



## People: Leadership and Teamwork Skills

A girl who becomes a leader starts first by believing in herself. This feeling of self-esteem gives her empathy for others and a desire to influence outcomes for the benefit of a group. Sport makes a girl realise the value of teamwork and the ability to achieve outcomes that are impossible individually. A sports programme provides a pathway for a girl to learn and practice her people skills in a structured environment, with role models and mentors, including her peers and her coach. People skills are fundamental to any type of livelihood, and mastery starts by joining a team and working together to reach goals.

### Level 1: Player – Communication and Interpersonal Skills

Communication and interpersonal skills are formed by and during practice, and are tested during competition. When a girl joins a sports team, she becomes part of a group that must communicate clearly and constantly, responding to the changing dynamics of a competition. When the opponent scores a goal, or an error has been made, interpersonal skills are required to maintain team confidence and cohesion. A player learns empathy; she does not participate in bullying and gossip, and knows how and when to give feedback to another player. Girls who develop good communication and interpersonal skills will be able to foster a sense of teamwork, and solidarity, for work or play.

Self-esteem and confidence	In many communities, adolescent girls lack spaces to build their confidence and self-esteem in constructive and healthy ways, particularly when it comes to communicating their needs and wants, exercising their rights, and expressing their emotions. Sport programmes help girls learn to use their voices in confident and strong ways, such as organising and coordinating with teammates during a match, demanding foul calls from the referee, and voicing their opinions and feelings to the coach during the match or at practice. Stepping out onto a playing field takes courage and confidence; and the more that girls play, the more they build their self-esteem. Learning new sport skills builds confidence, helping girls realise that physical activity is not just for boys in the community, but that they too can learn and master the same skills.
Empathy	Girls can learn to have empathy – or to feel what other girls feel – when they join a sports team. Teams have the incentive to find ways for everyone to work effectively together to produce an outcome that is impossible alone. This requires an awareness of team dynamics, and how they impact individual players and their performance. If a girl feels empathy for her teammates, she will develop the courage to speak up and help create a positive environment where every individual girl feels she can contribute.
Bullying and gossiping	Adolescence can be a difficult landscape to navigate in any culture, particularly for girls. Girls often bully girls, and rumours and gossip can be daily occurrences in schools, in the neighbourhood, and even in sport programmes. A girl can feel defined by a label, whether true or false, and with low self-esteem, may make unhealthy choices and allow others to take advantage of her. Bullying and feelings of superiority can be significant problems, especially if you have groups that mix social class, nationality, ethnic backgrounds, or even just neighbourhoods and schools. Coaches can be positive role models and remind teams they are less likely to perform well when they have lost their team spirit.

### Level 2: Peer Leader – Negotiation/Conflict Management Skills & Teamwork

A girl needs to develop communication skills that enable her to manage challenging or threatening situations effectively with composure and credibility. Through practice and role-play, girls can become adept at both prepared and impromptu interactions, enhancing their ability to foster teamwork. Learning to diffuse hostile interactions, negotiate successfully, manage and resolve conflict, and persuade and motivate are leadership skills, for both on and off the field.

Negotiation and refusal	The better that adolescent girls are able to communicate, negotiate and understand how to refuse advances, the more likely they are to avoid dangerous peer pressure that may result in lying, stealing, crossing emotional and physical boundaries, abuse, and unsafe sexual experiences. Practicing using their voice to communicate and negotiate in loud and forceful ways during a sport practice can help girls gain the confidence to use that voice off the field. Learning to negotiate playing time on the field, position choice, or rules of the game can help girls negotiate and communicate their rights off the field, in the school or home, or in a relationship. These skills are critical in protecting girls from various forms of gender-based violence. [See the International Guide to Addressing Gender-Based Violence through Sport for more information.]
Teamwork	Playing on a sport team, with a coach and teammates, helps a girl develop a personal sense of value. Teamwork demonstrates how players cooperate and pool their skills and talents to win games or reach objectives they could not have achieved individually. This cannot be more evident than when you have one player who does not pass to the others but tries to score by herself. While this approach may work once in a while, the team will quickly realise that the best way to move a ball toward the goal is to pass it to each other. Being a team player and cooperating on the field helps girls work in groups at school, be constructive members of their families, and be leaders and team players in the workplace.
Peer leadership	Women Win programme partners are building leadership qualities in girls by putting girls in leadership roles. Peer leadership is built over time, in formal positions such as coach or peer health educator; and informal roles, such as asking a girl to demonstrate a ball handling skill. Creative programme leaders and coaches find subtle ways to facilitate this process and support all forms of leadership. As a girl develops her leadership and influence skills, she becomes an active listener. A peer leader is open to news, good or bad, and uses information to work towards a preferred future situation and to achieve goals. [See more about peer leadership in Programme Design section.]

