

INTELLECTUAL
OUTPUT

8

AT A GLANCE REPORT

HOW FAR DID WE GO IN SUPPORTING WOMEN IN ACHIEVING THEIR GOALS?

An M&E Report to capture
the 3 year SWinG journey



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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 Toolkit has been produced by Adam Evans from the University of Copenhagen and the SWinG project leader Carole Ponchon, with the support of Carole Bretteville from the European Federation for Company Sport, in collaboration with the whole partnership.





BEFORE
WE START

The SWinG project

► THE SWING PROJECT IN A NUTSHELL

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

The Project did so by developing a European wide concept to empowerment and working on the skills, incentives and support needed by emerging women leaders in sport.

The aim of the SWinG project was also 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 supported 20 women to access game-changing positions of decision makers in each area and on each level of the governance of sport.

► WE BELIEVE IN DIVERSITY IN SPORT GOVERNANCE! NOT SIMPLY TO SATISFY QUOTAS, BUT RATHER 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 brought 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 US.



► THE SWING OUTCOMES AND OUTPUTS

The project provided an excellent opportunity to develop, transfer and implement innovative practice firstly at a European level. It will from now on serve as an example of best practices and a basis for larger implementation. Indeed, we created an in-depth monitoring and evaluation to be able 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: Women in decision making roles in European sport & beyond
- 📌 IO 2 – State of Play: Initiatives developing empowerment and leadership opportunities for women
- 📌 IO 3 – The SWinG Model: from concept to action
- 📌 IO 4 – Training Handbook: "Power can change" – the SWinG learning and support environment
- 📌 IO 5 – Toolkit 1: How to build my election agenda and become an elected Decision-maker
- 📌 IO 6 – Toolkit 2: How to run an election communication campaign
- 📌 IO 7 – Toolkit 3: How to be an effective leader once elected
- 📌 IO 8 – Report at a Glance: What did we achieve in SWinG?
- 📌 IO 9 – Recommendations to sustain and transfer the SWinG approach

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 too 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 have been developing the Art of Opening Doors for Women in Sport as we believe it's time to **#PressForProgress** and change the way we lead in sport. From the very beginning, it was very clear to the partnership that we cannot achieve this alone.

This is our attempt to capture our journey so far and share meaningful data and feedback to assess the effectiveness and efficacy of the practical Framework of Action tested and developed through the project.

All of the elements introduced below were captured using a mixture of survey, interview and written feedback formats conducted during the lifespan of the project as part of the overall project Monitoring and Evaluation strategy as well as the programme assessment (Jan. 2019 to Oct. 2021).

▶ WHAT WERE THE RESOURCES PULLED IN (i.e. inputs):



- Nb of partner organisations: **10** (based in 7 countries)
- Nb of working days: **1142***
- Nb of people involved within the partnership: **48** (staff & Exec Board)
- Nb of experts involved: **37** (role models & speakers, designer, printer, translator)
- Nb of consultation rounds: **15** (at all stage of the production and monitoring)

▶ WHAT WE ACHIEVED (i.e. outputs produced or conducted):



9 publications +
1 peer reviewed paper



2 online dissemination workshops +
12** dissemination & multiplier events +
Website available in **8** languages



8 webinars + **3** online practice
Workshops + **2** Online
GameChangerHers gathering



5** translational partners' meetings
+ **5** online partners working session



1 mentor orienteering session +
1 mentee empowering session



Library of **33** leadership
development initiatives + **12+**
interviews with role models

SWinG PROJECT AT A GLANCE

▶ WERE WE SUCCESSFUL?

• Countries reached:

- **146** countries through consultation, dissemination or webpage view
- **22** nationalities in the mentoring scheme



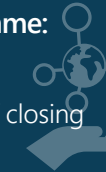
• Views on website:

- **5450** users - **13 598** pages viewed



• Participants in the mentoring programme:

- Application: **91**
- **40** selected and **38** still active at time of closing (Sept 2021)



• Campaigns

- Mini Flash campaigns on project: **14** videos (more than 1K view) & more than **160** social media posts
- Mentees campaign:
 - **20** detailed profile pages on website
 - **90+** posts on social media (18 posts on 5 different networks)



• Educational hours

- Face-to-face orienteering & empowering sessions: **22** hours
- Mentoring programme: **117,8** hours of mentee/mentor exchanges (average of **6,2** sessions of 1 hour for each of the 19 pairs)
- Supporting scheme: **5,4** hours of webinars + **6** hours of online practices workshops



▶ IMPACT OF THE SWinG MENTORING PROGRAMME AND SUPPORTING SCHEME:

- **94,12%** of mentees reported being better equipped ('slightly' to 'hugely') to break the glass ceiling than 2 years ago
- **80%** of mentees reported that taking part to SWinG has -"Possibly" to "Definitely"- contributed increasing their profile
- **100%** of mentees reported they gained new skills or knowledge as a result of taking part
- Number of elected & appointed mentees: **11****
- Mentors likelihood to recommend SWinG to a colleague:



In light of all of these elements and despite some deviations to original plan due to the pandemic - decreased number of physical partners meeting, cancellation of immersion sessions in companies and in sport organisations, postponed and adapted multiplier events, **SWinG has been a success.**

*Based on timesheets – including admin, management, coordination and production time

**Conducted or planned events at time of publication

***At time of publication there was still 3 elections to take place



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STRATEGY

The strategy followed for programme assessment

► BACKGROUND & RATIONALE

An emphasis on monitoring and evaluation was developed early on in the SWinG project intended to enable all stakeholders to track the progress of the project, to develop shared learning outcomes, and to inform practice in the future. This report is intended to capture the overall process and learnings from the SWinG project. It is an important document in the SWinG library, as it showcases the M&E strategy adopted during the whole project and therefore illustrates the philosophy and approach for the programme assessment. Therefore, this report is providing as many practical and tangible insights and learnings from the SWinG project as possible, including on the pilot mentoring programme and supporting scheme. As SWinG was designed as a pilot project, the hope is also to produce a Monitoring and Evaluation framework that is useful to many organisations and projects in the sector in the future.

