out of her comfort zone.

• A FOCUS ON THE SPORT CONTEXT

Based on the main learnings from IO 1 and IO 2, a specific quick outline was developed for the mentors to understand the specificity of the sector and in particular the governance of sport.

SWinG mentors were given access to IO 1 and IO 2 for an in-depth exploration of the reality. They were also invited to have a look at the "SWinG interviews with Role Model" to read first-hand experience and insights.

QUICK OUTLINE OF THE SPECIFICITY OF THE GOVERNANCE OF SPORT



- Apex boards rarely meet prescribed or suggested equality targets.
- Evidence on **effectiveness of quotas is contentious**.
 - Some had an impact, but such interventions can be perceived as maximum targets, or to undermine women's credibility.
- **Election procedures in sports organisations can heavily favour existing members** and those with established links to a sports organisation.
 - Also appear less open and democratic than might be expected.
 - Real, demonstrable change could therefore be difficult to promote. It could also be a long, drawn out process.

• DISPLAY OF THE CHARACTERISTICS OF A SWING MENTOR



The SWinG mentor should focus on:

- Turning experiences into learning opportunities.
- Reinforcing strengths and exploring challenges.
- Propelling the mentee to take responsibility for their actions and their development.
- Helping the mentee to develop the skills of identifying where the real power is.
- Ensuring the mentee is aware that a failure to be elected should not be felt as something personal.

▲ THE SWinG TOOLBOX FOR THE MENTORING RELATIONSHIP

Specific actions were taken, and tools developed to cope with the Focal Point E, that of Monitoring and Support.

The two main primary components related to the self-evaluation and monitoring processes conducted by each mentor-mentee pairing are introduced below.

• THE SWING CONTRACT FRAMEWORK BETWEEN MENTOR AND MENTEE

With this folder and agreement, the SWinG partnership is aiming to offer each SWinG mentor and mentee pair an opportunity to go a step further in their moral obligation and commitment to one another. This contract provides a solid foundation for their mentoring relationship to achieve mutually agreed upon goals.

THE SWING MORAL AGREEMENT	
<p>The mentor : _____</p> <p>The mentee : _____</p> <p>Date : _____</p> <p>We are both voluntarily entering into this mentoring relationship. We wish this to be a rewarding experience, spending most of our time discussing developmental activities.</p> <p>Based on common discussion we agreed upon the following items:</p>	
<p>A. THE AIM of the relationship is to focus on the following goals (<i>ie: what you hope to achieve as a result of this relationship</i>):</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>The success of our mentoring relationship will be evaluated based on this set of goals.</p>	
<p>B. DEFINING OUR ROLES</p> <p>WE AGREE, that the role of the mentee is to:</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p>WE AGREE, that the role of the mentor is to:</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	
C. TIMELIMIT	<p>The mentoring relationship will last for _____ months.</p> <p><i>This may depend of the timing of the election of the mentee</i></p>
D. REPORTING AND PLANNING	<p>We will meet/exchange at least 4 times during the mentoring scheme. Meeting times, once agreed, should not be cancelled unless this is unavoidable.</p> <p>Each meeting will last a minimum of _____ minutes and a maximum of _____ hours.</p> <p>At the end of each meeting we will agree and/or confirm date for the next meeting.</p> <p>The mentee is in charge of sending a meeting report (<i>using the template to record key outcomes and learning</i>) within _____ working days. The mentor will send back any amendment within _____ working days.</p>
E. COMMUNICATION <i>(not to exceed limits)</i>	<p>In between meetings we will contact each other by telephone/email/sms/ no more than once every _____ months/weeks. We will make sure to keep track of these exchanges.</p>
F. BOUNDARIES	<p>If need-be, our « hot button » system will be: _____</p>
G. EVALUATION	<p>Our relationship success criteria are : _____</p>
H. CONFIDENTIALITY	<p>Any sensitive issues that we discuss will be held in the strictest of confidence.</p>
I. STATE OF MIND	<p>The mentor agrees to be honest and provide constructive feedback to the mentee. The mentee agrees to be open to the feedback</p>
<p>I have read the above and undertake I will conduct my participation in this mentorship in accordance with the Mentoring agreement and principles and description provided above.</p> <p>SIGNATURES : The mentee The mentor</p>	

• THE SWING TEMPLATE FOR REPORTING EACH SESSION

By using this template, the SWinG partnership is aiming to offer each SWinG mentor-mentee pairing a tool to record the main points of discussion for their working session. This is a way for them to journal their journey and ensure common understanding of the next steps to be taken.