### Level 3: Coach – Team Management and Coaching

An important part of keeping girls in a programme is positive group dynamics. A group atmosphere in which girls feel comfortable to be themselves, speak what they think, and discuss all topics is ideal for any sport programme. However, this is not always as easy as it sounds. If there is no group cohesion, or if some girls feel threatened by others in the programme, they will not speak up or fully engage in sessions and could eventually decide not to come back. While the responsibility for good group cohesion usually falls on the coach or facilitator, peer leadership is essential to create this positive atmosphere. Give each girl opportunities to take on team management responsibilities on the field and to engage with community stakeholders, in order to develop her peer leadership skills. [See IG for more information].

Coaching & mentoring	Experienced coaches understand team dynamics and are skilled at evaluating individual abilities and matching them to build a winning team. By assisting a coach, a girl can learn to identify, recruit and select the players, encourage teamwork, and provide training, encouragement and motivation. She will learn how team performance is achieved. In addition to coaches, mentors and role models are important to adolescent girls, young women and, particularly, to budding entrepreneurs. A girl who plays sports is already familiar with a mentor: their coach. Mentors serve in a variety of roles to help a mentee achieve a goal. In addition to coach, such roles also include teacher, guide and counsellor. [See the Mentorship section of for more information.] [See the IG for more information about training coaches]
Stakeholder collaboration	It is critical to build support amongst community stakeholders to operate a successful girls' sport programme. Stakeholder engagement is an excellent opportunity for girls to build their leadership and influencing skills. Programme leaders may need to insist that a peer leader can and should represent their programme. Over time, stakeholders will see how capable



	girls are in representing themselves and building supportive relationships. Moving the Goalposts has developed a Community Liaison Department as a core strategy, which they believe has helped transform community members from sceptical or curious observers into passionate supporters and partners. Peer leaders report the motivation and pride they feel in being able to represent their peers. This builds their leadership skills, and elevates their value in the eyes of themselves, their families and their communities.
Team management, delegation and motivation	Team managers are coaches, facilitators, peer leaders and others who enable successful performance by setting clear expectations, and maintaining consistent interactions when leading activities or providing feedback. Peer leadership roles, such as assistant coach or club leader, are a good way to learn team management skills. A girl will learn how to monitor team effectiveness and know when changes are needed to improve team performance. She will learn transferable managerial skills, including how to effectively assign authority and delegate power to others to make decisions and take actions, while still providing direction, limits, monitors and controls as needed to maintain standards.

#### Level 4: Employability – Leadership and Advocacy

A leader helps others reach their goals. Winning coaches are leaders who have a way with words. Players know what's expected of them, what they have done right, and what they've done wrong. As a girl steps into coaching and leadership roles, she must be able to initiate conversations and communicate effectively in both formal and informal settings, including with men and boys. She must be approachable and use the power of sport to break down gender stereotypes in her community. This ability to lead and advocate on behalf of others requires respect, which comes from acting with integrity and accepting and valuing diversity, in all its forms.

Power and gender relationships	Adolescent girls need to understand and recognise how unequal power balances and community gender stereotypes might affect their development and the relationships around them. Exposing girls to positive gender relationships and the differences between healthy and unhealthy uses of power through sport programmes, helps them to form alternative views that break and challenge these stereotypes. Sport highlights the strength of women, both physically and mentally. Furthermore, through sport, girls can gain access to positive male role models and healthy displays of power that do not degrade, criticise, abuse or violate the rights of others. We recognise that girls can't always avoid or change these restrictive gender relationships and stereotypes, but by being able to recognise them, at least girls can choose to not adhere to them or be defined by them. [See IG for more information].
Engaging boys and men	Girls care what boys think. When addressing the empowerment of adolescent girls, we recognise that we must engage boys and men in the process. Boys and men can play a positive role in ensuring that girls live in a world free from gender-based violence, have access to leadership positions, and are able to make their own decisions about their bodies and future. Sport programmes can take a holistic approach to creating social structures that empower girls, and do not alienate or exclude boys. In fact, excluding boys from programmes, particularly in places where there are little opportunities for either gender to play or join a sport team, could cause jealousy among the boys and lead to increased aggression. Engaging men in leadership and mixing genders in sport programmes are two important topics to consider when implementing a sport programme. [See IG for more information]
Inspire & influence others	Girls learn to inspire and influence others on the field, as teammates, where leadership and supportive roles are valued. This gives girls the opportunity to learn how to inspire and influence others, using their natural qualities. Referee or coach, offence or defence: girls can learn their leadership qualities and preferences through sport. Regardless of the role, a peer leader exudes confidence, energy and self-awareness, while also conveying a high level of caring as she adjusts her style to better serve the group. She is perceptive, catches subtle nuances within interpersonal interactions, and brings both compassion and authority to her