The overall reason for such an emphasis on Monitoring and Evaluation can be illustrated in the following way:

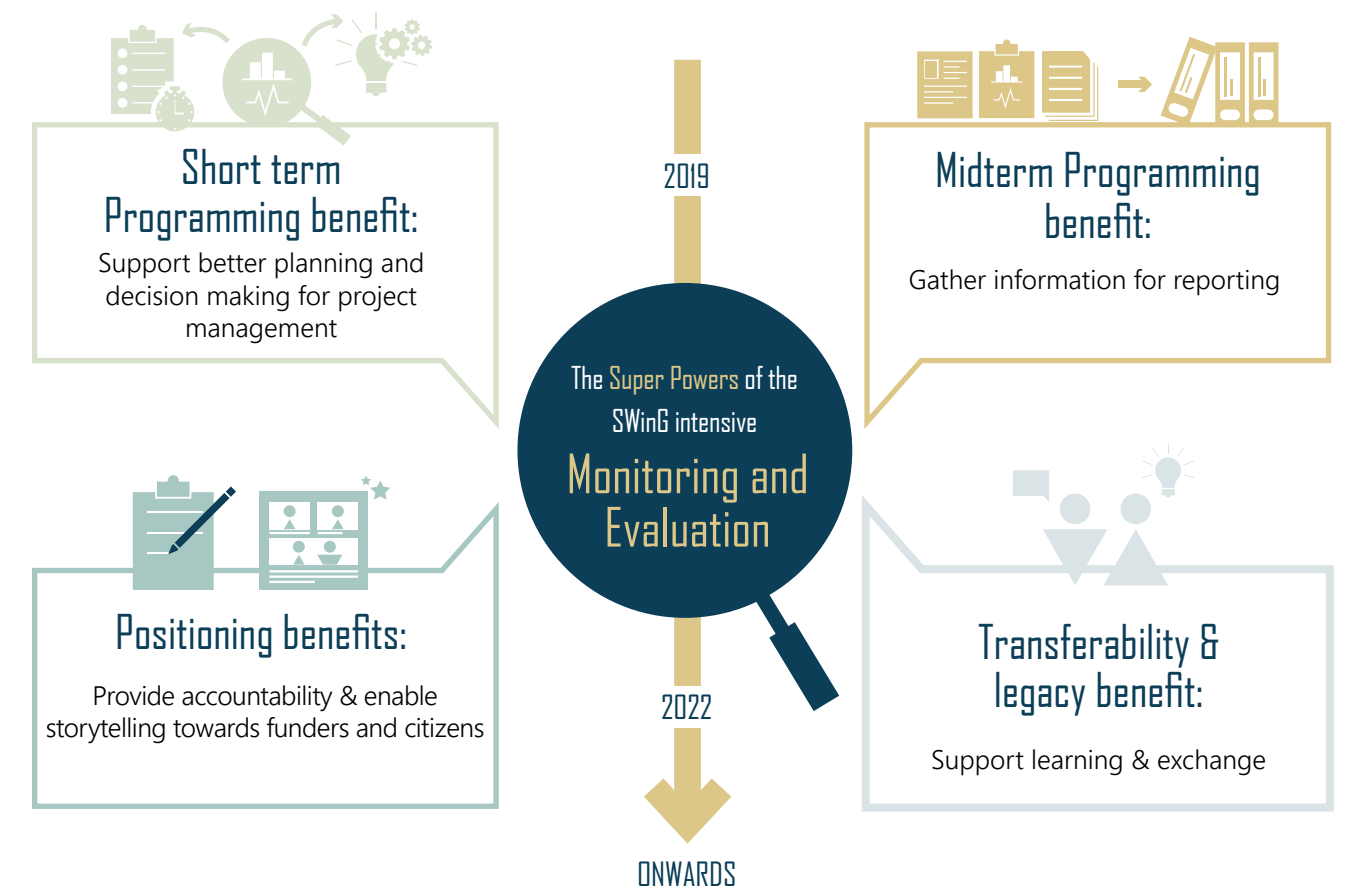


Figure 1: The Whys of the SWinG monitoring and evaluation strategy

► THE SWING ASSESSMENT FRAMEWORK AND PROGRAMME THEORY: WHAT WAS CAPTURED, WHEN AND WHY

► INTRODUCING THE PROGRAMME THEORY

A programme theory for the SWinG project was developed during its early stages and introduced in details in Intellectual Output 3 “SWinG Model: from concept to action”. A programme’s theory is intended to represent a conception of what must be done to attain the desired results (Rossi et al 2004). It does so by expressing in simple terms the way in which a programme is structured, which resources it will use (and how it will use them) to enact change, and how those changes are coherent with programme goals.

The aims of this report, therefore, are as follows:

- 1 - To assess the development and implementation of administrative, management and communication procedures in the programme. This will involve in particular quality in the coordination, monitoring and evaluation of the project as well as proper dissemination.
- 2 - To assess the effectiveness and efficacy of the practical Framework of Action (the SWinG handbook) driving the conceptualisation of the SWinG approach to practical implementation tips and recommendations.
- 3 - To assess the efficacy, effectiveness, fidelity and sustainability of the SWinG mentoring programme and project.

The report thus has the additional aims and objectives:

- To gain insights into the lived experiences, perceptions and perspectives of project participants (mentors and mentees) and stakeholders (the partnership) in order to assess the impact of the programme.
- To provide a summary of key lessons learned, shared learning outcomes and transferrable/scalable knowledge from the project. These outcomes will be attuned to specific Intellectual Outputs (*expanded upon in SWinG IO 9*).
- To produce actionable recommendations for future work arising from the SWinG project (*expanded upon in SWinG IO 9*).

In addition to the goals, the programme theory also included the ‘SWinG Logic Model’ which outlines in simple terms how the sequence of actions in the programme lead to certain outcomes - with a special focus on the SWinG pilot activities.

This model highlights how programme inputs (or resources) were intended to be utilised (through programme activities) to produce outputs at the short- term, and finally outcomes over the longer term. The logic model therefore expresses the programme’s logical progression from concept through practice to outcomes by adopting an ‘if—then’ logic.