THE SWING MENTORING REPORT CANVAS

The mentor :
The mentee :
Date of the meeting:
Location of the meeting:
Duration of the meeting:
Signatures:

Give a name to this session based on its main objective:

N°1 TIP/TAKE AWAY FROM THE MEETING

Progress achieved on previously agreed actions	Self assesment from the mentee	Evaluation/Feedback from the mentor
Obj/task 1 (Please name it)		
Obj/task 2 (Please name it)		
Obj/task 3 (Please name it)		
Obj/task 4 (Please name it)		
Obj/task 5 (Please name it)		

THE SWING MENTORING REPORT CANVAS

Notes from your session

Agreed date AND place for next meeting:

Tasks to perform before the next meetings	SMART Description
N°1	
N°2	
N°3	
N°4	
N°5	

Continue formal Mentorship Relationship: YES / NO
Please circle the answer



PILOT TESTING

The SWinG Pilot – from the curriculum to real-life experimentation

This section will introduce the logic and rationale behind the SWinG programme pilot testing as well as a sample of the educational tools developed.

It aims at showcasing how the comprehensive training curriculum initially introduced in the document can be implemented within the restriction of time and budget allowance linked to an EU funding project.

Indeed, choices were made as of which activities and strands to focus on during the pilot project's lifetime.

► INTRODUCING THE SWING PILOT DELIVERY

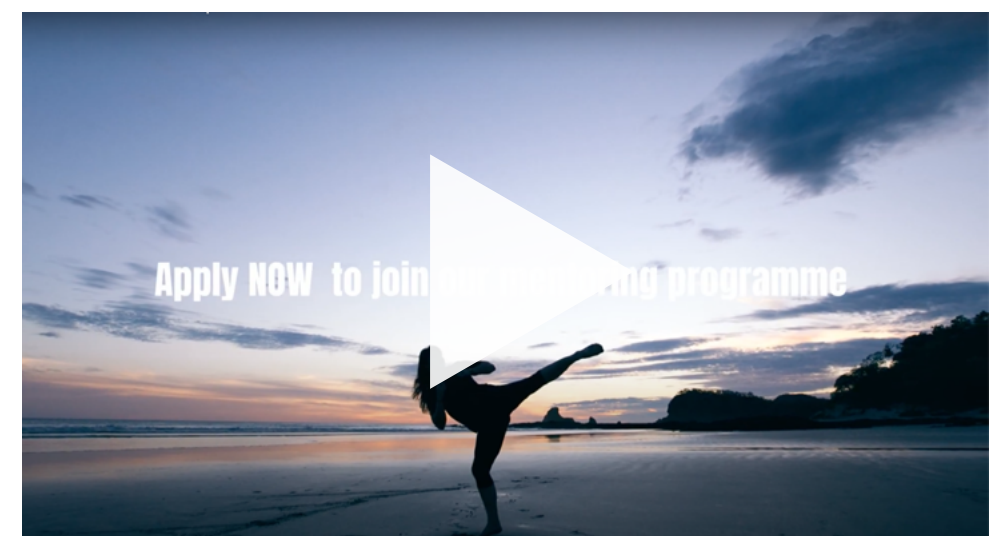
The practical implementation of the pilot process allowed for a 2-year specialised support programme. Over the course of two years, selected mentees will work with the SWinG consortium of staff and mentors to develop strategies to be elected to executive roles within sport governing bodies.

In addition to the SWinG mentoring activities, the SWinG pilot delivery includes the following steps:

FOCAL POINT A = Call for application – June to July 2019

This step includes the preparation and the development of some specific criteria. The end result was a specific online registration survey and a strategy to promote it through the partners' network (first round) and then a wider call through social media.

A special teaser video was developed to promote the call for mentees:



<https://youtu.be/0oJOgLDAmIs>

Over the course of three weeks, the SWinG partnership received 49 mentee applications and 47 mentor applications.



FOCAL POINTS B & D = Selection and interview process in parallel with matching exercise – August to Mid-September 2019

In the context of the SWinG project and its mentoring pilot programme, where we needed to act fast and on budget the partnership chose the “Manual pre-matching” selection procedure.

This means that a team of 3 SWinG coordinators made a pre selection, conducted interviews with a sample of 18 pre-selected potential mentees and then assigned mentors to mentees according to several strategic criteria (as described in SWinG Intellectual Output 3) and according to the mentors and mentees’ profiles.

Following a challenging selection and matching exercise - due to the high calibre of applicants, 20 pairs of mentors and mentees had been forged, gathering 21 nationalities across the European continent. They were informed and publicly announced late September (ie late September 2021.)