	role. Development of these transferable skills through sport will enable girls to become team leaders in a work setting.
Accept & value diversity	A peer leader understands that diverse skills are required for a high performing team. She has learned to value people, treat others fairly, and to be open-minded and non-judgemental. She conveys empathy and sincerity and brings out the best in others. Peer leaders who embrace differences and diversity in backgrounds, opinions and perspectives, and respect others who are different, will gain transferable skills useful to manage any team, for sport or work. When developing your sport programme, actively recruit girls with physical, sensorial, and other disabilities. Peer support is critical to create an open and encouraging environment for all participants. [See IG for more information.]

### Level 5: Entrepreneurship, Employability, Education – Resource Acquisition and Allocation

A leader makes optimal use of people, time and money. She learns how to both acquire and allocate resources including financial support and in-kind resources such as volunteer time, field space, equipment, food, beverages and transportation. Leaders seek and acquire resources while also building a network of supporters for their programme.

Grant writing	<p>Grants are the most common form of financing sport for development programmes. Successful grant writing involves advance planning and preparation. It takes time to coordinate, research, organise, write and package your proposal, and to submit and follow-up with the funder. Involving peer leaders in the planning, research and writing phases is especially helpful to build their professional skills and incorporate beneficiary-level insights within your grant proposal. Many resources exist for grant writing, including [Non Profit Guides <a href="http://www.npguides.org">www.npguides.org</a>]. Women Win offers these tips for approaching and engaging funders throughout the grant cycle:</p> <ol style="list-style-type: none"> <li>Be transparent and honest.</li> <li>Be responsible for commonly agreed upon expectations.</li> <li>Don't be afraid to share the need to adjust goals and expectations when they become unattainable or restrict growth.</li> <li>Report on outcomes and impact.</li> <li>Show results in multiple forms, including statistics, written accounts and photos. Share future goals and expectations.</li> <li>Treat every relationship as a partnership. Share discussions around successes and problem solving. Funders are people and potential friends, not spreadsheets.</li> </ol>
Donor relations	<p>Finding resources to run your programme does not always have to mean spending money. Mutually beneficial partnerships can be a valuable way to secure equipment, facilities, expert advice, basic provisions and other programme needs. Consider building relationships with local businesses, organisations that serve girls, sport organisations, schools and invested individuals. Women Win offers these tips for approaching and engaging resource providers and organisational partners:</p> <ol style="list-style-type: none"> <li>Find ways for your programme to benefit potential partners. Understand that although partnerships are occasionally built on altruism, they are more frequently built and sustained when there is clear mutual benefit. Perhaps help maintain the field at a local school by cleaning up trash after every training session, or donate extra equipment to the youth centre that allows you to use their space.</li> <li>Communicate frequently and transparently about goals, needs and challenges.</li> <li>Demonstrate the successes of your programme. People want to partner with a successful programme that is positively impacting girls and the community.</li> <li>Be professional. Conduct regular meetings. Follow up with reporting on progress, events and impact.</li> <li>Assure visibility or invisibility, depending on the desire of the partner.</li> </ol>

	<ul style="list-style-type: none"> <li>f. Express gratitude by publicly thanking each partner for support, using any logos or other materials provided by the partner.</li> <li>g. Create a flier that concisely and attractively summarises your programme. In many places, a written document with photos can be extremely helpful in showing that your programme is official and respectable. This is especially important if it is a new programme. Include the names of your partners on your materials, if appropriate.</li> </ul>
Partnership management	<p>Partnerships are becoming more common amongst sport for development programmes. Whether partnering with other CBOs or NGOs, or with government agencies or the private sector, partnerships can be a way to pool resources to achieve a common goal. For economic empowerment, it is particularly important to learn to partner across sectors. The potential benefits that partners can gain from successful partnerships can include access to knowledge and people, innovation, and effectiveness and efficiency. Many resources can be found at [sportanddev.org]. These include the [Canada Commonwealth Games Partnership Filter and Application Tool], designed to evaluate the potential for partnering with an NGO. The [NCDO Toolkit] highlights opportunities, stimulates discussion and offers a step-by-step guide for partnering with businesses based on interviews with experts and practitioners in the sport for development field.</p>
Self-financing/Income generation strategies	<p>Some organisations are applying self-financing strategies to diversify funding streams, including membership fees, service fees, product sales, and assets and investment dividends. Some Women Win programme partners are running businesses and social enterprises. These profit-making entities help support training and scaling impact to reach more girls. Self-financing initiatives should always align with the core mission and values of your organisation, and generate income to sustain and grow your programmes. [See Organisational Sustainability section for more information.]</p>