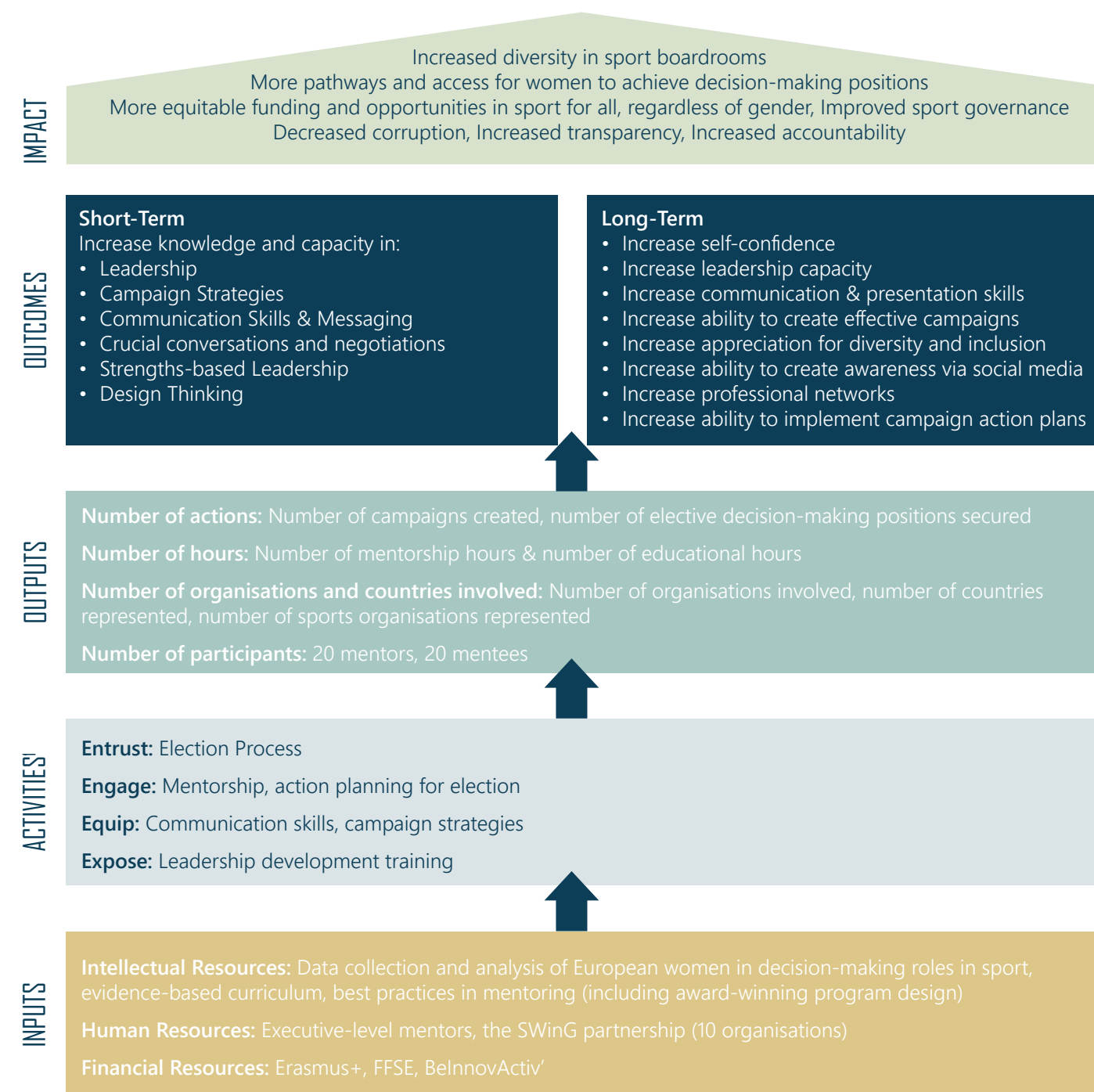
Put simply, the intended progression is described as:

IF we use resource (or inputs) A in a specific way (e.g. activities 1 and 2) **THEN** impact A1 and A2 will occur at the short-term (outputs).

IF output A1 and A2 occur as intended, **THEN** outcome B will occur at the medium or long-term.

Hence, the logic model is a simple way to describe programme processes in stages on their way to achieving final goals (Rossi et al 2004). The initial SWinG Pilot logic model can be seen on the next page.

Figure 2: SWinG Pilot Logic Model



1 - Inspired by the award winning U.S Department of State Global Sport Mentoring Program co-created by Dr Ashleigh Huffman and Dr Sarah Hillyer.

In addition to the logic model, and given the multiple crises affecting the world in recent years, it is also necessary to introduce additional factors to this logic model, particularly those relating to factors external to the programme, and the assumptions upon which the logic model is built. Both are outlined in tables 1 and 2.

Table 1: EXTERNAL FACTORS	
Factors	Details
Prevailing economic and political factors	Changes in economic or political factors might mitigate against the SWinG programme's core goals, for example, by making travel more difficult or impossible due to a global pandemic, changes in EU policy or changes in relations between EU member states (e.g. 'Brexit') as well as Conflict areas and unrests (e.g. "unstable political situation").
Changes in organisational, national or global policies	Changes in organisational, national or global policies might mitigate the SWinG project. For example, elections might be delayed due to prevailing economic, political or health-related status changes, or gender equality might no longer be considered of vital importance by sports organisations due to some unforeseen policy change.

Table 2: PROGRAMME ASSUMPTIONS	
Gender inequality is a prevailing and common factor in sports governance and sports organisations.	Challenging the inequality requires multiple initiatives across multiple scales (ie the SWinG model is based on 4 pillars). So supporting women in their journey towards roles in sports governance is an effective way of challenging this inequality ONLY IF paired with other actions.
Gender equality is valuable, including those in sports organisations.	Gender equality in boardrooms is an essential step towards gender equality in sport more generally.
Women in leadership positions in the business sector have skills and knowledge that are valuable to women in the sports sector seeking election to governance positions.	At least some women in the sports sector wish to be elected to governance positions in sport.
Political/governmental and organisational priorities include equity and inclusion priorities.	National and regional policies are not barriers to gender equality.
Current 'Power games' and governing practices are a barrier to gender equality. Gender inequity is apparent at structural, organisational and individual levels, and that this inequality is produced and reproduced by the operation of power in governing practices.	The present sports context is subject to structural, cultural and interpersonal inequalities in relation to gender equity that affects process, practice and limits the potential for change in sports governance.

► **WHAT WAS CAPTURED**

Once the logic of the programme was expressed, specific measures were devised to measure whether or not the SWinG project achieved its goals, and otherwise what its impact was overall according to several variables. These were in particular - but not only - related to the production of each of the 9 Intellectual Outputs, in the project, as follows:

Intellectual Outputs ref & title	Specific measures
IO 1 – State of Play: Women in decision making roles	- Delivery of state of the art report - Discussion and mobilisation of findings; stakeholders consider the findings relevant and useful.
IO 2 – State of Play: Initiatives developing empowerment and leadership	- Delivery of state of the art report - Delivery of 'good practices report'
IO 3 – The SWinG Model	- Design and production of SWinG handbook - Delivery and reception of a mentoring programme, including project resources. Assessed through Interviews relating to the extent to which Project partners in their support to mentors (serve as a guidance), Mentors (serve as an inspiration and a guidance). - Participant experiences, adherence and attrition rates is generally positive
IO 4 – Training Handbook: "Power can change"	- Delivery of Learner Manual & training sessions. - Feedback from participants and stakeholders is positive in general.
IO 5 – Toolkit 1: How to build my election agenda	- Extent to which Sport organisations are willing to work on their good governance and Executive Board maintenance as well as individuals thinking of becoming elected sport leaders. - Delivery of toolkit 1, to which feedback from participants and stakeholders is positive in general.
IO 6 – Toolkit 2: How to run an election communication campaign	Delivery of toolkit 2, to which feedback from participants and stakeholders is positive in general.
IO 7 – Toolkit 3: How to be an effective leader once elected	- Delivery of toolkit 3, to which feedback from participants and stakeholders is positive in general. - Production and delivery of communications strategy to boost the mentees profile (profile on social media and website)
IO 8 – Report: What did we achieve in SWinG?	Production of insights report
IO 9 – Recommendations to sustain and transfer the SWinG approach	- Development of specific legacy plans by each partner and a common scenario. - Completion and impact of final dissemination and multiplier events.