FOCAL POINT C = Live face-to-face intro and training sessions September to November 2019

The SWinG project seeks to unite women across sectors in decision-making roles to mentor and equip the next generation of emerging females for executive sport leadership positions.

To facilitate the process, two distinct training sessions were developed and organised in the last quarter of the first year of the project.

- The SWinG Mentors Orienteering Session

The event took place in Paris, France on 4th October 2019. Gathering 17 -out of the 20- selected mentors at the MEDEF headquarters had been a first step towards the successful implementation of the SWinG mentoring scheme. The day was intentionally built to facilitate the creation of a community of SWinG mentors; to ensure a common understanding of the SWinG mentoring approach and expectations and to learn from and capitalise on the various mentoring experiences of the mentors. The half-day session was also used to introduce the mentors to the specificities of the sport governance and election.

(See the detailed agenda in the following section)

- The SWinG Mentees Empowering Session

The event took place in Copenhagen, Denmark from 8th-10th November 2019. On this occasion, the SWinG mentees came together to start the next stage in their volunteer journeys. The event was hosted generously by the University of Copenhagen. Through a variety of workshops, activities and bespoke curriculum they started to plan their path to election. It was also an important opportunity to meet their peers who are similarly ambitious in how they plan to make their contribution to sport. Participants were equipped with the SWinG learner manual.

The SWinG Learner Manual is an exercise book including a specific curriculum to be worked through during the SWinG Mentees Empowering Session.



It can be adapted to the needs of an organisation but to follow the SWinG model and logic we believe it should include the following dimensions:

- BRAINSTORMING AND IDENTIFICATION
- INSPIRATION
- RECOMMENDATIONS

As the core component of the Mentees Empowering session is on creating a community of like-minded leaders, we focused on the key areas of leadership (as per defined by the Center for Creative Leadership):

- Self-Awareness
- Communication
- Influence
- Learning Agility

Specific delivery and teaching methods used for the Pilot training programme included lectures, group work, participant presentations, focus groups discussion and individuals learning and development tasks.

FOCAL POINT E - Monitoring = Follow-on check-in calls and evaluation
January 2020 to September 2021

While the mentoring relationships are in the hands of each mentor and mentee, the SWinG consortium and project leader (acting as programme coordinator) is there to provide guidance and facilitate discussion whenever possible.

The SWinG individualised check-in strategy (through regular calls) with mentors and with mentees is therefore a means to provide support wherever possible (in particular seeking synergies with our networks) and ensuring smooth running of the programme. It also aims at keeping the mentors and mentees engaged.

NAME OF THE MENTEE				
NAME OF SWING PARTNERS RESPONSIBLE				
DATE				
TAKING THE TEMPERATURE	How they feel right now in their life in general (one word + scale 1 to 10)?		Is there anything they would like us to know?	
MONITORING THEIR SWING PULSE	How do they feel about SWinG currently? - Relation with mentor (let them express their feelings and also ask them to rate satisfaction from 1 to 10) - Support from the partnership: tools, information on next steps, etc - One sentence/quote to summarize the SWinG adventure so far		Have you encountered any challenges since November?	
WHAT STEPS ARE THEY TAKING TO SWING?	<small>(If not in Mentor/mentee Agreement or Meetings Reports)</small> Are you clear about the organisation you are targeting and when are the next election?	<small>(If in Mentor/mentee Agreement or Meetings Reports)</small> How confident do you feel about your election journey?	Anything you would like to celebrate from the last 4 months?	What's on your plate/in your mind currently?
CONCLUDING	Introducing next steps (webinars date + Call in March/April from Univ of Copenhagen team)	Is there anything we could do for them?	What can we wish for you in the next 4 months (ie before next check-in)?	

Table I: Example of the Framework for Check-in after 4 months (ie in Feb 2020)

In addition, a specific evaluation protocol has been developed and is being implemented to produce a longitudinal study. This study will incorporate three parallel research strands as follows:

- **Strand 1:** Mentees (mixed methods including Group interviews at baseline, Individual interviews at the programme's midpoint (which will perform an evaluative function), and within 3 months of the cessation of the programme (which will incorporate time lining procedures and look to the future) together with questionnaires)
- **Strand 2:** Mentors (mixed methods including group interviews at the midpoint of the programme, probably online. These will focus upon the procedural elements related to the programme together with questionnaires)
- **Strand 3:** Programme evaluation (mixed methods including all evaluative material produced by programme partners (questionnaires and a general discussion), as well as other available data such as timelines, highlighting key facilitators and barriers to progression, and evaluating the reception of intellectual outputs)

FOCAL POINT E - Support = Production and delivery of supporting and capacity building tools (IO5, IO6, IO7) – October 2019 to March 2021

As of October 2019, the partnership actively sought and worked to develop a support system and capacity building tools to the mentees. These tools include:

- **IO 5** - Toolkit 1 “How to become an elected decision-maker in a sport organisation” for mentees
- **IO 6** - Toolkit 2 “Guide how to be a good and efficient elected decision-maker in a sport organisation” for mentees
- **IO 7** - SWinG Election Communication Campaign

They are meant to provide expertise, guidance and support to the mentees in their journey towards election at a strategic time point. They served as a complement/add-on to the support provided through the mentoring programme.

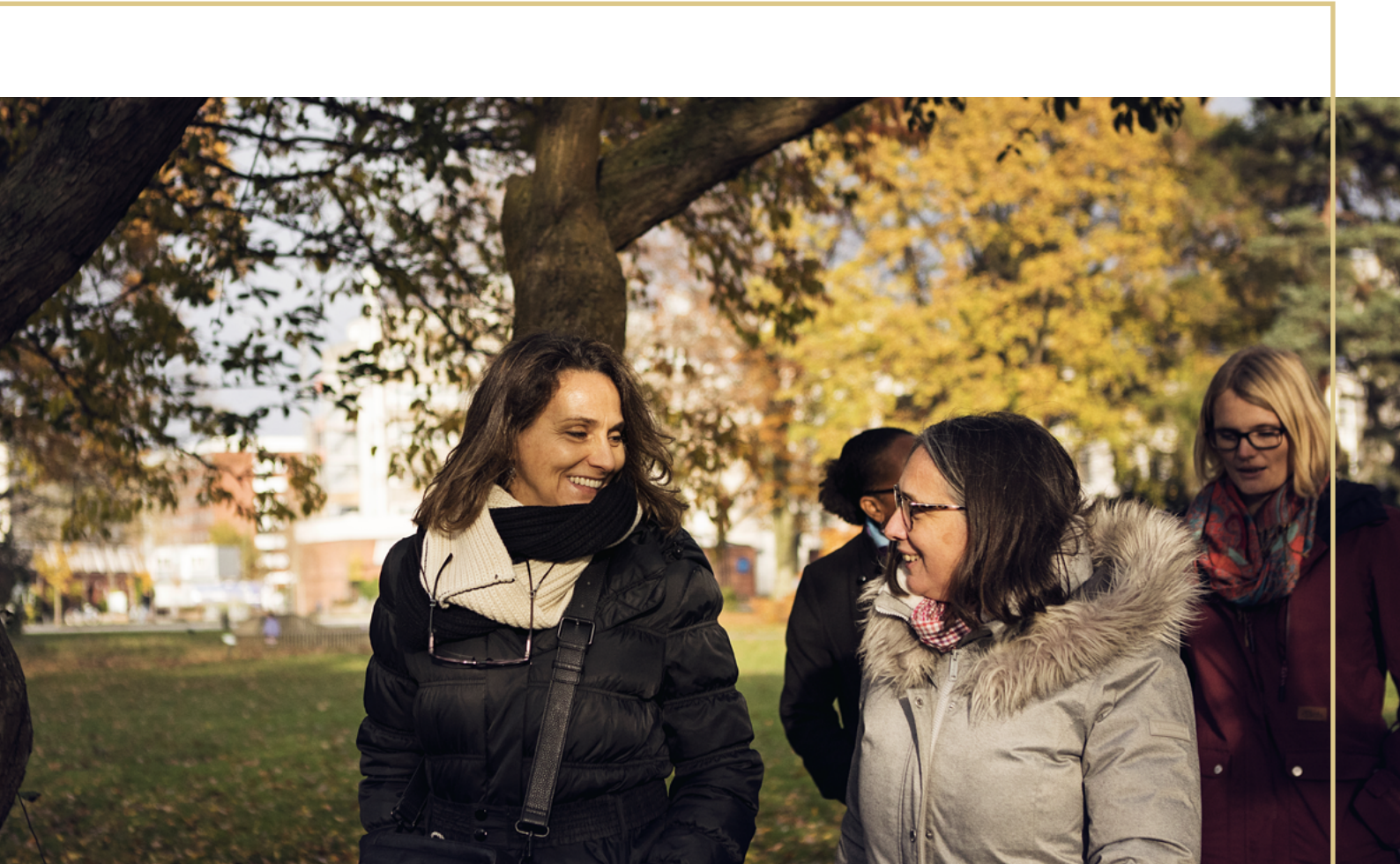
FOCAL POINT E - Support = Animation of the SWinG nexus and community: through WhatsApp private groups and SWinG online coffee meetings

One ambition of the SWinG project is to create a community of practice, a peer-support system among the participants.