► WHEN WERE THOSE ELEMENTS CAPTURED?

Each of these variables was captured using a mixture of survey, interview and written feedback formats according to the timeline presented overleaf. The results relating to key selected learning outcomes will be presented thereafter.

SWING PROJECT OVERALL TIMELINE

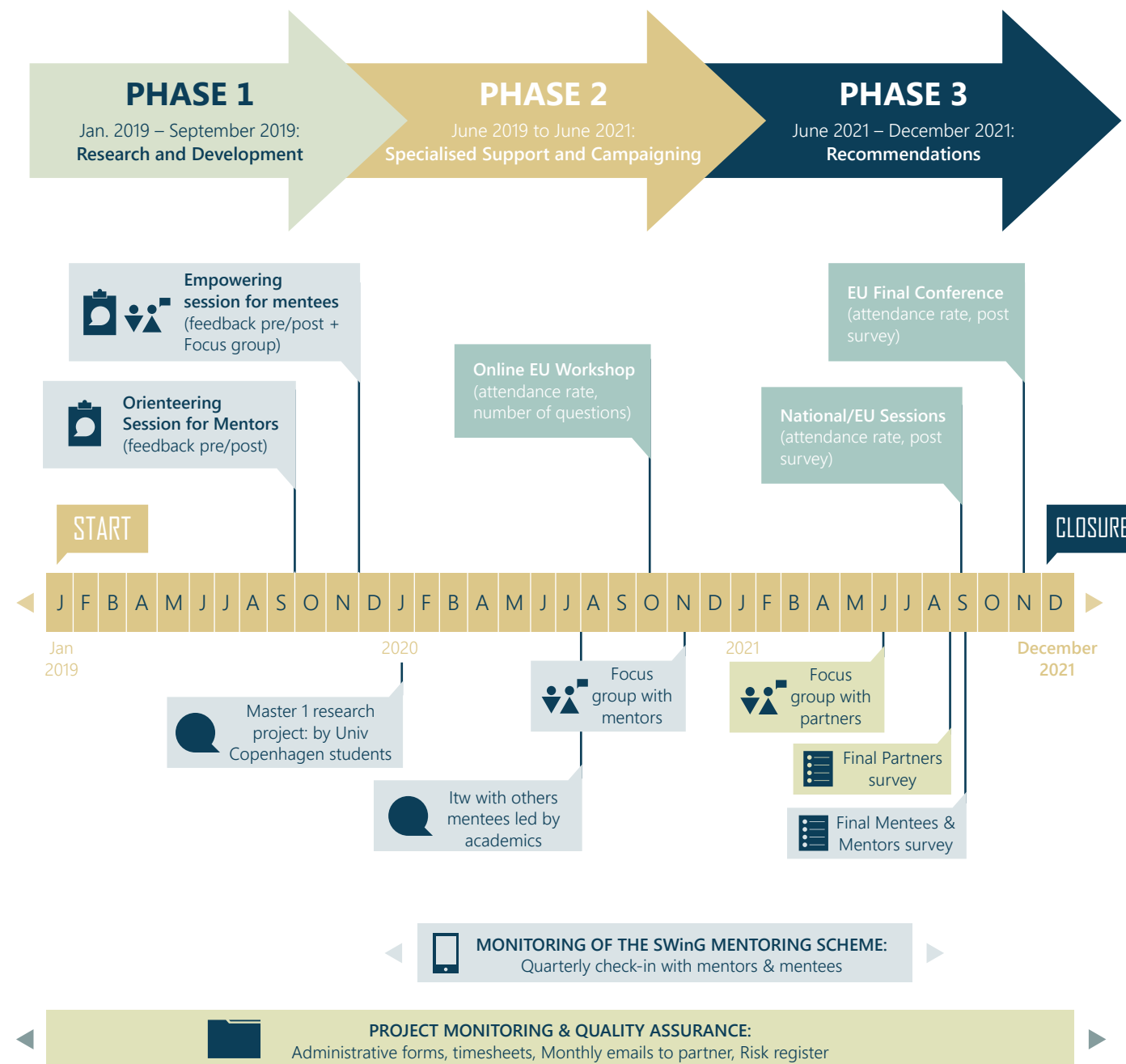


Figure 3: SWinG Evaluation Timeline

► HOW DID WE CAPTURE THOSE ELEMENTS?

Initial Orientation Session for Mentors: Survey data was obtained pre- and post-event. Questions focused upon session efficacy, particularly the effectiveness of dissemination of information related to the programme.

Initial empowering session for mentees: Survey data was again obtained pre- and post-event, once more upon session efficacy, particularly the effectiveness of dissemination of information related to the programme. In addition, four focus groups were completed with participants that focused upon their biography, motivations for joining the programme and future plans in relation to the SWinG project.

Masters Programme and Mid-point interviews with Mentees: A further round of interviews was completed with mentees conducted online and individually. Here, the focus was very much upon participants' expectations of the programme, plans and the initial phases of the mentoring scheme. These data were backed by **Quarterly Check-ins** with mentees conducted by stakeholders/partners in the project, which were conducted online. These also had the principal aim of checking upon participant progress, satisfaction and trouble-shooting, particularly in relation to the mentoring programme.

Mentors Focus Groups (mid-point): Also during the mid-point, an online focus group was conducted with mentors which was loosely based around many of the barriers and facilitators outlined in previous phases of interviews amongst the mentees, and also upon mentors biographical experiences of leadership and plans and expectations of the programme. These data were backed by Quarterly Check-ins with mentors conducted by the Project Leader.

Focus Groups with Partners, meeting minutes and other data relevant to partner experiences: Partners were also asked to reflect upon their experiences of the programme and the extent to which they found intellectual Outcomes useful at strategic time points. Two additional focus groups (both conducted online) were completed towards the end of the project, together with completion of an online survey focused upon sustainability and the legacy of the programme. Such reflections were supported by **Administrative Data** relating to partner timesheets, minutes of meetings and other data relating to programme operations, such as timelines and documented changes.