To create such a safe space and environment, two elements were used:

- Two WhatsApp private groups: one for the mentees and one for the mentors. Created at the end of September 2019 and animated by the SWinG project leader, they were used to create a sense of community and to share inspiring information and resources on the go.
- Regular SWinG online morning coffee meetings as of May 2020. These small confidential peer group discussions are supported and guided by a chair, and provide a forum where the mentees can:
 - Celebrate their accomplishments
 - Seek perspective on a wide range of boardroom issues
 - Take away practical guidance.

Time commitment: 10 x 30 minutes meetings.



FOCUS ON THE AGENDA OF THE TWO TRAINING SESSIONS

SWinG MENTORS ORIENTEERING SESSION		
	12:00 - 13:30	Lunch & Networking: "Getting to know each other"
	13:30	Welcoming words <ul style="list-style-type: none"> Marie Christine Oghly, President of the MEDEF Commission for Education, Training and Competencies & President of FCEM Didier Besseyre, President of FFSE
	13:45	Introduction to the SWinG project – Context, expectations, timeline, focus on the European sport system (and its decision-making process)
	14:30	The SWinG mentoring programme – Intro and philosophy (the key principles behind the SWinG scheme), what we expect (from both mentors and mentees in terms of outcomes and commitment), what we offer
	15:15	Brainstorming session – We will learn from you and agree together a framework for "M&E" + set goals and a timeframe

SWING MENTEES EMPOWERING SESSION - DAY 1		
	13:30 - 14:30	Arrival of the mentees in Copenhagen
	14:30	Welcoming words
	14:45	Pre Evaluation Survey
	15:00	Introduction to the SWinG project - Expectations, Goals, Outcomes
	16:00	Building up the SWinG supporting community - Getting to know each other Ice breakers and trust building exercises
	17:45	Introduction to the SWinG Innov'action Canvas
	18:00	Free time
	19:30	Common dinner – Practising networking skills

SWING MENTEES EMPOWERING SESSION - DAY 2



8:30	Walking to meeting place – Building Alliances
9:00	Building up the SWinG supporting community - Getting to know each other <ul style="list-style-type: none"> Mingle, mingle
9:30	Build your confidence session
13:00	Lunch break
14:00	Strength Based Leadership development
16:00	Activism
16:45	Messaging: How to Effectively Tell My Story
18:00	Photoshoot / Video making / Internal Reflections (What do you still need?)
18:30	Free time
19:30	Common dinner – Celebrating a community

SWING MENTEES EMPOWERING SESSION - DAY 3



8:30	Walking to meeting place – Building Alliances
9:00	Centering: How to Stay Grounded When the World is Spinning
9:30	Crucial Conversation and communication skills
10:30	Practising Action Plan Presentation <ul style="list-style-type: none"> "Elevator Pitch" exercise (90 min)
13:00	Lunch break
13:45	Evaluation
14:05	Final words and next steps for the SWinG Mentoring experience <ul style="list-style-type: none"> How to make the most of a mentoring experience – tips and tricks
15:30	Official closure and departure to airport

EXAMPLE OF COURSE MATERIALS AND GUIDANCE

THE SWinG AUDIT

In preparation of the Mentees Session, a SWinG Audit Homework was shared with all participants so they could start digging for information that would prove valuable in their journey towards election. Below is the raw content of the Worksheet.

Please complete this document as an audit of the sport organisation in which you are interested in being elected. The first section highlights the institutional landscape while the second section asks you to reflect on your personal attributes and passion for this project.

Institution:









- What is the current structure of the sport organisation you are interested in for election? (e.g. horizontal, hierarchal, election vs. appointment, president, directors, etc.)
- How diverse is the current structure regarding minorities?
- What are the core values of the organisation? (e.g. Mission/Vision)
- How many women currently hold decision-making roles within the organisation? What are their titles?
- If there is a board of advisors, what is their role and how are they elected? How many women are on the board or have ever been on the board?
- How many female athletes does the sport organisation govern? What is the ratio of male athletes to female athletes?
- What are the policies and finances around governance of female sports?
- How many female head coaches, head general managers, head officials/referees, or head technical positions (e.g. strength coach, nutritionist, sports psychologist, etc.)?
- What are the potential gaps in this organisation regarding female participation in sport?
- Who is likely to support your idea? Who is likely to oppose your idea? What are some motivators of pivotal people (e.g. swing voters or key influencers) who might help you in your campaign?