Final Surveys and interviews: Finally, multiple methods were utilised to collect summative information from mentors, mentees and project partners. These methods included 1) use of a survey designed to capture key information related to programme development, operations, and the extent to which it helped participants to develop or achieve their personal and/or organisational goals, and 2) group interviews which utilised data obtained in the questionnaire to structure an interview schedule designed to facilitate discussion of programme sustainability, personal and organisational plans for the future (including the extent to which the resources could be utilised), shared learning outcomes (positive and negative) and the extent to which the programme had achieved its goals.





KEY INSIGHTS

Selection of key insights from the project assessment

To serve the purpose of the SWinG project, this report is meant to inspire others to take actions by sharing key learnings. To keep it entertaining and digestible, we are not providing the full programme assessment –as so many data were captured during the project period- but rather transparently sharing what worked and what did not as well as deviation from initial plan due to external factors on some specific and key elements of the SWinG project. In particular, we will aim at showcasing key learnings regarding the SWinG Mentoring programme and Support scheme as well as organisational change in partner organisations.

WHAT WE DELIVERED

In this section we will aim at providing specific insights into the efficacy, effectiveness, fidelity and sustainability of the SWinG project.

The project was built around 9 intellectual outputs and a set of 5 types of activities, each aligned with a specific goal. Feedback on these outputs was then offered by stakeholders/partners, and programme participants (mentors and mentees).

The intellectual outputs (IOs) were as follows:

IO1 AND 2: STATE OF PLAY REPORTS

The first two IOs were combined to provide an overview of several aspects of the state of play in gender equity, sport and business. The two IOs consisted of several elements, including:

- A systematic narrative review of research relating to gender equity in sport. Evidence was provided across three scales ; the macro (or political and social) scale, the meso- (or organisational cultural) scale, and the micro (related to women's lived experiences) scale. This provided the basis for a peer reviewed publication published in the International Review for the Sociology of Sport in 2020.
- Desk research related to gender balance within 'apex' boards in 41 sports organisations from 18 countries. Data were obtained from interviews, statutes, websites, policy documents and board descriptions from all 41 sports organisations.
- A review of evidence related to women's representation in society and the business (private) sector, including case studies from 11 countries.



Key learning outcomes (related to the SWinG Goals):

1. **There is unequivocal evidence of gender inequality** in sport at the systemic, organisational and experiential scales. Women are under-represented in sports governance in almost all countries.
2. Election procedures and organisational cultures in most sports organisations are often masculine, and can serve to reproduce gender inequality. Still, many sports organisations have equity and inclusion policies, even if those policies tend to group gender equality with multiple forms of equity and diversity.
3. Women's lived experiences, where documented, reinforce the notion that many organisational cultures are built around traditionally masculine practices and norms, such as the existence of 'old boys networks' and informal decision making processes.
4. The pace of change towards gender equality in the sports field has been glacial, with little change over several decades of research. This is confounded by mixed evidence about the impact of quota systems, policy changes and other interventionist actions, and despite evidence that gender diversity is beneficial in most cases.
5. Women's rights and governmental actions vary across Europe and beyond; most affirmative action is relatively recent, and gender inequality is common across sectors.
6. However, women can and do challenge such barriers, and many examples of inspiring women figures exist.

Feedback: The narrative review was passed to project partners for feedback, as reported in Evans and Pfister (2020, pp. 334-335). Feedback was outlined as follows:

'On the whole, the panel felt the narrative was credible, and that it reflected their lived experiences of sports governance, business or elsewhere in their professional lives. The age of some of the studies presented was highlighted as a point of caution, particularly as studies more than a few years of age pre-dated the imposition of quotas and gender equity legislation in some contexts. Points of deeper discussion focused upon three key areas in which a lack of evidence limited conclusions that could be made.'

First, the lack of studies which described the relationship between organisation type, structure and geopolitical context and gendered practices and policies was highlighted. Furthermore, in some literature which made global comparisons in 'representation', some of the self-report measures used were also considered a limit to credibility. Global comparison was often based upon research in which a lack of distinction was made between organisations with different structures and mission statements... [and] our panel members discussed how, from their perspectives, such differences could be key in defining factors such as organisational culture, election procedures, and influence the likelihood for demonstrable change.'

Second, discussion focused upon the lack of evidence regarding the impact of election procedures on women's selection in sports organisations. Whilst much of the research in the narrative focused upon 'gendered selection processes', there was relatively little comment on the practical structure of elections. Still, the panel recognised the difficulties for researchers to gain access to data about the practicalities of elections, recognising that records of internal discussions and some organisational statutes are often unavailable.'

Third, the lack of consensus about the impact of quotas was highlighted, which included a lack of evidence about how governing bodies or boards could apply quotas or targets – if at all. In particular, members of NGOs and sports governing bodies felt unclear about exactly why some quotas were successful and others less so, particularly with regard to whether it was necessary to impose sanctions if recommended quotas were not implemented.'

Finally, we also noted that relatively little 'micro-scale' research has been conducted, and even fewer studies focus upon the experiences of women who either fail to be appointed or step down from leadership positions. This left us reliant upon the 'accounts of women who overcame (or at least managed to resist) the structural and personal barriers they faced in gaining positions in sports governance; we know too little about those who are unsuccessful.'

In short, we learned that we know much about what prevents progress – we know less about what works.'

► IO3- IO7 : REFLECTIONS AND FEEDBACK ON THE SWING PROGRAMME :

The SWinG pilot programme began with two group meetings (one held with mentors, one with mentees) in October and November 2019, in which both groups were informed about the programme, assigned into their Mentor-Mentee partnerships, and provided detailed information about the programme over the next two years.

To support their development and the SWinG programme, multiple resources were developed intended to take participants through several stages towards being elected to a position of sports governance in their selected organisation. These IOs included:

- **IO3 - The SWinG model: From concept to action.** This handbook outlined the SWinG practical Framework designed to support participants in developing a plan, targeting specific organisations that they wished to be elected to, and providing a wealth of practical tips about the implementation of this plan. One key target for this document was to highlight a practical way towards a gender inclusive culture within sports organisations.
- **IO4 - Training Handbook: Power can Change – the SWinG learning and support environment.** This document offered a user-friendly training handbook focused upon helping prospective leaders apply the SWinG model to their context and career, and included reference to a number of training sessions offered to both mentors and mentees.
- **IO5 - Toolkit 1: How to build my election agenda and become an elected decision maker.** Once again, this toolkit outlined practical advice, testimonials and solutions on how to develop an election programme. Specifically, the IO outlined a 6-step process to enable the reader to develop a solid foundation for their election programme, and to develop a full action plan.
- **IO6 - Toolkit 2: How to run an election communication campaign.** This IO offered practical, applied examples of how to run an election campaign by utilising various communication tools, with specific reference to sport.
- **IO7 - Toolkit 3: How to be an effective leader once elected.** This final toolkit outlined practical and applied ways to consider, and then to overcome barriers which might prevent them in working towards culture change once elected to decision making positions in sports governance. Again, an emphasis was placed upon practicality and recommendations about leadership.

In order to support participants through the SWinG programme further, additional learning opportunities and practical tools were developed, including a series of 8 Webinars and 3 Practice Workshops with women leaders in sports organisations and in business, 2 online sessions of SWinG #Gamechangers Coffee discussions, a growing library of 33+ leadership development initiatives, interviews with 12+ SWinG role models and a number of infographics. All of them are available on the SWinG website.



▶ WHAT WE ACHIEVED IN RELATION TO PROGRAMME IMPACT AND KEY PERFORMANCE INDICATORS

In this section we will share gained insights into the lived experiences, perceptions and perspectives of project participants (mentors and mentees) and stakeholders (the partnership and its network of allies) in order to assess the impact of the programme specific mentoring and supporting scheme.

Several key outcomes can be outlined in relation to the aims of the project. These include the following key performance indicators:

▶ PARTICIPATION RATES, ADHERENCE AND ATTRITION

The target number of participants in the SWinG programme was achieved. Following an open call for participants, a total of 91 applications were received for the programme in the Summer 2019 (49 as mentees and 42 as mentors) and in total 20 mentees and 20 mentors were enrolled into and signed up to the programme representing 22 nationalities. All but three mentees attended the kick-off meeting. Of these participants, one mentee withdrew (citing a career change) during the programme. Almost all mentor-mentee relationships functioned well (see below).

Of the 20 participants on the programme, 11 participants were in elected (or appointed) positions by the time of the final feedback survey in September 2021. Others had been prevented from running for election by the pandemic, which often delayed elections (2 individuals), by government interference (1 individual) or realization that a position in leadership was not for them (which resulted in career changes for 4 individuals). Only two individuals stated they didn't really move forward with the programme, although both participated in various online sessions and commented on the SWinG programme resources in a positive way.

▶ PROJECT MANAGEMENT, OUTPUTS AND RESOURCES:

Resources were produced in a timely fashion, almost entirely as planned. Feedback from project partners on all outputs was almost entirely positive, with all scoring each IO as 'good' or 'excellent.' The project benefited from strong teamwork and professionalism; a point underlined by a large number of comments from both mentors and mentees about the high level of support, professionalism and high level of professionalism and support from the project team.

Feedback on how the resources produced for the SWinG programme were utilised was obtained from participants (both Mentors and Mentees) on multiple occasions. In specific relation to the SWinG goals outlined in the Logic model above, the following conclusions can be drawn:

- 1 - Participants' general satisfaction with the programme:** The majority of mentees reported an increase in their knowledge related to leadership and campaign strategies, in their communication skills and messaging, and in the way in which they applied design-based thinking, goal setting and building a strategy to moving forward into sports governance. For example, one mentee stated that her expectations to *"gain useful mentorship on how to succeed in my organization, make friendships with mentees like me and create a place where women can share their experiences and fears"* had been fully met.

- 2 - Feedback on SWinG toolkits and other resources:** Most participants stated that they were 'satisfied' or 'very satisfied' with the resources produced, the kick-off meetings, and with their mentoring relationships. No resource or webinar was given a feedback score of less than 4 out of 5 on average across all mentee responses. Tables 3 and 4 outline average feedback scores across all mentees with regards the meetings and online resources and sessions, with 5 representing more positive answers and 1 wholly negative answers.

Table 3: Feedback on meetings and resources (mentors and mentees, 31 responses)

Ressource	Average score (/5) Mentees	Average score (/5) Mentors
Mentees / mentors kick off sessions	4.1	4.4
Mentees Online Coffee Gatherings	4.2	4.6
SWinG online resources (interview with role models)	4.5	4.4
Toolkit 1: How to build my election agenda and become an elected decision-maker	4.2	4.6
Toolkit 2: How to run an election communication campaign	4.1	4.6
Toolkit 3: How to be an effective leader once elected	4.3	4.5
SWinG webinar series	4.2	4.2
SWinG online workshops	4.1	4.4



Table 4: Mentee feedback on webinars and online meetings (17 responses)

Ressource	Average score (/5)
Webinar 1 with Marijke Fleuren: <i>"Who are you?"</i>	4.1
Webinar 2 with Saska Benedicic: <i>"You are a change maker!"</i>	4.2
Webinar 3 with Carole Bretteville: <i>"No need to put a mask on!"</i>	4
Webinar 4 with Su and Lisa: <i>"Dialogue between a mentor and a mentee"</i>	4
Webinar 5 with Ashleigh: <i>"Prepare to Launch"</i>	4
Webinar 6 with Jennifer Cooper: <i>"Sport for Generation Equality"</i>	4
Webinar 7 with Carole El Zein: <i>"Emotional Intelligence"</i>	4.3
Workshop 1 with Murielle Cozette: <i>"The art of public speaking"</i>	4.7
Workshop 2 with Murielle Cozette: <i>"4 occasions to make a splash."</i>	4.5

On average, 14 mentees participated in (live) or watched (replay) each of these webinars and other sessions (70% of participants), from an average of 10 countries.

What's more, the bespoke, adaptable and flexible structure of the programme was considered a positive, and many participants took advantage of the resources produced. For example, one mentee stated about the kick-off meeting how

«We all had moments that led us to make deep reflections on each of us, and what we feel. Knowing each other, we contact (with one another) more proactively.»

Other highly appreciated elements of the kick-off meeting included the elements related to discussions (5.6/6 in feedback) and the Focus Groups, and the opportunity to create a stronger network (scoring an average 4.8/6 in terms of satisfaction). Most participants emphasized the social elements of the session in particular as a positive.

3 - Mentees initial misgivings and adaptation: Despite these positive observations, some participants (primarily mentees) were initially less positive about the programme. Yet as suggested above, this perception appeared to change over time, and many mentees grew more positive as the programme unfolded. In some cases, initial reservations appeared to be related to a lack of clear plans to seek election. Initial feedback appeared to be directly correlated with how difficult participants had felt it to express a clear plan and deliver an election 'pitch' at this early point; if participants felt less prepared or had misunderstood that the programme was more than an educational or mentoring scheme, their feedback tended to be less positive overall. Yet, feedback was generally more positive following the programme, with only two respondents offering generally critical comments, and one of those two stating that their comments were mainly due to her change in career direction rather than the programme itself.

4 - Mentor-mentee relationships: On the whole, mentor-mentee relationships were successful, and 15 of 17 respondents in the final mentee survey (88% of respondents) outlined a 'good' or 'high' level of satisfaction with this relationship, scoring their match with their mentor on average 8 out of 10. This was supported by mentors, who scored their relationships with their mentees 7.5 out of 10. Participants met their mentor an average of 6 times for around 1 hour, although the number of meetings held in each partnership ranged between 18 and only 1 meeting. Only two participants stated that their mentoring relationship did not develop satisfactorily.