Self-Reflection:

- What challenges do you anticipate facing during this two-year process?
- What do you need, either personally or professionally, to help you feel more equipped to take on a campaign?
- Who are the people who can support you as you work on this project? How will you engage them?
- What is your personal leadership philosophy?

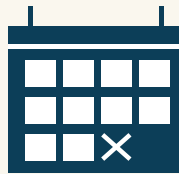
► **THE SWinG CANVAS FOR INNOV'ACTION**

The SWinG Canvas for Innov'Action is one of the key elements of the Learner Manual which was distributed to all participants to the SWinG Mentees Empowering Session. The Canvas is meant to provide a rich content and visualisation tool of the Audit carried out earlier. It also provides space for self-reflection. All the elements captured can then serve as a basis for an elective Action Plan.

INNOV'ACTION CANVAS		
 ORGANISATIONAL STRUCTURE	 INSTITUTIONAL VALUES	 BOARD STRUCTURE
 GAPS & OPPORTUNITIES	 POLICIES & FINANCES	 CHALLENGES
 PARTNERS & SUPPORTERS		 WOMEN ATHLETES, COACHES & DECISION-MAKERS

INNOV'ACTION CANVAS	
 PERSONAL MISSION & VISION	 IDEAS & SOLUTIONS
 LEADERSHIP PHILOSOPHY & STRENGTHS	 COMMUNICATION & STORYTELLING

DAY 1



ACTIVITY 1: AGREE/DISAGREE/UNSURE

TIME: 60 to 90 Minutes

MATERIALS: PowerPoint

Background Information: This exercise accomplishes several goals - serving as an icebreaker, changing the energy in the room and allowing the group to share their perspectives without judgment. The questions are designed to initiate dialogue about a range of leadership topics.

Tell them we will read a statement and they will need to decide whether they agree, disagree or are unsure.

State, "If you agree, go to the left, if you disagree go to the right, or if you are unsure move into the middle."

Remind them that these statements are vague for a reason. Encourage the participants to choose the side they really believe in, because they will be asked to explain

why they made their choice. Let them know that they need to have an independent answer, not the same thing as their friend.

GOALS

- Provide opportunity for participants to talk about internal and external barriers
- To gain insight into the reasons why they have not run for an elected position before (e.g. internal dialogue)
- To give participants a chance to think, engage, and use their brain around the systemic issues, but also their own "imposter syndrome" or "self-sabotage" –conditioning, fear, obligation, guilt (cFOG)... "see fog"

KEY PARTICIPANT TAKEAWAYS

- I am here to work on my own personal empowerment and leadership skills so I can combat the internal voices in my head and take on the external obstacles.

STATEMENT: (Have one of the participants read aloud)

The main reason women do not achieve positions of leadership in sport is because they hold themselves back.

NOTE TO FACILITATOR:

As the facilitator, read it again, loudly and slowly so that everyone can hear and process for the second time. It takes the brain a second to warm-up, so hearing it twice and even three times can be helpful.

After the participants move to their position, ask several of them why they chose their position. Be prepared to call on people from both the agree and disagree groups to ensure a maximum of voices are heard. Ask one group at a time to avoid participants talking over one another and to keep the discussion focused. Allow participants time to discuss each position. Allow the unsure group to ask questions of either side. After the three groups have spoken; you can ask if anyone wants to change positions. If anyone moves, ask them to share why.

DAY 1

DISCUSSION QUESTIONS

Can we all agree that internal voices are one of the reasons women do not run for or achieve positions of leadership in sport?

- What do those voices of:
 - Conditioning?
 - Fear?
 - Obligation?
 - Guilt?
- Sound like?
 - What are some other reasons from your perspective as to why women do not achieve positions of leadership, outside of their own internal voice?
 - What are some of the systematic and/or external barriers that exist within organisations to discourage women from running?

WRAP UP

This program is designed to empower you to become a more confident and knowledgeable leader so that you can tackle the systemic issues that deny women positions of leadership in sport.

NOTE TO FACILITATOR:

This activity is designed to change the "power" dynamic in the room and move away from a "teacher" directed learning space to a "learner" centered, shared leadership space. Do not feel like you have to have all the answers to any random questions that come up. Use your facilitation skills to push the discussion back to the group. Your focus here is to re-direct as many questions from the group, back to the group. There are a handful of discussion questions for the statement and use these throughout the discussion. Be sure to have at least 3-5 participants respond to the question before moving on to another question. Remember, this is not a "right answer" activity, rather it is an activity changing the energy and power in the room.