5 - Mentee perceptions of time constraints: Although the majority of participants appreciated the depth and scope of the resources provided to them during the programme, some also stated that, at times, the depth of this information could appear somewhat overwhelming if they did not prioritise time to read and digest it. Reference to the impact of the pandemic or career status change tended to accompany such explanations. Mentors gave a different perspective on such pressures, and they often described their role as helping mentees adapt and overcome the challenging circumstances of the pandemic and their career changes and pressures. For example, one mentor described how:

«I have to say [our relationship] has built up quite smoothly. I think we are working on a good, trustful, base. She had to face some bumpy events, during the course of our different conversations... and what she had initially planned, that is, to run for the election and sit at the board, she realized that maybe it was too early... and she should concentrate more on something else that would pave her path. So it was interesting because we had to deal with the frustration obviously and her making her own decision as to what she wants to do, which she did as a matter of fact. And at the same time, she stabilized her professional life...»

This quotation alludes to the occasional misalignment of mentees' initial plans with their possibilities under difficult circumstances. Indeed, on some occasions mentees' initial lack of clarity impacted upon the perceptions of mentors and stakeholders/project partners. At times, both mentors and stakeholders/project partners described frustration that their mentee lacked a clear ambition to be elected -despite having signed up for a programme whose explicit aim was to support women to be elected into positions of sports governance. Interestingly, qualitative data suggested that, on the whole, many of the barriers outlined by mentees' which they perceived to prevent them from developing a clear objective and plan, did not occur to mentors to the same extent, which compounded feelings of frustration.

6 - Mentees variable initial expectations of the programme: Whilst the majority of participants were clear in what the SWinG project entailed, in several cases mentees described some misalignment between their expectations of the SWinG project prior to attendance at the kick-off meeting, and the expectations of Partners/stakeholders and mentors. In such cases, the programme was often misunderstood by mentees as principally an educational or mentoring programme only. Consequently, several participants did not hold a clear objective to get elected into sports governance before the kick-off meeting, nor had a specific plan or target organisation in mind. Consequently, significant time was lost as participants weighed their plans for the future against their opportunities to get elected, as well as considering their long-term career plans. Yet as noted above, by the end of the project almost half the mentees (8) were in elected leadership positions, three others were in the application phase, whereas others were appointed to leadership positions or had a different path. Only one mentee was not successful in being elected.

7 - The impact of the pandemic: The global COVID-19 pandemic inevitably had a significant impact upon many mentor-mentee relationships, keeping them at arm's length, and reducing the effectiveness of many such relationships. Feedback from both kick-off events tended to highlight the importance of face-to-face interactions both within and between mentor and mentee groups, and with stakeholders/partners. Both meetings were greatly appreciated, although many were disappointed that such events could not be repeated. Yet even when mentors/mentees agreed to meet in person (quite common due to their proximity), the pandemic made such meetings impossible. This extenuating factor, together with its generally deleterious impact upon elections in sports organisations (which were largely either cancelled or delayed for years), undoubtedly reduced the impact of the programme.

► STAKEHOLDER/PARTNER FEEDBACK ON THE PROJECT AND PROGRAMME:

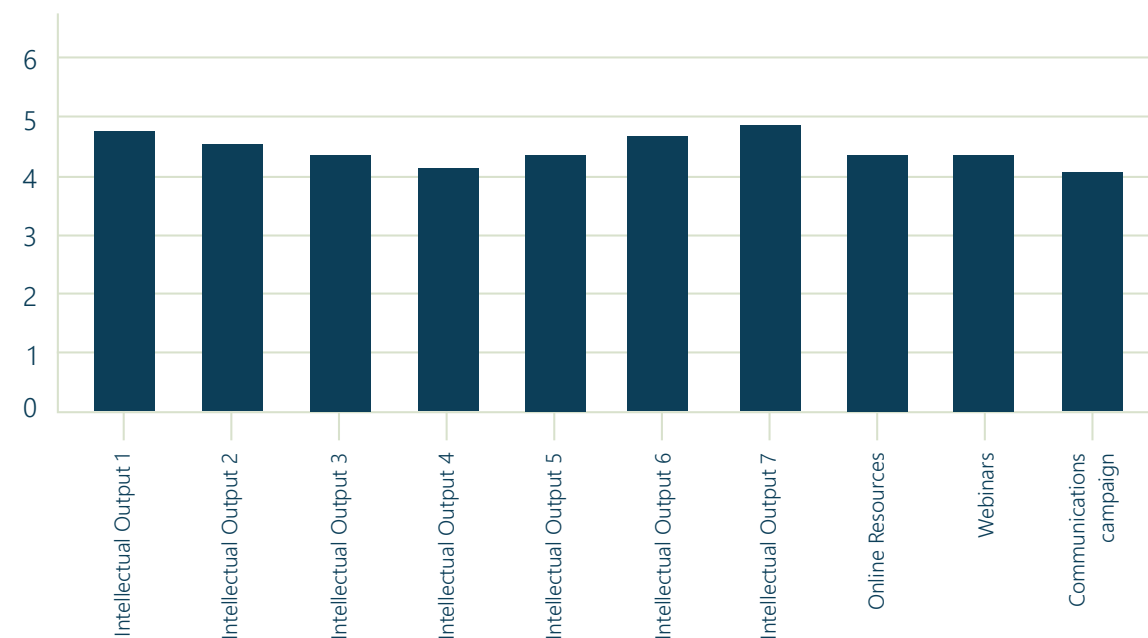
Graph 1 shows stakeholder/partner feedback on specific aspects of project management, with 1 being very poor and 5 being excellent. All stakeholders stated that their expectations of the project had been met at least in part, and all but one stated they had been mostly or fully met.

▲ **Graph 1 - Stakeholder feedback on project management** - average / 5 with 5 representing more positive answers and 1 wholly negative answers



Stakeholders also outlined their level of satisfaction with each product. As can be seen on Graph 2, all stakeholders scored all resources as either good or excellent.

▲ **Graph 2 - Stakeholder feedback on produced resources and Intellectual Outputs**



As can be observed, stakeholders were almost wholly positive about the level of teamwork in the programme, and with regards the quality of intellectual outputs and other resources in the programme.