ACTIVITY 2: SWinG INNOV'ACTION CANVAS (as per the template introduced p38)

TIME: 20 Minutes

MATERIALS: Printed Canvas (on larger sheet of paper)

The SWinG Innov'action Canvas is designed to guide you throughout your leadership journey. Each component of the Canvas is designed to move you along the campaign continuum, beginning with the specific and introductory baseline information from the institutional audits and moving towards your personal mission and vision for election.

At the end of each session, we will give you time to write key takeaways and ideas critical to the boxes provided. Some of the boxes will not be addressed in their entirety during this orientation, but will be part of your mentorship assignment, to be discussed with your SWinG mentor throughout the project.

At the end of the orientation, you will have a two-page storyboard and a framework for building your election campaign.

The Innov'action Canvas has been adapted from the social innovation world and modified to fit the ideas of this project. We hope it serves as yet another tool to aid in this process of self-discovery and leadership development.


ACTIVITY 3: DESIGN-THINKING: A PERFECT WORLD
TIME: 90 Minutes

MATERIALS: Printed Design-Thinking Worksheets, Markers/Pens, Colored Pencils

NOTE TO FACILITATOR:

The goal of this activity is to begin with the end in mind. What does a perfect sports environment look like? Feel like? Sound like? Using human-centered design principles, this activity will move participants on a creative journey in which their underlying desires for a perfect sports world will come to the fore. Through partner interviews, drawings, and analysis, participants will unmask their partner's subconscious thoughts and reveal what underpins their ideas for social change. As a facilitator and partner, remember to use the rules of improve, responding with the words "yes and" and not the words "no" or "but".

INSTRUCTIONS:

For the next 90 minutes, you will work with a partner to develop your perfect sports world. The pacing of the next 90 minutes is going to be quick. This is intentional.

We tend to over-analyze and overthink our responses in the context of having something perfect, which often means eliminating really good ideas before saying them out loud.

For this section, please roll up your sleeves and dig into the timing.

To help you get started on your campaign framework, we're going to jump into a concept called design-thinking. Has anyone ever heard of it?

It's typical when thinking about a situation, especially one that you're highly involved in, that you can only see the problem from your own perspective. This often means you can feel stuck and like things are unchangeable. You have lost sight of other perspectives or alternative solutions and can only see the situation from your own vantage point and experiences.

In design terms, this is a problem-centric approach. What is the problem and how would I solve it? But when creating effective campaigns that will govern and make decisions on behalf of many people outside ourselves, we need a variety of perspectives. We need other people to get us "unstuck."

Many times, the answer to a challenge can be found in the minds of our peers and also in the hearts of the athletes that we serve. So today we're going to trade in our problem-centric approach for a human-centric approach through a design-thinking exercise.

DRAW:

Ok, so before we work with our partner, let's get our own ideas down.

On the sheet of paper in front of you, please take the next 7 minutes to design your perfect sports world. Yes, before you raise your hand and ask, you must draw. □

What does a perfect sports world sound like? Look like? Feel like? Give us a sensory experience of what you see, hear, and feel. What does success sound like, look like, feel like?

SHARE: For the next 4 minutes, share your drawing and descriptions with a partner.

The next challenge is to design a perfect sports world for your partner.

The most important part of designing something for someone else is to really know them, to understand them...and that starts with active and empathetic listening.

INTERVIEW:

For the next 8 minutes, we will practice active listening, creative problem-solving, and human-centered design through a series of questions found in the header bar of your paper.

Put on your journalist hats and dig deep to understand.

Partner A will spend 4 minutes gathering all the information they can about partner B. I will call time and then partner B will do the same for partner A. 4 minutes of interviewing. Take notes, pay attention to what's being said and not said, and craft the story.

Go.

INTERVIEW:

Ok, now in the second interview, we are asking you to dig deeper. Get to the "Why" Questions – why do you do what do? Why are you passionate about these issues? Dig for the feelings and emotions that drive them and take note of any barriers they mention.

Each partner will interview for 5 minutes.

Ready, go.

DAY 1

REFLECT:

Ok, now I want you to collect your thoughts and reflect on what you've learned about your partner.... I want you to synthesize what you learned into two groups:

- Partner's goals and wishes
- Insights you discovered

Use verbs or action words to express the goals and wishes. These insights reflect your partner's needs.... both physically and emotionally and how that translates to their idea of a perfect sports world.

The insights are discoveries that you inferred while listening, observing, watching. What did their body language say? How do you interpret their ideas based on your own experiences?

Take the next five minutes and categorize your partner's ideas into the categories listed on the worksheet:

- Goals & Wishes
- Insights

Ready, go.

TAKE A STAND:

Ok, now I want you to select the most compelling need and most interesting insight to articulate a point-of-view on the situation.

Take a stand by specifically stating the meaningful challenge your partner is going to take on.

It should feel like a problem worth tackling!

What is your partner's greatest challenge/obstacle/most passionate about...?

Because....or but...or Surprisingly – why is this the challenge they are perfectly suited to address.

Take 3 minutes. Ready, go.

SHARE:

Have a few participants share their ideas; Articulate how this will be a building block for the next session, which will be used to generate new solutions for their partners & complete the canvas.

DAY 3



ACTIVITY 7: COMMUNICATION SKILLS FOR MENTEES ▯ PUBLIC SPEAKING

TIME: 120 (Course and Prep) + 90 (Practice + Feedback) Minutes

MATERIALS: PowerPoint + Camera

COURSE CONTENT: The right way to get the audience's attention

- How to optimise the image by using communication techniques?
- Positive and negative gestures in front of the audience: body language
- Visual parasites that obscure the message
- Oral expression: elocution, punctuation, emphasising key words...
- Occupying space to establish presence with or without aids
- How to adjust to the public environment
- Preparing a speech
- The FOFIR approach
- What should the speech be about?
- Self-talk / focus / breathe/ power

PRACTICE:

- Each mentee presents for 1-3 minutes to the rest of the group, with the help of a prompt-card if required.
- Record on video, analysis and discussion, individual feedback.

The video of one minute can be shared with the mentor or kept to compare the progress at the end.

► CONCLUSION

This Training Programme Handbook towards Mentees' Empowerment has provided initial guidance in respect to the development of education, training and overall support opportunities to get more women elected to decision making positions in sport organisations.

The delivery method and philosophy behind the SWinG approach is shaped around "Empowerment" and as such the proposed solution is multi-dimensional with a blend of mentoring, high level training and community support.

This Handbook is the pivotal element of the SWinG project as it translates the initial stage of concept development into practical guidance for implementation and paves the way for more practical toolkits.

The SWinG Curriculum for leadership development has been introduced. In addition, elements of the curriculum real-life experimentation (the pilot testing) has been provided to enhance the development of future learning opportunities.

Indeed, this Handbook is a first step for organisations willing to tap into the potential of bringing in more diversity in their boardroom.

This will be complemented by IO 8 - Insights report from the SWinG model testing and IO 9 - SWinG sustainability and transferability plan which will provide key lessons from the whole project as well as guidelines and advice to revise or develop adapted training and education.



SWinG is an ambitious 3 years project, co-funded by the Erasmus+ Programme and led by the French Federation for Company Sport.

With the SWinG project, the FFSE, Athletes for Hope, the European Federation for Company Sport (EFCS), the European Hockey Federation (EHF), ENGSO Youth, the network of Les Femmes Chefs d'Entreprises Mondiales (FCEM), the Professional Women's Network (PWN), the Società Sportiva Lazio, the Sport Club Partizan Skofja Loka and the University of Copenhagen are joining forces to identify and nurture women emerging leaders and empower them to become real actors of change, CHANGE and DECISION MAKERS in the sport and physical activity sector.

It has been designed to DEVELOP & PILOT a new TRANSFERABLE APPROACH. It offers an opportunity for the 10 founding partners and the sector as a whole to position as a reference point.

The aim of the unique partnership gearing the project is to act as a CATALYST FOR CHANGE in gender mainstreaming while giving a tremendous boost to the access of women to change-making positions in sport governing bodies. The project will promote Executive Board as an option for women volunteers in sport while also focusing on motivation, training, and skills development for the participants.



In 2020, the SWinG project has joined the Sport for Generation Equality Initiative led by UN Women, a powerful multi-stakeholder coalition to make gender equality a lived reality in and through sport.



ABOUT FFSE

The French Federation for Company Sport (FFSE) is the SWinG project leader. The FFSE was formed on March 29th 2003, transforming an already existing organisation that had been created in 1952. It groups together more than 2,000 structures which work on the development of sport for all within a community of work. The FFSE promotes the physical exercise and grassroots sport practice as a user-friendly way to improve health and well-being, as well as to strengthen social links and productivity within a company.



Developing the Art of Opening Doors for Women in Sport

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INTELLECTUAL
OUTPUT

4

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