CONCLUSION

Conclusion & key learning outcomes

► ON THE PROJECT AIM AND GOALS

The SWinG project achieved many of its aims and goals. In particular, the following are supported by feedback data:

- The vast majority (85%) of mentees completed the programme. Almost all participants were very positive about the mentor-mentee relationships and matchmaking procedures.
- Of those who provided feedback through the final survey (90% of the stakeholders involved), the majority had very positive perceptions of the SWinG programme, the SWinG toolkits and resources, and most engaged in the programme in full.
- Clarity about the aims and purpose of the programme developed only slowly, and initial misgivings and misunderstandings after the kick-off meetings (particularly amongst mentees, who often considered the programme to be purely educational or a mentoring scheme) were assuaged later during their participation in the programme.
- Of all mentees, 55% were elected or appointed to leadership positions, whilst several more were actively seeking to do so at the time of the final survey (as elections have been postponed to the final quarter of 2021). Where this was not possible, external circumstances (political circumstances, the global pandemic and career or personal changes) often provided the cause for a failure to get elected.
- The vast majority of Mentees stated their aims for the programme had been met at least in part.
- The majority also stated specific skills had improved, including their knowledge related to leadership and campaign strategies, in their communication skills and messaging, and in the way in which they applied design-based thinking, goal setting and building a strategy to move forward into sports governance.
- The stakeholders in the programme were almost wholly positive about their input, level of teamwork, project management and the quality of outputs produced.

More critical points highlighted the need to greater alignment between participant expectations and the programme goals as early as possible. Our multi-stage data collection highlighted that participant perceptions of the programme did change and become generally more positive over time. However, initial misgivings and hesitancy could be somewhat assuaged by additional (and simplified) communications about the nature of the programme.



Figure 4: Words cloud - Mentees' view of the SWinG supporting scheme

ON THE SPECIFICS OF THE MENTORING PROGRAMME AND SUPPORTING SCHEME

Regarding the SWinG pilot programme, below are introduced elements that the partnership would like to highlight as key learning outcome from the pilot experience conducted between June 2019 and September 2021:

IDENTIFIED SUCCESS FACTORS FOR MENTORING

- At selection & on-boarding:
 - **Matching built on « needs / experience » and « character traits »** worked better than those focused more on « geographical closeness »
- During the mentoring programme:
 - **Commitment and appetite for growth and learning** from the mentee
 - **A solid management team** – to provide the support needed and create a sense of community
 - **A clear closing** – with **celebration** of the community and the journey

WHAT WE SHALL BRING ON TO THE NEXT CHAPTER

- For the mentoring programme:
 - **More time for selection process** (interview with all pre-selected)
 - **Shorter-term mentoring scheme** (12 to 18 months)
 - Budgeting for mentor/mentee gatherings
 - Have an « **Exit Case** » **scenario** ready to end the relationship nicely
- For the support scheme:
 - A fully fledged programme built before the opening
 - A planned series of 2 to 3 facilitated mentees' exchange sessions
 - A planned series of 2 to 3 working sessions
 - A planned series of 2 to 3 inspiring testimonials.

It also came to the attention of the partnership that in the future it could be beneficial to have a mix of sport stakeholders involved in those learning and training schemes whether that be a webinar, programming guidance, etc. For example, administrators, athletes and officials could be enrolled at some stage to provide some feedback given that they are fully embedded into the sport system and key stakeholders for the governing bodies.

CONCLUDING REMARKS

The substantive amount of data collected mindfully through the project will allow the partnership to delve deeper into the overall programme assessment as time for reporting comes.

Nevertheless, it is important to note that the project was designed as a pilot and with transparency and transferability in mind and therefore it is our hope that readers will use the insights and learnings shared in this report as a way to fast-track their own journey in supporting women in achieving their goals. Should you have any questions, the partnership will be delighted to answer them so feel free to be in touch.

While the project demonstrates that the SWinG model was a highly promising approach to address the lack of diversity in sport governing bodies, it must also be made very clear that the pilot testing was conducted on a small scale basis and more actions will be needed to provide further insights into sustainability, transferability and the long-term impact of the programme. Also, the partnership would like to highlight that the SWinG mentoring programme and supporting scheme were developed in the context of the European model of sport, where members of the governing bodies are elected. Nevertheless, there are some outcomes and findings that could be transferred to other contexts, as expressed in our final report "Recommendations to sustain and transfer the SWinG approach." Here, we will address how the intended outcomes/findings outlined above might be applied in different sport and/or regions of the world.

ARE YOU CONVINCED AND WOULD LIKE TO HEAR MORE?
WE'VE GOT SOMETHING SPECIAL FOR YOU: DIRECT ACCESS TO OUR
RECOMMENDATIONS TO SUSTAIN & TRANSFER THE SWinG APPROACH.

Available exclusively online.

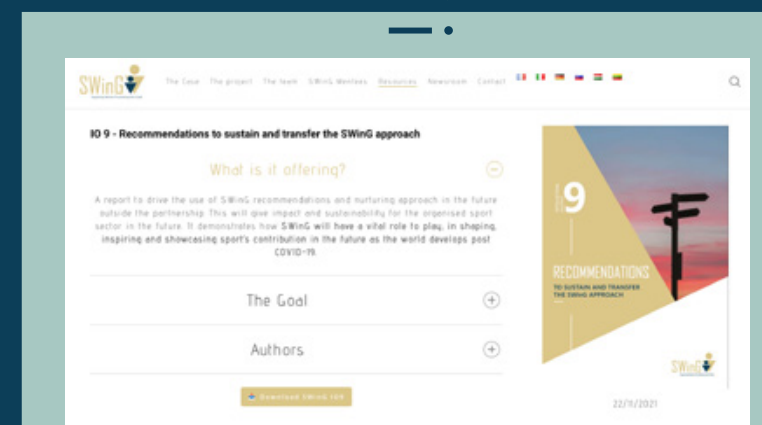
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SWinG Partners



FFSE
www.ffse.fr/



Athletes for Hope
www.athletesforhope.org/



European Federation for Company Sport
www.efcs.org/



Circolo Canottieri Lazio
www.canottierilazio.it/



European Hockey Federation
www.eurohockey.org/



ENGSO Youth
www.youth-sport.net/



Les Femmes Chefs
d'Entreprises Mondiales
www.fcem.org/fr/



Professional Women's Network
www.pwnparis.net/



Sports Club Partizan Skofja Loka
www.sdpartizan.si/



University of Copenhagen
www.ku.dk/english/

SWinG has been 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 joined 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 promoted the 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.



Developing the Art of Opening Doors for Women in Sport



ABOUT THE UNIVERSITY OF COPENHAGEN

The University of Copenhagen is one of the largest in Scandinavia, with over 40,000 students and more than 9,000 employees. The University of Copenhagen (KU) comprises six faculties and around 100 departments and centres, and emphasises gender awareness and gender equality as principles which are integrated in research and teaching.



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 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.

INTELLECTUAL
OUTPUT

8

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